

ACADEMICIA

ISSN (online) : 2249-7137

ACADEMICIA

An International
Multidisciplinary Research
Journal



Published by
South Asian Academic Research Journals
A Publication of CDL College of Education, Jagadhri
(Affiliated to Kurukshetra University, Kurukshetra, India)

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An International Multidisciplinary Research Journal

ISSN (online) : 2249 –7137

Editor-in-Chief : Dr. B.S. Rai

Impact Factor : SJIF 2021 = 7.492

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

Indexed/ Abstracted : Scientific Journal Impact Factor (SJIF2020 - 7.13), Google Scholar, CNKI Scholar, EBSCO Discovery, Summon (ProQuest), Primo and Primo Central, I2OR, ESJI, IJIF, DRJI, Indian Science and ISRA-JIF and Global Impact Factor 2019 - 0.682

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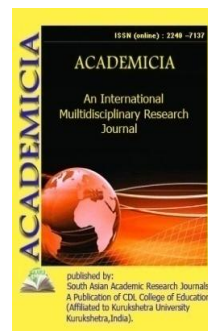
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An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed International Journal)



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103.	COMPARATIVE ANALYSIS OF ALTAI LEXEMES SUCH AS "QUT", "TYN", "SYN", "SUNE", "SUR", "SUS", "JULA", "UZUT" WITH THE SAME LEXEMES IN THE KIPCHAK DIALECT OF THE UZBEK LANGUAGE Anvar Buranov	613-619	10.5958/2249-7137.2021.00675.3
104.	INTERNET-OF-THINGS SECURITY AND VULNERABILITIES: IOT SECURITY, IOT TAXONOMY Sanjar Muminov Saidkulovich, Husanboy Shoraimov Uktamboyevich, Umarbek Akramov Farkhodugli	620-624	10.5958/2249-7137.2021.00676.5
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107.	SPECIFIC ASPECTS OF RAUF PARFI'S POETRY Bozorova Nigora Hakimovna, Hikmatova Dilrabo Pulatovna	637-641	10.5958/2249-7137.2021.00679.0
108.	IMPROVEMENT OF THE METHOD FOR CALCULATING THE LEVEL OF VEHICLE OCCUPANCY FOR A SINGLE VEHICLE Madaminova Ominaxon Saidjon qizi, Abdullayev Axmed Jaloldinovich, Masodiqov Qaxramon Xusanboy ogli, Abdullayev Muhammadyusuf Usmonxoja ogli	642-649	10.5958/2249-7137.2021.00689.3
109.	THE ROLE OF USING PUPPETS WHILE TEACHING ENGLISH FOR YOUNG LEARNERS Mamadaliyeva Hapira Abduxalilovna	650-655	10.5958/2249-7137.2021.00690.X
110.	FORECASTING OF BSE SENSEX USING SIMPLE EXPONENTIAL SMOOTHING (SES) METHOD Dr. M. Ramesh, Dr. C. Mani, Dr. B. Hari Mallikarjuna Reddy, Dr. M. Venkataramanaiah	656-665	10.5958/2249-7137.2021.00630.3
111.	TECHNOLOGY OF FORMATION OF INTEGRATED READING COMPETENCE IN ENGLISH Nazaraliyeva Matluba Anarjanovna	666-672	10.5958/2249-7137.2021.00715.1
112.	REGULARLY USED PHRASAL VERBS GERMAN LANGUAGE Yusufjonova Shakhlokhon Mukhtorovna	673-680	10.5958/2249-7137.2021.00719.9
113.	ANALYSIS OF THE GSM COMMUNICATION CHANNEL IN SECURITY SYSTEMS Abdullaev Odiljon ogli Komilov, Sherali Muhamadaliyevich Toshpulatov, Murod Makhamadalimovich Dadabaev, Dilyorjon Baxtiyorovich Alimdjanov	681-685	10.5958/2249-7137.2021.00709.6
114.	BASIC ERRORS OF OPTICAL MOISTURE METERS G.M. Qipchaqova	686-690	10.5958/2249-7137.2021.00713.8
115.	EFFECTIVE WAYS OF COMMUNICATIVE LANGUAGE TEACHING Rajapova Malika Ahmadali qizi	691-694	10.5958/2249-7137.2021.00716.3
116.	SPECIFIC ASPECTS OF THE VALIDITY OF THE STATUTE OF LIMITATIONS IN CIVIL LAW Akaeva Marapat Abdukhaliqovna, Mirzayev Giyozbek Israil's son	695-699	10.5958/2249-7137.2021.00710.2
117.	THE ESSENCE OF PROFESSIONAL COMPETENCE FOR FOREIGN LANGUAGE TEACHING Yuldashova Nargiza Abdukhaliq qizi, Ziyodullayeva Mohidil Shavkat qizi, Mamanazarova Sarviniso Ro'zibobo qizi	700-708	10.5958/2249-7137.2021.00680.7
118.	CIVIL SOCIETY AND THE TRANSFORMATION OF ISLAMIC VALUES Abdullaev Akmal Nasriddinovich	709-714	10.5958/2249-7137.2021.00681.9
119.	OPERATIONAL REQUIREMENTS FOR CITY STREETS AND ROADS Tolipova Nargiza Zukhriddinova, Mutalova Barno Irgashevna, Abdullaeva Madina Alijon kizi	715-719	10.5958/2249-7137.2021.00682.0
120.	DEVELOPMENT OF CREATIVE THINKING IN SCHOOL CHILDREN Akramov Xusniddin Mukhitdinovich, Umarov Komiljon Mirzabdullaevich	720-723	10.5958/2249-7137.2021.00683.2

121.	ORGANIZATION OF THE SPECIAL COURSE "CULTURE OF SAFE LIFE" IN PROFESSIONAL SCHOOLS OF UZBEKISTAN Akramov Khusnitdin Muhitdinovich, Sayfitdinov Anvar Sadritdinovich	724-729	10.5958/2249-7137.2021.00684.4
122.	ANALYSIS OF THE ARCHITECTURE AND PROTOCOLS OF THE INTERNET OF THINGS NETWORKS Shuhrat Yuldashevich Djabbarov, Rustam Khusanovich Djurayev, Kim Kristina Ruslanovna, Sohijjon Rustamovich Botirov	730-739	10.5958/2249-7137.2021.00685.6
123.	THE EFFECTS OF THE BUDS TO YIELDS, MECHANICAL AND CHEMICAL COMPOSITIONS IN THE PROCESS OF CULTIVATION OF "WHITE HUSAYNI" VARIETIES OF GRAPES BY THE METHOD OF "VOISH" P.E.Egamberdiev, F.M.Khojaqulov, R. Xudoyberdiev, U. J. Bababekov, D. Botirova, Sh.K.Suyunov	740-745	10.5958/2249-7137.2021.00686.8
124.	TYPES AND USES OF MATHEMATICAL EXPRESSIONS Gulomova Muxabbat Maxmudovna, Tufliyev Egamberdi Olimovich, Bozarov Dilmurod Uralovich	746-749	10.5958/2249-7137.2021.00687.X
125.	OPPORTUNITIES AND RISKS OF IMPLEMENTING BUSINESS INTELLIGENCE SYSTEMS IN SMALL BUSINESS ACTIVITIES Bobomurodov Ozod Jorayevich, Obidov Akrom Obidovich, Akbarov Zaydullo Muxtor ogli	750-756	10.5958/2249-7137.2021.00688.1
126.	CAUSES OF UNDER-NUTRITIOUS CONDITION AMONG CHEPANG CHILDREN (A STUDY FROM BENIGHAT-RORANG RURAL MUNICIPALITY, DHADING NEPAL) Sanjaya Bahadur Chand, Bijaya Mani Devkota, Sanjaya Bahadur Chand	757-763	10.5958/2249-7137.2021.00700.X
127.	A GENERAL DESCRIPTION OF THE APPEARANCE OF THE WRITING Rano Nazarova, Nilufar Usarova, Dilfuza Kadirova	764-768	10.5958/2249-7137.2021.00708.4
128.	JADIDISM AND SOCIO-POLITICAL SITUATION IN TURKESTAN AT THE BEGINNING OF THE XX CENTURY Mustafaeu Jafar Shomirzaevich	769-774	10.5958/2249-7137.2021.00696.0
129.	CONCEPT OF DEVIATION BEHAVIOR Umarova Iroda Bakirovna, Gazixojaeva Mushtaribonu Shovkatovna	775-778	10.5958/2249-7137.2021.00697.2
130.	METHODS AND SCOPE OF CREATING A DATABASE IN MS ACCESS MS ACCESS PROGRAM IN MEDICAL AND BIOLOGICAL PLANNING AND CREATION OF A DATABASE TO STORE INFORMATION, GO TO THE THEME OF THE PRACTICAL LESSON MODULES IN THE SYSTEM ONLINE A.E. Kubaev, S.B. Abdullayeva, M.R. Malikov, Sh.N. Khudoikulova	779-792	10.5958/2249-7137.2021.00695.9
131.	THE ROLE OF MEDIA WHILE TEACHING YOUNGSTER LEARNERS Tursunova Odina Salimovna	793-799	10.5958/2249-7137.2021.00691.1
132.	AROUND TERRITORIES OF DENGIZKUL, KORA-KIR AND ZAMONBOBO LAKES' SPECIES OF REPTILES PART AND NUMBERS' IN SPRING Rayimov Avaz Rustamovich, Rakhmonov Rashid Rakhimovich, Nuriddinova Gulroy, Sanoqulov Ramizjon	800-804	10.5958/2249-7137.2021.00692.3

133.	CHEMICAL COMPOSITION OF SINGLE-SIDED PHOSPHORIC FERTILIZERS OBTAINED FROM BALANCED PHOSPHORITE ORE OF CENTRAL KYZYLKUM BY PHOSPHORIC ACID ACTIVATION WITH SULFURIC ACID ADDITION Ortikova Safie Saidmambiyevna, Toshtemirov Husniddin, Khojimatova Ehtiotkhon	805-813	10.5958/2249-7137.2021.00693.5
134.	MODERN DEVELOPMENT OF CREATIVE ABILITIES OF PRESCHOOL CHILDREN ON THE BASIS OF PEDAGOGICAL CREATIVITY Mokhira Jurakulovna Turdieva	814-819	10.5958/2249-7137.2021.00701.1
135.	FORMS, METHODS AND WAYS OF MORAL EDUCATION OF CHILDREN IN THE FAMILY BY MEANS OF NATIONAL VALUES Saodat Zoirova Jabborova	820-823	10.5958/2249-7137.2021.00702.3
136.	THE ROLE OF A FOREIGN LANGUAGE IN WORLD DEVELOPMENT Elchaev Zohidjon Akhmatovich	824-828	10.5958/2249-7137.2021.00698.4
137.	IMPROVING THE SYSTEM OF TRAINING SECONDARY SCHOOL STUDENTS TO ACT IN EMERGENCIES AND IN THE FIELD OF CIVIL PROTECTION Nazokat Saidkhanova	829-831	10.5958/2249-7137.2021.00694.7
138.	THE WORK "HUSN-U DIL" BY MUHAMMADNIYAZ NISHOTI AND THE "TEN METHODS" IN THE DOCTRINE OF KUBRA AND THE INTERPRETATION OF COLORS Ametova Ulbusin Komiljonovna	832-839	10.5958/2249-7137.2021.00711.4
139.	THE ORIGIN OF UZBEK FOLK GAMES Enazarov Tolib, Hamidova Nigora	840-845	10.5958/2249-7137.2021.00712.6
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141.	FORMATION OF THE CONCEPT OF INTELLIGENCE IN FOREIGN PSYCHOLOGY Z. E. Abduraxmonova, D. M. Nuraliyeva	852-857	10.5958/2249-7137.2021.00720.5
142.	ANALYSIS OF FIBER-OPTIC SENSORS FOR DIAGNOSTICS AND MONITORING OF ELECTRICAL EQUIPMENT Abdullajon Odiljon ogli Komilov, Sherali Muhamadaliyevich Toshpulatov, Solijon Boxodirjon ogli Abdurakhmonov, Tokhirjon Shaxobiddin ogli Turgunboev	858-863	10.5958/2249-7137.2021.00718.7
143.	REGIONAL FEATURES OF MIGRATION PROCESSES IN UZBEKISTAN (ON THE EXAMPLE OF FERGANA REGION) Mamadaliev Nemat Qaxorovich, Imamova Nozimaxon Avazkhonovna	864-869	10.5958/2249-7137.2021.00714.X
144.	SYSTEMS APPROACH FOR DESIGNING QUALITY INSTRUCTIONAL PACKAGES FOR TEACHER EDUCATION PROGRAMME IN NIGERIA Victor-Ishikaku, Eunice C	870-879	10.5958/2249-7137.2021.00765.5
145.	THE ROLE AND OPPORTUNITIES OF INFORMATION TECHNOLOGY IN TOURISM Juraeva Feruza Jumaqulovna	880-883	10.5958/2249-7137.2021.00768.0

146.	THE ECONOMIC CONTENT OF THE ORGANIZATION OF PUBLIC PROCUREMENT AND ITS ROLE IN THE ECONOMY Turabov Sarvar Abdumalikovich	884-889	10.5958/2249-7137.2021.00769.2
147.	COMPARATIVE ANALYSIS OF THE CONCEPT «HAPPINESS» AND «BAXT» IN THE ENGLISH AND UZBEK LANGUAGES Ozoda Jumayeva Ilhomjonovna	890-896	10.5958/2249-7137.2021.00761.8
148.	THE FEATURES OF ARTISTIC FUNCTIONS IN SCIENTIFIC FANTASY (USING THE EXAMPLE OF RAY BRADBURY AND ISAAC ASIMOV'S WORKS) Quvvatova Dilrabo Habibovna, Usmonova Zarina Habibovna	897-903	10.5958/2249-7137.2021.00762.X
149.	THE PROBLEM OF THE INDIVIDUALITY OF THE LANGUAGE OF CHARACTERS IN WORLD TRANSLATION STUDIES Zarnigor Majidova Mamadjonovna, Madinabonu Barnoeva	904-909	10.5958/2249-7137.2021.00763.1
150.	PHONETIC FIGURES OF SPEECH AND SUPER SEGMENTAL PHONETIC DEVICES Yadgarova Zebiniso Tolibovna, Bahodirjonova Saida Nodirovna	910-917	10.5958/2249-7137.2021.00764.3
151.	METHODS OF USING INFORMATION AND ADVANCED PEDAGOGICAL TECHNOLOGIES IN PRIMARY EDUCATION Khadicha Jabborovna Sattorova	918-923	10.5958/2249-7137.2021.00936.8
152.	SOCIO-ECONOMIC DEVELOPMENT OF SURKHANDARYA REGION DURING THE YEARS OF INDEPENDENCE Bohodir Saidmusaevich Rahimov	924-928	10.5958/2249-7137.2021.00937.X
153.	THE ANALYSIS OF METAPHORS THAT HAVE LINGUACULTURAL LOGICAL IMPORTANCE Nafosat Otabekkizi Ziyatova	929-931	10.5958/2249-7137.2021.00938.1
154.	ON SOME ISSUES OF YOUTH HISTORICAL AND POLITICAL CONSCIOUSNESS Ravshan Ruziev	932-940	10.5958/2249-7137.2021.00939.3
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156.	DESIGNING LESSONS AIMED AT TEACHING STUDENTS TO CRITICALLY EVALUATE THE PERSONALITY OF THE HEROES OF THE WORK OF FICTION Anadjan Tadjibayevna Baltayeva	947-952	10.5958/2249-7137.2021.00722.9
157.	MEMORIAL WORKS – AS HISTORICAL FACTS (ON THE EXAMPLE OF S. KAMALOV'S MEMORIAL "FROM THE LESSONS OF MY LIFE") Bahamdulla Nurabulloyev	953-956	10.5958/2249-7137.2021.00723.0
158.	ETHNIC COMPOSITION OF THE STATE OF KARLUK-KARAKHANS Bekhzod Khamidovich Makhmudov	957-961	10.5958/2249-7137.2021.00724.2
159.	THE EFFECT OF USING INTERACTIVE METHODS IN TEACHING PHYSICS Sherzod Boymirov, Shamshiddin Ashirov, Alijon Urozbokov, Abduraim Mamatov, Islom Shermatov	962-971	10.5958/2249-7137.2021.00725.4

160.	INDIA AND NUCLEAR DISARMAMENT Dillip Kumar Mallik	972-987	10.5958/2249-7137.2021.00968.X
161.	TEACHING ACTIVITIES FROM ANCIENT TIMES TO XII CENTURIES Kadirov Ilhomjon Odiljonovich	988-993	10.5958/2249-7137.2021.00770.9
162.	ARTILLERY INTELLIGENCE IN THE ARMY OF THE XXI CENTURY Toxtanazarov Bakhrom Sotimovich	994-997	10.5958/2249-7137.2021.00771.0
163.	THE ROLE AND ROLE OF WATER NETWORKS IN THE DEVELOPMENT OF SURKHAN-SHEROBOD OAKH Buriev Soatmomin Donaevich, Shavkat Mirziyoev	998-1006	10.5958/2249-7137.2021.00772.2
164.	THE ISSUE OF PUBLIC ADMINISTRATION IN NIZAMULMULK'S "POLICY" Davlatova Shoiri Shodavlatovna, Yuldasheva Zubayda Hamidovna	1007-1012	10.5958/2249-7137.2021.00883.1
165.	THE ROLE OF EDUCATION IN THE UPBRINDING OF CHILDREN Khuday berdiev Khursand Khuday berdievich, Khuday berdieva Gulnora Khursandovna	1013-1019	10.5958/2249-7137.2021.00774.6
166.	THE ROLE OF IMAM TERMIZI IN THE UPBRINGING OF, SUNANI TERMIZI" Melikulova Malika, Sh. Mirziyoev	1020-1028	10.5958/2249-7137.2021.00940.X
167.	ON THE ROLE OF BUKHARA IN THE DEVELOPMENT OF SCIENCE AND CULTURE DURING THE REIGN OF AMIR TEMUR AND THE TEMURIDS Mahmud Zainievich Orziev, Jamshid Kulnazarovich Kucharov	1029-1034	10.5958/2249-7137.2021.00941.1
168.	THE ROLE OF THE BAKSHI ART IN OUR NATIONAL SPIRITUAL VALUES Gulchehra Uskinovna Akhmedova	1035-1039	10.5958/2249-7137.2021.00942.3
169.	THE ROLE OF THE NATIONAL VALUES IN THE HISTORY OF PEDAGOGICAL EDUCATION Matlyuba Yunusovna Alimjonova	1040-1044	10.5958/2249-7137.2021.00943.5
170.	UZBEKISTAN AS A LEADING INITIATOR IN CENTRAL ASIA Durdona Iskandarovna Madaminova	1045-1049	10.5958/2249-7137.2021.00726.6
171.	CHINGIZ AITMATOV'S PEDAGOGICAL CONCEPT IN THE DEVELOPMENT OF PEDAGOGICAL AND PUBLICISTIC THOUGHT Elyor Abdulvokhidov	1050-1057	10.5958/2249-7137.2021.00727.8
172.	THE ROLE OF TAX POTENTIAL IN DETERMINING LOCAL BUDGET INCOME BASE Ernazarov N.E	1058-1061	10.5958/2249-7137.2021.00728.X
173.	LOCATION OF THE POPULATION AND ETHNIC COMPOSITION OF SURKHAN OASIS IN THE LATE XIX AND EARLY XX CENTURIES Fayzulla Ochildiev, Ravshan Kuyliyev	1062-1069	10.5958/2249-7137.2021.00729.1
174.	THEORETICAL, PRACTICAL AND DEMOGRAPHIC ASPECTS OF LABOR MARKET DEVELOPMENT IN UZBEKISTAN Gavkhar Umarovna Radjabova	1070-1075	10.5958/2249-7137.2021.00730.8

175.	NEW INFORMATION ABOUT KHIVA LITOGRAPHY IN KHOREZM Hamidulla Abdirakhimovich Aminov	1076-1087	10.5958/2249-7137.2021.00731.X
176.	A DEMOCRATIC SOCIETY IS THE SPOKESMAN FOR THE PEOPLE'S, NATIONAL WILL Seitova Zukhrakhon Pirjanovna	1088-1091	10.5958/2249-7137.2021.00775.8
177.	SOME ISSUES OF CONDUCTING AND TREATMENT OF PREGNANT WOMEN WITH CHRONIC TONSILLITIS Kasimova Sh.A, Karimov A.Kh, Bakieva Sh.Kh	1092-1096	10.5958/2249-7137.2021.00776.X
178.	IMPROVING THE MEANS OF STATE REGULATION OF INVESTMENT AND CONSTRUCTION ACTIVITIES Axmedova Sanobar Ikromqizi	1097-1100	10.5958/2249-7137.2021.00777.1
179.	THE NEED FOR INVESTMENT IN THE DEVELOPMENT OF THE COUNTRY'S ECONOMY AND ENTREPRENEURSHIP Fayzieva Shirin Shodmonovna, Nusratova Zarnigor Bakhtiyorovna, Sobirova Markhabo Khaitovna	1101-1108	10.5958/2249-7137.2021.00778.3
180.	INFLUENCE OF STABILIZERS ON THE SUSTAINING OF CELLULOSE POLYMER SYSTEMS Sarabibi Farxodovna Samandarova, Izzatbek Ismoilogli Achilov	1109-1113	10.5958/2249-7137.2021.00779.5
181.	EXPLORING INSTRUCTIONAL LEADERSHIP PRACTICES IN THE INSTITUTIONAL SCHOOL OF KATHMANDU: A NARRATIVE INQUIRY Subash Shrestha	1114-1122	10.5958/2249-7137.2021.00969.1
182.	SPECIFIC FEATURES OF INTERDISCIPLINARY INTEGRATION IN TEACHING NATURAL SUBJECTS Narbutaev Hushbak Babanazarovich	1123-1128	10.5958/2249-7137.2021.00766.7
183.	TECHNOLOGY OF INTERDISCIPLINARY INTEGRATION OF PRIMARY EDUCATION Salohitdinova Navruza Murodulla kizi	1129-1135	10.5958/2249-7137.2021.00767.9
184.	PHILOSOPHY OF HUMAN NATURE PRESENTED BY WILLIAM GOLDING IN HIS CREATIVE WORKS Feruza Muzaffarovna Shapsanova, Elmira Denisovna Muratova	1136-1141	10.5958/2249-7137.2021.00963.0
185.	ON THE STUDY OF MANUSCRIPTS OF ALISHER NAVOI'S "KHAMSA" (ON THE EXAMPLE OF PORSO SHAMSIYEV) Giyosiddin Nafasovich Shodmonov	1142-1146	10.5958/2249-7137.2021.00964.2
186.	TURKIC LEXEMES IN THE HISTORICAL WORKS OF ALISHER NAVOI Dilnoza Akramovna Abduvaliyeva	1147-1151	10.5958/2249-7137.2021.00965.4
187.	DRIP IRRIGATION TECHNOLOGY AND ITS IMPACT ON THE ENVIRONMENT Hurmatoy Abdumutalipova, Artikbay Botirov	1152-1154	10.5958/2249-7137.2021.00732.1
188.	DRIP THE ROLE AND IMPORTANCE OF TRADITION IN LITERARY SUCCESSION (ON THE EXAMPLE OF THE WORK OF ABDULLAQAHHOR) Ikbal Tadjibayevna Baltayeva	1155-1161	10.5958/2249-7137.2021.00733.3

189.	UZBEK PEOPLE'S ETHNONYMIC LEGENDS Jumanazarov U, Jumanazarova D	1162-1167	10.5958/2249-7137.2021.00734.5
190.	ATMOSPHERIC DUST AND ITS EFFECTS ON HUMAN HEALTH Karshieva D.R, Nazarova F.A, Tolibova Z.H	1168-1172	10.5958/2249-7137.2021.00735.7
191.	ARTISTIC AND AESTHETIC FUNCTION OF CHRONOTOPS IN THE STRUCTURE OF THE NOVEL Khamro Dauletbaevich Abdullaev	1173-1179	10.5958/2249-7137.2021.00736.9
192.	ARCHAEOLOGICAL STUDY OF ANCIENT KHOVOS MONUMENT Komil Akramovich Rahimov, Alisher Narbaevich Yuldashev	1180-1185	10.5958/2249-7137.2021.00737.0
193.	DEVELOPMENT OF ENTREPRENEURSHIP AND IMPROVEMENT OF ORGANIZATIONAL AND ECONOMIC BASES OF ITS STATE REGULATION Shoxojaeva Zebo Safoevna, Samandarov Mirzoxid Mirjamilovich	1186-1193	10.5958/2249-7137.2021.00780.1
194.	THE MODELING OF OPTIMIZATION OF SUPERCRITICAL CO₂ EXTRACTION OF RESVERATROL FROM BERRIES OF MULBERRY Mukhammadiev Baxodir Temurovich, Berdieva Zulfiya Muxiddinovna	1194-1201	10.5958/2249-7137.2021.00782.5
195.	SUSTAINABLE MANAGEMENT AND EFFICIENT USE OF WATER RESOURCES IN THE CONDITIONS OF ECONOMIC MODERNIZATION Shoxujaeva Zebo Safoevna, Mamanazarova Nasiba Juraevna	1202-1208	10.5958/2249-7137.2021.00781.3
196.	MODERN DIAGNOSIS AND TREATMENT OF ALLERGIC RHINITIS IN CHILDREN Kurbanova D.R, Satiboldieva N.R, Saidkhonova A.M, Erkinov N.G	1209-1213	10.5958/2249-7137.2021.00783.7
197.	CHARACTERISTICS AND ECOLOGICAL SIGNIFICANCE OF CRATAEGUS L. PLANTS IN THE CONDITIONS OF KARAKALPAKSTAN Otenova Farida Tolegenovna, Nurmakhasheva Gozal Sakenovna, Tileuova Elmira Erkinovna	1214-1218	10.5958/2249-7137.2021.00784.9
198.	THE FISH FAUNA OF RICE FIELDS AND RESERVOIRS OF SOUTHERN ARAL SEA REGION Koshanov Dawletbay Erejepovich, Kurbanova Alfiya Ismailovna, Begjanov Muratbay Kuralbaevich, Niaytullaeva Xotira, Genjebaev Miras, Raxmanova Shiri	1219-1224	10.5958/2249-7137.2021.00785.0
199.	SALINE SOILS OF ARID TERRITORIES OF THE SOUTHERN ARAL SEA REGION AND METHODS OF STUDY FOR MONITORING Otenova Farida Tolegenovna, Mambetullaeva Svetlana Mirzamuratovna	1225-1229	10.5958/2249-7137.2021.00786.2
200.	BIO-MORPHOLOGICAL FEATURES OF SALSOLA RICHTERI KAR IN CULTURAL CONDITIONS Baltabaev Muratbay Toremuratovich, Kalbaeva Sarigul	1230-1234	10.5958/2249-7137.2021.00787.4
201.	FAMILY IS THE MOST IMPORTANT PILLAR OF SOCIETY AND THE STATE Rametullaev Inayatulla Khabibullaevich, Bayjanova Ramuza Tenelbay qizi	1235-1238	10.5958/2249-7137.2021.00788.6
202.	PEDAGOGICAL CONDITIONS OF PERSONAL DEVELOPMENT IN THE EDUCATIONAL PROCESS Saidova Xulkar Xamidovna, Marziya Ramazonovna Ergasheva	1239-1243	10.5958/2249-7137.2021.00789.8

203.	QUALITY OF WORK LIFE: AN ANALYSIS M. Srinivas, G. Rajesh	1244- 1249	10.5958/2249-7137.2021.00970.8
204.	THE ROLE OF PROGRAMMING AND USE OF PROGRAMMING PRODUCTS IN PEDAGOGICAL ACTIVITY Ulasheva Shakhlo Tagaevna	1250-1253	10.5958/2249-7137.2021.00884.3
205.	THE RELATION BETWEEN NAMES AND LANGUAGE Ismatova Nodirakhon Makhmudovna	1254-1256	10.5958/2249-7137.2021.00885.5
206.	PEDAGOGICS OF FORMATION OF FUTURE TEACHERS ' SOCIAL OUTLOOK IN THE CONDITIONS OF INFORMATIZATION OF EDUCATION Sidikova Zulfiyaxon Murodjon qizi	1257-1260	10.5958/2249-7137.2021.00886.7
207.	CONTENT OF SOCIO-MORAL QUALITIES OF CHILDREN THROUGH TV SHOWS Ortikova Zulfiya Nurmaxamatovna	1261-1264	10.5958/2249-7137.2021.00887.9
208.	MODERN TECHNOLOGIES OF INCREASING THE WEALTH OF STUDENTS IN NATIVE LANGUAGE EDUCATION AND WORKING WITH DICTIONARIES Buvajonova Mohiraxon Usmonali qizi	1265-1268	10.5958/2249-7137.2021.00888.0
209.	POETICS OF SHORT STORY TITLE Komiljon Ulmasovich Khamraev	1269-1274	10.5958/2249-7137.2021.00738.2
210.	JADID NATIONAL PRESS AND ITS GENERAL DESCRIPTION Lufulla Suvonov	1275-1282	10.5958/2249-7137.2021.00739.4
211.	QATAGAN (KHATAKI) S AND THEIR LANGUAGE Maxsuda Rakhmatovna Berdimurodova	1283-1288	10.5958/2249-7137.2021.00740.0
212.	COMBINED THERMOPHOTO ELECTRIC INSTALLATION FOR INCREASING THE EFFICIENCY OF A SOLAR POWER INSTALLATION Muzaffar Xabibullaevich Murodov, Jahongir Khamidjonogli Mamadaliyev, Bahodirhon Nasibxonogli Umarov	1289-1296	10.5958/2249-7137.2021.00741.2
213.	“HOTAMNOMA”–A STORY BASED ON FOLKLORE SUBJECTS Nafisa Abdumajitkizi Abdumannatova	1297-1301	10.5958/2249-7137.2021.00742.4
214.	ACTIVITIES OF NATIONAL CULTURAL CENTERS IN THE REPUBLIC OF KARAKALPAKSTAN Nargiza Mynsyzybaevna Seytimbetova	1302-1308	10.5958/2249-7137.2021.00743.6
215.	ASSESSMENT CENTER AS A MODERN PERSONNEL ASSESSMENT METHOD Djalolova Dilafruz Fattoxovna, Azimova MadinaNarzullayevna, Saidov Jamshid Abbosovich	1309-1314	10.5958/2249-7137.2021.00790.4
216.	FACTORS INFLUENCING THE DESIGN OF ADOLESCENT UNIFORMS AND DETERMINING THEIR FUNCTIONS Sharipova Saodat Islovovna	1315-1319	10.5958/2249-7137.2021.00791.6
217.	THE ABILITY OF BEHBUDIY IN THE SELECTION OF WORD Avazov Normurod Hakimovich	1320-1327	10.5958/2249-7137.2021.00792.8

218.	FINANCIAL CRISIS AND HOW TO PREVENT IT Erniyazova Salamatovna Shakhnoza, Shavkat Khamdamov Komilovich, Yuldasheva Nadira Viktorovna	1328-1336	10.5958/2249-7137.2021.00793.X
219.	THE IMPORTANCE OF ECONOMIC EFFICIENCY IN THE ENTERPRISE AND ITS THEORETICAL ASPECTS Fayzieva Shirin Shodmonovna, Kurbanov Shovki Djuraevich, Azimov Ruslanbek Jamolovich	1337-1345	10.5958/2249-7137.2021.00794.1
220.	THE ROLE OF INTERNATIONAL AUDIT STANDARDS ON THE AUDIT OF OIL AND GAS COMPANIES IN UZBEKISTAN Umarova Shaxnoza Keldiyorqizi	1346-1351	10.5958/2249-7137.2021.00795.3
221.	REQUISITIVE TYPE OF EXCLAMATION CATEGORY: REQUEST, ENTREAT, PROPOSAL Aziza Arslonovna Muminova	1352-1357	10.5958/2249-7137.2021.00796.5
222.	COMMUNICATIVE LANGUAGE TEACHING METHOD Kholmurodova Olima Abdivalievna	1358-1362	10.5958/2249-7137.2021.00797.7
223.	THE ISSUE OF LINGUISTIC STUDY OF OYKODOMONYMS Ruzmetova Mexriyo Nuraddinqizi	1363-1366	10.5958/2249-7137.2021.00798.9
224.	IMPACT OF COMMUNITY EDUCATION ON SOCIO-ECONOMIC TRANSFORMATION OF RURAL COMMUNITIES IN RIVERS STATE Ephraim Wordu	1367-1378	10.5958/2249-7137.2021.00948.4
225.	ACTUAL PROBLEMS IN THE EXPERT COMPETENCE OF A PSYCHOLOGIST IN CIVIL PROCEEDINGS OF THE REPUBLIC OF UZBEKISTAN (ON THE EXAMPLE OF PSYCHOLOGICAL AND PSYCHIATRIC EXAMINATIONS) Makhmudova Khulkar Tilabovna	1379-1384	10.5958/2249-7137.2021.00944.7
226.	THE WAYS TO INCORPORATE TONGUE TWISTERS INTO ENGLISH CLASSROOM: IN THE CASE OF UZBEK STUDENTS Tursunkulova Khadicha	1385-1397	10.5958/2249-7137.2021.00945.9
227.	DIAGNOSIS AND TREATMENT OF IRON DEFICIENCY ANEMIA IN EARLY PREGNANCY Abdiev Kattabek Makhmatovich, Dadajanov Utkur, Mamatkulova Feruza Khaidarovna, Islomova Mashkhura Razhabovna	1398-1403	10.5958/2249-7137.2021.00946.0
228.	THE EMBODIMENT OF THE CONCEPT OF «TIME» IN ENGLISH AND UZBEK LINGUOCULTUROLOGY Shermatova Bahora Isokulova	1404-1415	10.5958/2249-7137.2021.00947.2
229.	THE ISSUE OF A JUST KING IN KAIKOUS'S NIGHTMARE Davlatova Shoiri Shodavlatovna, Jumaeva Shohida Chorievna	1416-1420	10.5958/2249-7137.2021.00889.2
230.	ADMISSION TO THE CITIZENSHIP OF THE REPUBLIC OF UZBEKISTAN IN A SIMPLIFIED MANNER BASICS AND CONDITIONS Yuldashev Jahangir Xayitovich	1421-1424	10.5958/2249-7137.2021.00890.9
231.	METHODS OF FORMATION OF INDEPENDENT READING SKILLS IN PRIMARY SCHOOL STUDENTS Akbarova Zuhru Akmaljonovna, Sadigova Gulbahor Gofurjon kizi	1425-1428	10.5958/2249-7137.2021.00891.0
232.	EXPRESSION OF THE ANALOGY RELATION AT THE SYNTACTIC LEVEL Shukhratova Yulduz Shakarbek qizi	1429-1432	10.5958/2249-7137.2021.00892.2

233.	MAIN DIRECTIONS OF CHANGES IN THE EDUCATION AND TRAINING SYSTEM IN UZBEKISTAN D.I. Vasieva	1433-1439	10.5958/2249-7137.2021.00799.0
234.	IDEAS THAT LED TO THE EMERGENCE OF SOCIOLINGUISTICS AND INTERPRETATION OF THE STUDY Nuritdinova Rayhona Numonovna	1440-1442	10.5958/2249-7137.2021.00800.4
235.	IMPORTANCE OF USING ADVANCED PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF TEACHING SPECIAL SUBJECTS IN THE TECHNICAL SCIENCES Abdura khimovich Umarov	1443-1446	10.5958/2249-7137.2021.00801.6
236.	CLINICAL SIGNIFICANCE OF ATRIOVENTRICULAR CONDUCTION DISORDERS IN CHILDREN Kamola Nigmankizi Yakubova, AkidaValievna Muratkhodjaeva	1447-1453	10.5958/2249-7137.2021.00802.8
237.	EFFECTIVE STRATEGIES AND TECHNIQUES OF TEACHING ENGLISH VOCABULARY Kattaboeva Dilrabo	1454-1457	10.5958/2249-7137.2021.00803.X
238.	THE IMPORTANT FACTORS FOR TEACHING FUTURE TEACHERS TO WORK ON LANDSCAPE COMPOSITION Nigmatjon Nozimovich Talipov, Nazarbek Sultanovich Aliyev	1458-1464	10.5958/2249-7137.2021.00744.8
239.	FORMATION OF ART AND AESTHETIC COMPETENCE IN FUTURE FINE ART TEACHERS Nilufar Ibrohimovna Yuldasheva	1465-1471	10.5958/2249-7137.2021.00745.X
240.	RAUF PARFI AND WORLD LITERATURE Olim Olтинbek	1472-1477	10.5958/2249-7137.2021.00746.1
241.	SOCIO-POLITICAL LIFE AND GHULAMZAFARI'S WORK IN TURKISTAN IN 10-20S OF THE XX CENTURY Olim Usmonov	1478-1483	10.5958/2249-7137.2021.00747.3
242.	INTERPRETATION OF NATIONAL VALUES IN THE WORK OF ABDULLA AVLONI Ozodbek Imomaliogli Danabekov	1484-1489	10.5958/2249-7137.2021.00748.5
243.	"COTTON QUESTION" IN THE MEMORIES OF THE KARAKALPAK PEOPLES Pirniyazova T	1490-1493	10.5958/2249-7137.2021.00749.7
244.	THE DEVELOPMENT OF THE LIFE GENRE IN THE FINE ART OF WESTERN EUROPE: XVI - XVII CENTURIES Saidislombek Yusubaliogli Yunusov	1494-1498	10.5958/2249-7137.2021.00750.3
245.	REMOVED DUE TO TECHNICAL REASONS		
246.	MODERN TECHNOLOGIES IN THE DIAGNOSIS AND TREATMENT OF KIDNEY CANCER Yarmatov Sardorbek Abdurazzoqogli, Yuldashev Laziz Temurogli, Jumaniyazova Shakhnoza Iskanderovna	1511-1518	10.5958/2249-7137.2021.00966.6
247.	REFLECTION AND PROBLEMS OF LINGVOCOGNITOLOGICAL AND COGNITIVE ASPECTS IN TRANSLATION Azamova Gulasal Sodiq qizi	1519-1522	10.5958/2249-7137.2021.00967.8

248.	PECULIARITIES OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING OF SPECIAL SUBJECTS IN HIGHER EDUCATION Umarova Fotima Abdurakhimovna	1523-1528	10.5958/2249-7137.2021.00804.1
249.	LINGUISTIC REPRESENTATION OF IMAGES OF TWO GENDERS IN FOLKLORE Xakimboyeva Ozoda Kalandarovna	1529-1535	10.5958/2249-7137.2021.00805.3
250.	THE TIGER OF TURAN- JALOLIDDIN MANGUBERDI Boboyev Mirodillo, Umurzakova Bonukhon Azizovna	1536-1542	10.5958/2249-7137.2021.00806.5
251.	ETHNIC RELATIONS IN A MULTINATIONAL COUNTRY (UZBEKISTAN) Holikulov Pirnafa	1543-1551	10.5958/2249-7137.2021.00807.7
252.	THEORETICAL AND METHODOLOGICAL BASIS OF ORGANIZATION STUDENT'S SELF-LEARNING IN EDUCATIONAL MEDIA ENVIRONMENT Zakhro Umarova	1552-1555	10.5958/2249-7137.2021.00808.9
253.	MECHANISMS FOR IMPLEMENTING AN EFFECTIVE TOURISM POLICY BASED ON THE EXPERIENCE OF DEVELOPED COUNTRIES Shahodat Mirzaliyeva	1556-1569	10.5958/2249-7137.2021.00751.5
254.	THE CONCEPT OF "TIME" IN ENGLISH ADAGES AND APHORISMS Sherzod Khalikulovich Djabbarov, Kamila Malikovna Khasanova	1570-1576	10.5958/2249-7137.2021.00752.7
255.	THE ISSUES OF INFORMATION TRUSTWORTHINESS DURING THE PANDEMIC Sherzodkhon Kudratkhoja, Parvina Omonova	1577-1581	10.5958/2249-7137.2021.00753.9
256.	THE DEVELOPMENT CYCLES OF NUT APHID GENERATION UPPER LEAVES IN THE CENTRAL AND MOUNTAIN SURROUNDING PLAINS OF FERGANA VALLEY Shoxistakhon Qobiljonovna Yuldasheva	1582-1586	10.5958/2249-7137.2021.00754.0
257.	EARLY PERIOD OF WILLIAM BUTLER YEATS' POETRY Sitara Bakhshilloyevna Khamdamova	1587-1591	10.5958/2249-7137.2021.00755.2
258.	IN UZBEK PROSE THE HOSPITAL AS A LITERARY VENUE Sohiba Baxadirovna Karimova	1592-1599	10.5958/2249-7137.2021.00756.4
259.	ON THE ROLE OF PROFESSIONAL COMPETENCE IN THE FORMATION OF PROFESSIONAL RESPONSIBILITY Turakhanov A.E	1600-1604	10.5958/2249-7137.2021.00757.6
260.	PHRASEOLOGIES WITH COMPONENT «KÓZ» (EYE) IN THE KARAKALPAK LANGUAGE Ul'bosin Konakbaevna Keulimjaeva	1605-1609	10.5958/2249-7137.2021.00758.8
261.	FACTOR IN THE OF TRANSBOUNDARY WATER RESOURCES IN CENTRAL ASIA Buriyev Soatmumin Donayevish	1610-1619	10.5958/2249-7137.2021.00893.4
262.	ON THE ANALYSIS OF NORMATIVE-LEGAL DOCUMENTS IN THE REGULATION OF THE ACTIVITIES OF CRIME PREVENTION SERVICES OF THE MINISTRY OF INTERNAL AFFAIRS OF THE REPUBLIC OF UZBEKISTAN A.A. Amanov	1620-1625	10.5958/2249-7137.2021.00894.6

263.	THE TECHNOLOGY OF PRONUNCIATION AND SPEECH DEVELOPMENT OF PRIMARY SCHOOL STUDENTS BY MEANS OF FOLK ORAL CREATIVITY Olimova Nilufar Qosimjon qizi	1626-1629	10.5958/2249-7137.2021.00895.8
264.	ASYMMETRY OF FORM AND CONTENT OF A LEXEME IN UZBEK LANGUAGE Isakova Yulduzkhon Zokirovna	1630-1636	10.5958/2249-7137.2021.00949.6
265.	MODERN UZBEK POEMS. Azimova Dildora Bahriddinovna	1637-1641	10.5958/2249-7137.2021.00950.2
266.	ASSESSMENT OF NIGERIA ECONOMIC RECOVERY AND GROWTH PLAN 2017-2020: A CONTEMPORARY ISSUE Abraham, Anthony, Nwanyanwu, H. Dennis	1642-1652	10.5958/2249-7137.2021.00971.X
267.	"THE COMMUNICATIVE METHODS OF TEACHING ENGLISH LANGUAGE SKILLS": CHALLENGES TO IMPLEMENT THE METHODS IN EFL CLASSES Akhmedov Oybek Saporbayevich, Rustam Nematov	1653-1657	10.5958/2249-7137.2021.00809.0
268.	INTERTEXTUAL SIGNS IN THE SCIENTIFIC STYLE Akbarov Aybek Abdugafurovich, Khodjaeva Nargiza Tavakkalovna	1658-1661	10.5958/2249-7137.2021.00810.7
269.	PEDAGOGICAL CONDITIONS FOR FORMING SPORTS MOTIVATION Kadirov Abdurashid Abduganiyevich	1662-1667	10.5958/2249-7137.2021.00811.9
270.	PROVIDING SCIENTIFIC AND PRACTICAL OPTICAL EDUCATION THROUGH THE PROGRAM SYSTEM "PV LIGHTHOUSE" R. Aliev, Kh. N. Kodirova	1668-1672	10.5958/2249-7137.2021.00812.0
271.	IDENTIFY A COST-EFFECTIVE TYPE OF SUPPLY OF ALTERNATIVE ENERGY SOURCES TO CONSUMERS WHO DO NOT HAVE ACCESS TO ELECTRICITY Juraev Mirjalol Kahramonovich, Muzaffarov Firdavs Fuzayloglu, Safarov Shoxrux Farkhodoglu, Chollieva GuliUktamboyqizi, Akmamatov Dilmurod Gafurovich	1673-1678	10.5958/2249-7137.2021.00814.4
272.	THE RESEARCH ON THE TOPONYMY OF URGENCH DISTRICT AND NAMING OF GEOGRAPHICAL OBJECTS Matsaidova Sayyora Khudayberganovna, Ganjayeva Momojon Matchanovna, Karimova Shakhnoza Ahmed qizi, Sharifboyeva Hayitjon Ibragim qizi	1679-1684	10.5958/2249-7137.2021.00815.6
273.	THE PRIDE OF THE NATION Umida Yuldoshkizi Rasulova	1685-1688	10.5958/2249-7137.2021.00759.X
274.	THE QUALITY OF MODERN PEDAGOGICAL TEACHINGS AND ITS MAIN INDICATORS Zohid Nazarovich Ernazarov	1689-1694	10.5958/2249-7137.2021.00760.6
275.	TRENDS IN THE DEVELOPMENT OF THE JORDANIAN SHORT STORY OF THE TWENTIETH CENTURY Dilafruz Zokhriddinova Mukhiddinova	1695-1704	10.5958/2249-7137.2021.00908.3
276.	THE ROLE TO IMPROVE THE MECHANISMS OF STATE SUPPORT FOR THE AGRICULTURAL SECTOR IN UZBEKISTAN Dilbar Suyunova	1705-1710	10.5958/2249-7137.2021.00909.5

277.	MICRO STRUCTURAL AND X-RAY ANALYSIS OF NITRO-OXIDATED ANTENED STEELS Eshkobilov Kh.K, Berdiev Sh. A, Kamolov B.S	1711-1720	10.5958/2249-7137.2021.00910.1
278.	DOCUMENTARY FILM IS AN IMPORTANT TOOL FOR ADVOCACY ACTIVITIES OF PUBLIC ORGANIZATIONS. Mahliyo Mirsoatova	1721-1724	10.5958/2249-7137.2021.00951.4
279.	ANALYSIS OF FORMATION OF FOREIGN EXPERIENCE OF A STRUCTURAL APPROACH TO COORDINATION OF NON-STATE HIGHER EDUCATIONAL INSTITUTIONS Yuldashev Muxsinjon Akramjonovich	1725-1732	10.5958/2249-7137.2021.00952.6
280.	EFFECTIVE METHODS OF TEACHING AND LEARNING ARCHITECTURE AND CONSTRUCTION TERMINOLOGY IN HIGHER EDUCATION Khilola Zakirova Abduraxmanovna	1733-1737	10.5958/2249-7137.2021.00953.8
281.	ANALYSIS OF THE FORMATION OF A FRIENDLY ATMOSPHERE WHEN USING EDUCATIONAL TECHNOLOGIES IN THE RUSSIAN LANGUAGE LESSONS FOR STUDENTS OF AGRARIAN UNIVERSITY Alibekova Rano Khudaiberdievna	1738-1742	10.5958/2249-7137.2021.00954.X
282.	"DEVELOPMENT OF ORAL AND WRITTEN SPEECH IN THE STUDY OF THE RUSSIAN LANGUAGE IN AN AGRARIAN UNIVERSITY" Ashirmatova Manzura Jumanbaevna	1743-1747	10.5958/2249-7137.2021.00955.1
283.	AESTHETIC IDEAL AND AESTHETIC CRITERION D.S. Kadirova	1748-1760	10.5958/2249-7137.2021.00956.3
284.	OKKAZIONAL WORDS DEPENDENCE ON SPEECH (TEXT) O. Tukhtasinova	1761-1763	10.5958/2249-7137.2021.00957.5
285.	THE PRINCIPLE OF OPERATION OF TRANSFORMERS Kamolov Nosirjon Kamolovich, Norkhojayeva Nargiza Nasirovna	1764-1768	10.5958/2249-7137.2021.00958.7
286.	THE AVAILABILITY OF NATURAL GAS AND THE COST OF BUILDING POWER PLANTS Nabiyev Mumjon, Rahmonov Fayzullo Valievichmaster	1769-1771	10.5958/2249-7137.2021.00959.9
287.	COMMUNALISM IN DOMESTIC NOVEL Komal Yadav	1772-1777	10.5958/2249-7137.2021.00999.X
288.	BIOECOLOGY AND USEFUL PROPERTIES OF PAPAYA OR MELON TREE FLORA Abdullaevna Fayziyeva, Firuza Akhmedjanovna Nazarova	1778-1785	10.5958/2249-7137.2021.00911.3
289.	INTERPRETATION OF NATIONAL IDENTITY IN THE CHINESE TRANSLATION OF THE NOVEL "NAVOI" (IN THE EXAMPLE OF WANG JENG JONG'S TRANSLATION) Guljahon Namozova	1786-1791	10.5958/2249-7137.2021.00912.5
290.	REFLECTION OF GENDER FEATURES IN THE LANGUAGE OF SHAROF BOSHBEKOV'S DRAMAS Ismigul Sirojiddin qizi Imamova	1792-1795	10.5958/2249-7137.2021.00913.7
291.	INCREASING FINANCIAL LITERACY OF STUDENTS: PROBLEM AND SOLUTION ANALYSIS Khojiakbar Aslitdinovich Muxamadiyev	1796-1800	10.5958/2249-7137.2021.00914.9

292.	OYKONIMS (THE NAMES OF PLACES) AND SOME NOTIONS ABOUT THEIR LEARNING (IN THE EXAMPLE OF BUKHARA TOWN) Mirakmalov M.T., Nasullaeva K.Sh	1801-1803	10.5958/2249-7137.2021.00915.0
293.	LEGAL AND ECONOMIC BASIS FOR IMPROVING THE MECHANISM OF FINANCIAL INCENTIVES FOR INNOVATIVE ACTIVITIES IN INDUSTRIAL ENTERPRISES Nodirbek Zamirdinovich Bahriddinov	1804-1811	10.5958/2249-7137.2021.00916.2
294.	INTERNATIONAL EXPERIENCE AND GLOBAL TRENDS IN TOURISM Noila Mirvaliyevna Mirsabirova	1812-1814	10.5958/2249-7137.2021.00917.4
295.	BIOGRAPHICAL APPROACH AS A SCIENTIFIC AND THEORETICAL PROBLEM Sanobar Panjievna Tulaganova	1815-1820	10.5958/2249-7137.2021.00918.6
296.	THE ART OF PUPPET THEATER IN THE TEMURIAN PERIOD Mohisadaf Ubaydullayeva	1821-1824	10.5958/2249-7137.2021.00816.8
297.	THE ENGLISH LANGUAGE SKILLS ASSESSMENT (ELSA) Muminova Dilafruz Akramovna, Kholmurodova Dilhoza Kholmurodovna	1825-1828	10.5958/2249-7137.2021.00817.X
298.	LOSS OF PLASTICITY BY CEMENT SYSTEMS DURING TIME Teshaboeva Nodira Djuraevna	1829-1833	10.5958/2249-7137.2021.00821.1
299.	MODERN REQUIREMENTS FOR THE SOCIO-CULTURAL COMPETENCE OF A TEACHER OF HISTORY Rashidova Gulnoza Gulomovna	1834-1838	10.5958/2249-7137.2021.00818.1
300.	VASILY AFANASEVICH SHISHKIN'S RESEARCHES IN AFROSIYAB AND VARAKHSHA MONUMENTS Yuldashev Jamol Juraboyevich	1839-1842	10.5958/2249-7137.2021.00819.3
301.	DIALOGUE AS AN OBJECT OF TRAINING A. Djumamuratov, A. Mambetniyazova, G. Babaeva	1843-1847	10.5958/2249-7137.2021.00820.X
302.	THE STUDY OF QUANTITATIVELY IN LINGUISTICS Kimsanboeva Basoat Nabievna	1848-1854	10.5958/2249-7137.2021.00960.5
303.	THE INFLUENCE OF FAMILY VALUES ON PERSONALITY DEVELOPMENT Zarifa Raxmonova	1855-1857	10.5958/2249-7137.2021.00961.7
304.	VOCATIONAL-ORIENTED LEARNING OF A FOREIGN LANGUAGE AT AGRARIAN UNIVERSITY Rakhimova Nigora Nemadjonovna, Rakhimova Nasiba Karimovna	1858-1860	10.5958/2249-7137.2021.00962.9
305.	ATTENTION TO MATERIAL AND CULTURAL MONUMENTS Yusupov Zafar Usmanovich, Abdurahmanov Nomonkhon	1861-1864	10.5958/2249-7137.2021.00931.9
306.	ISSUES OF MAN AND HUMANISM IN RENAISSANCE LITERATURE AND ART IN EUROPE Dildor Normatova	1865-1871	10.5958/2249-7137.2021.00929.0
307.	SOCIO-HISTORICAL AND CULTURAL DETERMINANTS OF SUFI TEACHING Mamatov Mamajon Akhmadjanovich	1872-1878	10.5958/2249-7137.2021.00932.0

308.	ENDURANCE AND RESILIENCE: A STUDY OF THE SUBALTERN VOICE IN A THOUSAND SPLENDID SUNS Suhana P.A	1879-1882	10.5958/2249-7137.2021.01000.4
309.	ISLAM IN THE FIGHT AGAINST CORRUPTION THE ROLE AND ROLE OF RELIGION Khidirov Khoshim Ibodullaevich	1883-1887	10.5958/2249-7137.2021.00813.2
310.	PEDAGOGICAL AND PSYCHOLOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF SOCIAL ACTIVE CIVIL COMPETENCES IN STUDENTS Ozod Abduganiev Tursunboyevich	1888-1897	10.5958/2249-7137.2021.00822.3
311.	MODAL PARTICLES AND THEIR INFLUENCE ON THE STRUCTURE OF SPEECH Babaeva Gulzira Sarsenbaevna, Bakbergenov Aybek Yesbergenovich, Koblanova Gulbanu Bakbergenovna	1898-1905	10.5958/2249-7137.2021.00823.5
312.	THE ACHING METHODS OF READING A. Mambetniyazova, G. Babaeva, A. Djumamuratov	1906-1910	10.5958/2249-7137.2021.00824.7
313.	EFFECTS OF USING SIGNAL SPEECH IN TEACHING DEAF CHILDREN Maftuna Abdulayeva	1911-1914	10.5958/2249-7137.2021.00825.9
314.	GERMANY IN COOPERATION IN THE FIELD OF EDUCATION OF THE REPUBLIC OF UZBEKISTAN Boymurodov Shukhrat Toshkentovich	1915-1919	10.5958/2249-7137.2021.00826.0
315.	LEGAL AWARENESS AND CULTURE OF THE POPULATION TOPICAL PROMOTION ISSUES Makhmanazarov Kakhramon Abdievich	1920-1924	10.5958/2249-7137.2021.00827.2
316.	THE REGULATION OF LABOR MIGRATION OF YOUTH IN THE REPUBLIC OF UZBEKISTAN Shahnoza Rahmatullayeva	1925-1931	10.5958/2249-7137.2021.00919.8
317.	THE MAIN PARAMETERS OF THE CUTTING PROCESS AND TECHNOLOGICAL FACTORS AFFECTING THE RELIABILITY OF THE AXIAL TOOL Tolibjon Umarov, Davron Bekturov	1932-1943	10.5958/2249-7137.2021.00920.4
318.	THE FIRST DASTAN OF THE“FIVE” ALISHER NAVOI AND THE PROBLEM OF THE UNIVERSAL CHRONOTOPE Uzok Khaydarovich Dzhurakulov	1944-1952	10.5958/2249-7137.2021.00921.6
319.	THE IMPACT OF THE ZAROASTRIAN TEACHING ON THE DEVELOPMENT OF EARLY GREEK SCIENCE Abdullayev Q.F, Bobomuradova N.J	1953-1962	10.5958/2249-7137.2021.00972.1
320.	MATHEMATICAL MODELING OF PHYSICAL PROPERTIES OF TERRY TISSUE PRODUCTS Axtam Akramovich Qosimov, Ulugbek Tolanbayevich Abdullayev, Shohida Bakhriddinova Fakhriddin qizi, Shokirjon Abdurashid oğlu Abdulazizov	1963-1972	10.5958/2249-7137.2021.00973.3
321.	THE ROLE OF UZBEK FOLKLORE IN THE AESTHETIC DEVELOPMENT OF YOUTH Azizbek Haydarov	1973-1977	10.5958/2249-7137.2021.00974.5

322.	THE ESSENCE OF INNOVATIVE ACTIVITY AND ANALYSIS INDICATORS Bahtiyor Dedajanov, Muhammadniyoz Sobirov	1978-1990	10.5958/2249-7137.2021.00975.7
323.	SOVIET AUTHORITY OF SOVIET AUTHORITIES AND ITS OWN ASPECTS OF ITS IMPLEMENTATION IN UZBEKISTAN (EXAMPLE OF KASHKADARYA REGION) Akmatov Otabek Yodgorovich	1991-1995	10.5958/2249-7137.2021.00828.4
324.	FEATURES OF EXPRESSION OF GENDER RELATIONS IN ENGLISH AND RUSSIAN LANGUAGES Xakimboyeva Ozoda Kalandarovna	1996-2000	10.5958/2249-7137.2021.00829.6
325.	PHRASEOLOGICAL UNITS WITH ADJECTIVAL COMPONENTS AND THEIR PRAGMATIC AND SEMANTIC ANALYSIS Rasulova Saodat Valijonovna	2001-2008	10.5958/2249-7137.2021.00830.2
326.	LINGUOCULTUROLOGY AS THE THEORETICAL BASIS OF LINGUISTIC CULTURE Ruziyeva Komila Yangiboyevna	2009-2012	10.5958/2249-7137.2021.00831.4
327.	AL-FARABI'S VIEWS ON HUMAN ANTHROPOLOGY Hasanov Mirshod Numonovich, Tukhtaboev Eldor Abdjabborovich	2013-2016	10.5958/2249-7137.2021.00832.6
328.	COMPARATIVE EVALUATION OF THERAPEUTIC EFFECT OF FERROCERONE IN ROSE SYRUP Barno Inakova	2017-2024	10.5958/2249-7137.2021.00833.8
329.	SALABAT KHAN TOMB: AN UNDER EXPLORED HERITAGE SITE Dr. Meera Kulkarni	2025-2030	10.5958/2249-7137.2021.01001.6
330.	THE IMPORTANCE OF PHYSICAL EDUCATION IN THE FORMATION OF A HEALTHY LIFESTYLE Makhmutaliev Adkhamjon	2031-2035	10.5958/2249-7137.2021.00930.7
331.	AS FOR THE UNITS THAT REPRESENT THE CONDITIONAL RELATIONSHIP Rasulova Azizakhon Muydinovna	2036-2040	10.5958/2249-7137.2021.00933.2
332.	INNOVATIVE METHODS IN THE TEACHING FOREIGN LANGUAGE Mirpayazova Saodat Zafarovna	2041-2045	10.5958/2249-7137.2021.00934.4
333.	THE SOCIAL NORM IN THE CONDITION OF GLOBALIZATION Berdikulova Surayyo Aslamovna	2046-2051	10.5958/2249-7137.2021.00935.6
334.	SOCIAL PSYCHOLOGICAL FACTORS OF MODERN TRAINER-PEDAGOGUES' PROFESSIONAL ACTIVITY ABILITY Dilshod Nematovich Arzikulov	2052-2065	10.5958/2249-7137.2021.00976.9
335.	ABOUT THE PRACTICE OF USING EXCURSIONS IN NATURAL LESSONS Gulomjon Mamurovich Mahkamov, Rozali Yakubovich Ruzmatov	2066-2070	10.5958/2249-7137.2021.00977.0
336.	PRINCIPLES OF THE HISTORICAL FORMATION OF JOURNALISTIC FUNCTIONS Hasanboy Madolimov	2071-2076	10.5958/2249-7137.2021.00978.2

337.	THE IMPORTANCE OF JUSTICE AS A MORAL VALUE Havashon Omonovna Solieva	2077-2081	10.5958/2249-7137.2021.00979.4
338.	INDIA-CENTRAL ASIAN STATES RELATIONS Hilola Islomovna Mustapova	2082-2086	10.5958/2249-7137.2021.00980.0
339.	ABOUT THE WORKS OF "KHAMSA", IN PARTICULAR, THE MINIATURES OF A.NAVOI'S "KHAMSA" EPICS Hilola Shokirova, Uchkun Abdugaffarov	2087-2095	10.5958/2249-7137.2021.00981.2
340.	MANUFACTURE OF SILK KNITTED FABRICS IN THE ACTIVITIES OF TEXTILE ENTERPRISES Iroda Ibroximovna Kamalova	2096-2101	10.5958/2249-7137.2021.00983.6
341.	COGNITIVE DISORDERS IN SCHIZOPHRENIA Khamroev Sayid Baqoevich	2102-2109	10.5958/2249-7137.2021.00834.X
342.	THE ROLE OF MOTIVATION, NEEDS AND INTERESTS IN THE FORMATION OF CIVIL CULTURE OF FUTURE MEDICAL WORKERS Bozorov Z. A	2110-2118	10.5958/2249-7137.2021.00835.1
343.	CAUSES OF TIBIAL FRACTURE CONSOLIDATION DISORDERS IN EXTRAFOCAL COMPRESSION-DISTRACTION OSTEOSYNTHESIS AND WAYS TO PREVENT THEM Sadulla Yusupovich Ibragimov, Nurali Fayzievich Eranov, Ilhom Gulomovich Juraev, Asliddin Amiriddinovich Umarov, Gayrat Tursunovich Amonov	2119-2122	10.5958/2249-7137.2021.00836.3
344.	EXPERIENCE IN SURGICAL TREATMENT OF DIAPHYSICAL FRACTURES OF THE SHIN BONES Ruzikulov Olim Shodiyevich, Jurayev Ilkhom Gulomovich, Murodov Said Sodikovich, Eranov Sherzod Nuraliyevich, Davletov Bekzod Ismailovich	2123-2127	10.5958/2249-7137.2021.00837.5
345.	ANALYSIS OF WARPING TECHNOLOGIES FOR A WIDE RANGE OF KNITTING MACHINES A.Kayumov, B.Mamorasulov, B.Doniyarov, M. Doniyarova	2128-2131	10.5958/2249-7137.2021.00838.7
346.	THE ROLE OF ORGANIZING SPEAKING PRACTICE TROUGH DISCUSSION AND DEBATING IN TECHNICAL INSTITUTIONS Gulrukh Mirkhodjaeva	2132-2134	10.5958/2249-7137.2021.00839.9
347.	FEATURES OF THE STUDY OF THE INTERNAL PICTURE OF THE DISEASE IN PATIENTS WITH TUBERCULOSIS Urazbaeva Dilbar Abdullaevna, Kurbonova SHaxlo Baxadirovna, Atamuratova Zamira Ikramovna	2135-2140	10.5958/2249-7137.2021.00840.5
348.	CHARACTERISTICS OF RAUF PARFI'S LYRICS Kamolova Sadoqat Jabborqizi	2141-2146	10.5958/2249-7137.2021.00841.7
349.	ISSUES OF APPLICATION OF BASIC PRINCIPLES OF COMPARATIVE LITERATURE IN THE STORY GENRE Rahmonova Shohsanam Ergashevna, Qahhorova Dilfuza Gulomovna, Yakhshiyeva Etibor Bakhtiyorovna, Karimova Firusa Sabitovna	2147-2150	10.5958/2249-7137.2021.00842.9

350.	SANITATION CONDITIONS IN SOUTH ASIAN COUNTRIES: A SPECIAL REFERENCE TO INDIA Dr. Parupally Anjaneyulu	2151-2159	10.5958/2249-7137.2021.01002.8
351.	LANGUAGE AS A MEANS OF PRESERVING NATIONAL IDENTITY IN JAPAN AND UZBEKISTAN Mahfurat Ravshanova	2160-2166	10.5958/2249-7137.2021.00982.4
352.	FEATURES OF A COUNTRY HOUSE IN HOT COUNTRIES Makhmudova M.T	2167-2173	10.5958/2249-7137.2021.00984.8
353.	ON THE PROBLEM OF PRESERVING THE ECOLOGICAL PURITY OF THE LANGUAGE IN THE LINGUOCREATIVE MEDIA SPACE Mokhinur Ibrokhimova, Timur Alimov	2174-2177	10.5958/2249-7137.2021.00985.X
354.	LEGAL BASIS OF COOPERATION BETWEEN GOVERNMENT AGENCIES AND NON-GOVERNMENTAL ORGANIZATIONS IN THE PROTECTION OF CHILDREN'S RIGHTS IN UZBEKISTAN Nargiza Noufarbekovna Dushmanmedova	2178-2184	10.5958/2249-7137.2021.00986.1
355.	BIOLOGICAL ASPECTS OF HUMAN ADAPTATION TO ENVIRONMENTAL CONDITIONS Shoirahon Ruzievna Toshmatova, Saminjon Olimovich Usmonov	2185-2188	10.5958/2249-7137.2021.00992.7
356.	APPROACH TO THE THERAPY OF CHRONIC OBSTRUCTIVE LUNG DISEASE Narziev Sh.S, Khazratov U.X, Tosheva Kh.B	2189-2195	10.5958/2249-7137.2021.00987.3
357.	PECULIARITIES OF METABOLIC DISORDERS IN ENDEMIC COWS Oybek Rayimovich Boboev, Bakhtiyar Bakirov, Nuriddin Bolliovich Ruzikulov, Salokhiddin Saitazimovich	2196-2200	10.5958/2249-7137.2021.00988.5
358.	OPPORTUNITIES FOR THE DEVELOPMENT OF CREATIVITY SKILLS OF STUDENTS IN THE PROCESS OF TEACHING DRAWING SCIENCE Valiyev A.N.Y, Ibrahimova D.H	2201-2209	10.5958/2249-7137.2021.00843.0
359.	A DESCRIPTIVE APPROACH OF TRANSLATING IDIOMS AND PHRASEOLOGICAL UNITS INTO TWO DIFFERENT LANGUAGES Abdullajonov Akmalxon Ahmadjonovich, Karimova Nargiza Muhammadjonovna, Najmiddinov Jobir Zokirovich	2210-2214	10.5958/2249-7137.2021.00844.2
360.	PROBLEMS OF CREATING VIRTUAL RESOURCES FROM ENGLISH Bozorova Rufina Sharopovna, Yuldasheva Mastona Muxubillayevna, Sadriddinova Dildora Maxamadjonovna	2215-2220	10.5958/2249-7137.2021.00845.4
361.	THE IMPORTANCE OF USING MODERN PEDAGOGICAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING METHODOLOGY Mirzanazarova Vazira Akbaraliyevna, Ergasheva Sayyora Habibullayevna, Alimova Ezoza Nematullayevna, Kasimova Yulduz Malikovna, Ulkanov Akmaljon Azamjonovich	2221-2227	10.5958/2249-7137.2021.00846.6
362.	CHARACTERISTICS OF INCREASING AND EVALUATING THE EFFICIENCY OF TOURIST RESOURCES K. Atabayeva, S. Matkuliyeva, A. Rakhimbaev, O. Egamberdiyev, O. Allonazarov	2228-2234	10.5958/2249-7137.2021.00847.8

363.	THE AESTHETIC AND COMMUNICATIVE FUNCTIONS OF THE LANGUAGE D. Turdalieva	2235-2238	10.5958/2249-7137.2021.00848.X
364.	HISTORICAL AND CULTURAL TOURISM IN KHIVA Kochkarova Dilbar Pirlapasovna, Sadullaeva Nodira Umirbekkizi, Radjabov Nodirbek Sardorogli, Allaberganova Noila Shukhratkizi	2239-2242	10.5958/2249-7137.2021.00849.1
365.	STAGES OF DEVELOPING THE CREATIVITY OF STUDENTS IN TEACHING THE ENGLISH LANGUAGE Ibodatkhon Makhmudova	2243-2251	10.5958/2249-7137.2021.00850.8
366.	INCREASING THE SOCIAL ACTIVITY OF STUDENT GIRLS IN EDUCATIONAL INSTITUTIONS Nargiza Nurmatova	2252-2258	10.5958/2249-7137.2021.00851.X
367.	VOICE FORMATION MECHANISM AND CAUSES OF VOICE IMPAIRMENT Shokhista Shaikramovna Shaabdurakhimova	2259-2265	10.5958/2249-7137.2021.00852.1
368.	PECULIARITIES OF MNESTIC ACTIVITIES IN PRESCHOOLERS WITH DYSARTRIA Nadezhda Vasilievna Sosedova	2266-2271	10.5958/2249-7137.2021.00853.3
369.	DEMOGRAPHIC TRENDS AND THEIR IMPACT ON THE LABOR MARKET OF UZBEKISTAN Ubaydullayev Bekhruz Sodirovich, Khusanova Gulchekhra Muhamadiyevna	2272-2278	10.5958/2249-7137.2021.00854.5
370.	SKILLS IN THE GERMAN LANGUAGE: AUDITORY SKILLS – LISTENING AND SPEAKING. Kakhorova Zabarjad	2279-2281	10.5958/2249-7137.2021.00855.7
371.	SENSOR CHARACTERISTICS MONITORING AND CONTROL OF SINGLE AND THREE-PHASE CURRENTS IN ELECTRIC NETWORKS A.B.Abubakirov, Q.M.Najmatdinovm T.U.Kurbaniyazov. Sh.B.Kuatova	2282-2287	10.5958/2249-7137.2021.00856.9
372.	MEDICAL TOURISM IN INDIA: CHALLENGES AND OPPORTUNITIES Balasaheb Deshkukh, Shivaji Waghamare	2288-2299	10.5958/2249-7137.2021.01003.X
373.	THEORETICAL STUDY OF THE MOVEMENT PROCESS OF COTTON SEEDS TRANSPORTED ON A SCREW CONVEYOR Rejabboev S, Karimov A, Muradov R	2300-2306	10.5958/2249-7137.2021.00989.7
374.	ON THE DEFINITION OF THE TERMS "VARIOLGY", "VARIATION", "VARIABILITY" Sevara Sultanova	2307-2310	10.5958/2249-7137.2021.00990.3
375.	FROM THE HISTORY OF KHIVA-RUSSIAN RELATIONS (LATE XIX-EARLY XX CENTURIES) Shavkat Jumabaevich Saidov	2311-2314	10.5958/2249-7137.2021.00991.5
376.	GENDER INEQUALITY IN IT TECHNOLOGY: CAUSES AND PROSPECTS F. Akhmedshina	2315-2319	10.5958/2249-7137.2021.00857.0

377.	APPLICATION OF RADIOMONITOR SYSTEM IN MOUNTAINOUS AND MOUNTAINOUS TERRITORIES OF RAILWAY TRANSPORT H.A. Rustamov, A.J. Kurbanov, Sh.A. Tillaev, F.I. Kushnazarov	2320-2324	10.5958/2249-7137.2021.00858.2
378.	A GRAPH IN THE FORM OF A TRIANGLE WITH ATTACHED OUTGOING EDGES AT EACH VERTEX Maksad Ibragimovich Akhmedov	2325-2343	10.5958/2249-7137.2021.00859.4
379.	OPPORTUNITIES TO USE PROJECT-BASED TEACHING TECHNOLOGY IN THE DEVELOPMENT OF STUDENTS' RESEARCH COMPETENCE N.M.Urinova, N.Abdullaeva	2344-2348	10.5958/2249-7137.2021.00860.0
380.	PROBLEMS OF HARMONIZING THE OPERATIONAL CHARACTERISTICS OF LOCAL RESIDENTIAL BUILDINGS Isoyev Yusufjon Amonovich, Milladjonova Zulxumor Raxmatovna	2349-2351	10.5958/2249-7137.2021.00861.2
381.	PSYCHODIAGNOSTICS OF CHILDREN WITH ATTENTION DEFICIENCY SYNDROME AND HYPERACTIVITY Askarova Nargiza Abdivalievna	2352-2355	10.5958/2249-7137.2021.00862.4
382.	PROSPECTS OF APPLICATION OF ELECTROTECHNOLOGICAL METHODS IN SILKWORM GROWING T. Butayev D. Abdunabiyev, O. Kodirov	2356-2361	10.5958/2249-7137.2021.00863.6
383.	PROTECTION DEVICE OF TRANSFORMER FROM FIRE AND EXPLOSION B. A. Kushimovm T. Butaev, Sh. N. Khudoberdiev	2362-2366	10.5958/2249-7137.2021.00864.8
384.	LINGUISTIC SPECIFICS OF TOURISM: LINGUOPRAGMATIC APPROACH Abdukhalilova Gulbahor Karabaeva, Toshmurodova Mukhabbat Nazaralievna	2367-2370	10.5958/2249-7137.2021.00865.X
385.	INTERACTIVE METHODS FOR STUDYING THE STRUCTURE OF THE ATOM Khojaniyazov Azamat Ruzimbaevich, Muhabbat Matnazarovna Baltayeva	2371-2377	10.5958/2249-7137.2021.00866.1
386.	REAL-TIME ANALYZING OF CHATBOT DATA WITH DISTRIBUTED SYSTEMS Boltayev B. R, Xujamov D. J	2378-2382	10.5958/2249-7137.2021.00867.3
387.	THE ROLE OF INNOVATIVE LECTURES IN THE IMPROVEMENT OF STUDENTS' PROFESSIONAL THINKING Kurbanova Gulnoz Negmatovna	2383-2391	10.5958/2249-7137.2021.00868.5
388.	CORPORATE CULTURE IN THE MODERNIZATION OF THE HIGHER EDUCATION SYSTEM Baxranova Zubayda Saidovna	2392-2396	10.5958/2249-7137.2021.00869.7
389.	FOREIGN EXPERIENCES IN ORGANIZING COOPERATION RELATIONS IN UZBEKISTAN Hulkar Turobova, Feruza Axmedova, Malika Buranova	2397-2400	10.5958/2249-7137.2021.00870.3
390.	THE IMPORTANCE OF ASSESSMENT IN TEACHING PROCESS AND ITS TYPES Kattaboeva Dilrabo	2401-2406	10.5958/2249-7137.2021.00871.5
391.	WORK OF THE DIRECTOR WITH AN ARTIST Shamsiddin Usmonov, Azizjon Talaboyev	2407-2410	10.5958/2249-7137.2021.00872.7

392.	HOMIL YAKUBOV'S VIEWS ON OYBEK LYRICS Munojatxon Askarova	2411-2415	10.5958/2249-7137.2021.00873.9
393.	CULTURE OF SILENCE: A CASE STUDY OF BARRIERS TO TWO-WAY COMMUNICATION Dr. Dhyan Singh	2416-2421	10.5958/2249-7137.2021.01004.1
394.	PEDAGOGICAL POSSIBILITY OF PHYSICAL QUALITIES EDUCATION IN PRESCHOOL CHILDREN Sohiba Khamidovna Achilova	2422-2428	10.5958/2249-7137.2021.00993.9
395.	THE CONCEPT OF DISCOURSE IN MODERN LINGUISTICS Viktoriya Gimadetdinova, Elena Shevchenko	2429-2433	10.5958/2249-7137.2021.00994.0
396.	TO THE QUESTION ABOUT SOME WAYS TO ACTIVATE PASSIVE RUSSIAN LANGUAGE Yakubova Sh.I, Belikh L.Kh, Turakhodjaeva Yu.B	2434-2441	10.5958/2249-7137.2021.00995.2
397.	THE STUDY OF CONTROL SYSTEM OF CHACH'S OASIS BY FOREIGN RESEARCHERS IN EARLY MIDDLE AGES Yoqubjon Muhamedov	2442-2448	10.5958/2249-7137.2021.00996.4
398.	THE ROLE AND ROLE OF INVESTMENT IN THE DEVELOPMENT OF THE COUNTRY'S ECONOMY Zuhrali Tursunaliyevich Abdulxakimov, Muslim Musurmonqul ogli Novrozov	2449-2454	10.5958/2249-7137.2021.00997.6
399.	THE ROLE OF WOMEN IN SOCIETY AND STATE AFFAIRS Solieva Havasxon Omonovna	2455-2459	10.5958/2249-7137.2021.00874.0
400.	FORMATION OF UZBEK TAX AND CUSTOMS TERMS IN THE POST-ISLAMIC PERIOD Ikromjon Toshpolat ogli Habibjonov	2460-2466	10.5958/2249-7137.2021.00875.2
401.	CREATIVE ENJOYMENT OF NAVOI Matyokubova Tozagul Rajapovna	2467-2471	10.5958/2249-7137.2021.00876.4
402.	CHRONOTOPE IN UZBEK NOVELS OF THE PERIOD OF INDEPENDENCE Islomjon Yakubov	2472-2476	10.5958/2249-7137.2021.00877.6
403.	THE ENCOURAGES OF INCREASING AGRICULTURE ECONOMY BY THE GOVERNMENT Jonibek Farmanov, Sadatov Og'abek	2477-2479	10.5958/2249-7137.2021.00878.8
404.	ON OPTIMAL CONTROL OF THE CRUSHING PROCESS Artikov A, Akabirova L.Kh, Gafurov K. Kh	2480-2492	10.5958/2249-7137.2021.00879.X
405.	ENDOTHELIAL DYSFUNCTION AS A LINK IN THE PATHOGENESIS OF ANKYLOSING SPONDYLITIS AGAINST THE BACKGROUND OF A NEW CORONAVIRUS INFECTION M.B. Rakhimova, Kh.S. Akhmedov, Y. A. Turaev	2493-2498	10.5958/2249-7137.2021.00880.6
406.	LASER PHOTODYNAMIC THERAPY IN THE TREATMENT OF CERVICAL PATHOLOGY Khamdamova Mukhaykhon Tukhtasinovna, Barotova Munira Murodovna	2499-2504	10.5958/2249-7137.2021.00881.8

407.	POSITIVE EFFECTS OF FORMATION OF KNOWLEDGE, SKILLS AND SKILLS ON THE BASIS OF INTERDISCIPLINARY RELATIONS Nazokat Abidova	2505-2510	10.5958/2249-7137.2021.00882.X
408.	RELATIONS OF BUKHARA SHAYBANIYS WITH SCIENTISTS AND CREATIVES Sharipova Aziza Bakhtiyor qizi	2511-2515	10.5958/2249-7137.2021.00907.1
409.	PLACEMENT OF PRISONERS OF WAR INTURKESTAN MILITARY CAMPS Jakhongir Tojiboev	2516-2521	10.5958/2249-7137.2021.00896.X
410.	DESIGNING COMMUNICATIVE ACTIVITIES ON GRAMMAR TO YOUNG LEARNERS Jumamuratova M, Khadjieva D	2522-2527	10.5958/2249-7137.2021.00897.1
411.	IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS USING THE EXAMPLE OF GEOMETRY Azamova Muxtarovna Barno	2528-2532	10.5958/2249-7137.2021.00898.3
412.	A FAIRY TALE AS A REFLECTION OF THE NATIONAL CULTURE OF THE PEOPLE Madinabonu Yusufjonova	2533-2539	10.5958/2249-7137.2021.00899.5
413.	THEORETICAL AND METHODOLOGICAL BASIS OF ATTRACTING FOREIGN INVESTMENT TO THE NATIONAL ECONOMY Gulchehra Narzullayeva	2540-2544	10.5958/2249-7137.2021.00900.9
414.	DIDACTIC GAMES IN TEACHING MATHEMATICS Jumaniyozov Kudrat Sapoyevich	2545-2551	10.5958/2249-7137.2021.00901.0
415.	FORMATION OF THE CONTENT OF THE EDUCATIONAL-METHODICAL COMPLEX "INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION" IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT Jumanazarov Sirojiddin Salaydinovich	2552-2555	10.5958/2249-7137.2021.00902.2
416.	STUDY OF FREQUENCY INDICATORS OF COMORBID STATES AT DIFFERENT FUNCTIONAL CLASSES OF HEART FAILURE Tosheva Khakima Bekmurodovna, Zokirov Aziz Chorievich	2556-2560	10.5958/2249-7137.2021.00903.4
417.	MORPHOFUNCTIONAL CHARACTERISTICS OF THYMUS UNDER EXPOSURE TO VARIOUS ENVIRONMENTAL FACTORS Sabohat Bahodurovna Azimova	2561-2565	10.5958/2249-7137.2021.00904.6
418.	EFFICIENCY OF PDT IN SEVERE CERVICAL DYSPLASIA Akhmatova Gulrukh Rakhmatovna	2566-2568	10.5958/2249-7137.2021.00905.8
419.	FEATURES OF THE COURSE OF PREGNANCY IN WOMEN OF DIFFERENT SOMATOTYPES Khamdamova Mukhayokhon Tukhtasinovna, Rabiev Sanjar Nasriddinovich	2569-2572	10.5958/2249-7137.2021.00906.X
420.	FUNDAMENTALS OF THE MODERN CONCEPTS OF "ARCHITECTURAL MONUMENT" AND "RESTORATION" Isaqov Soxib Solievich, Toshpo'latova Barchinoy Ravshanovna	2573-2578	10.5958/2249-7137.2021.00922.8

421.	SOCIO-PHILOSOPHICAL PROBLEMS OF CULTURE AND MARGINAL SPIRITUALITY Allayarova Marhabo Mavlanovna, Mirzaeva Mohira Kurbanovna	2579-2583	10.5958/2249-7137.2021.00923.X
422.	SOME INFORMATION ABOUT INTERNAL MIGRATION IN UZBEKISTAN (1920-1930 YEARS) Badalova Manzura Oybekovna	2584-2589	10.5958/2249-7137.2021.00924.1
423.	RESETTLEMENT POLICY IN UZBEKISTAN (ON THE EXAMPLE OF RESETTLEMENT IN THE FERGANA VALLEY. 1946-1990) Sattarov Akramjon Madaminovich	2590-2594	10.5958/2249-7137.2021.00925.3
424.	KAZUO ISHIGURO AS AN INTERNATIONAL NOVELIST Irsaliyeva Madina Anvarbek qizi, Abrarova Sardora Najmiddin qizi, Xoliqova Nazokat Batirovna	2595-2598	10.5958/2249-7137.2021.01006.5
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DOI: **10.5958/2249-7137.2021.00631.5**

THE EFFECTS OF GLOBALIZATION ON NIGERIA'S UNDERDEVELOPMENT

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ABSTRACT

Since time immemorial some societies across the globe have been dominating others directly or indirectly to say politically or economically. There is indeed no doubt that Globalization has been a process of international integration and cooperation among countries of the world and also a means of promoting economic and political development but, the reverse is the case in Nigeria and most third world countries. One of the problems facing most underdeveloped countries including Nigeria today is globalization, this to a large extent affect development. This paper x – rayed the devastating effect of globalization which includes unemployment, increased dependency ratio, poverty, and environmental degradation etc. secondary materials were collected through a comprehensive review of relevant literature on the subject matter under study; this paper concludes that important strategic measures and good leadership are part of the remedies that can tackle the problem of globalization, If Nigerians desire to attain economic growth and development.

KEYWORDS: *Globalization, Political, Economic, Integration, International. Development, Underdevelopment*

INTRODUCTION

Globalization is a complex issue; it is one of the greatest challenges facing most third world nations, this to a large extent affects the development of Nigeria. In Nigeria for example, this problem has become so and alarming such that the whole society and all sectors are been affected by the effect of globalization. Globalization is a global phenomenon, that cut across national boundaries and frontiers and encompasses all sphere of life be it health, education, trade, transportation etc so it is a universal phenomena. Globalization is conceive as a multi

dimensional concept it taken to mean a process where all countries of the world collaborate together to become a global village where the problem affecting one nation will be seen as a problem affecting all, it is also taken to mean a converted form of colonialism(Neo-Imperialism) this exploitative arrangement called globalization has many negative impact on Nigerians which includes environmental degradation, unemployment, poverty, indebtedness and economic liberalization which has lead to underdevelopment of Nigeria. Globalization as a new dimension of modernization theory can best be describe as a process of techno-capitalism, which involved a fundamental and systematic, restructuring, reorganization and integration of not only culture and politics but also the economy all with the view to either predominate developing countries by the other developed ones or their local and international economics of the world by the so- called “super powers” of the world (izibili, Enegho and Okiri, 2003). Globalization has affected many sectors of the economy for instance Nigeria represent a typical example of a country in African which development has been undermined and retarded by the menace of globalization.

In view of the above, this paper critically examines the synergy between globalization and underdevelopment. Specifically, the study seek to interrogate the state of globalization on underdevelopment in Nigeria , the challenges to development, the prospect of efficient and effective policies on globalization. Since the rationale behind any formal research is by its contributions to the existing body of knowledge or theory in the field of the study, this paper will not be any different the fact that every research work is geared towards identifying issues and problem with a corresponding possible solutions. This paper advance knowledge on the issues of globalization on underdevelopment. The study will intend to enable the economic analyst and policy makers on the possible effect of globalization and how to efficiently address them.

The manners in which Nigeria adopt foreign policies from the developed countries is detrimental to our development because the fails to incorporate with are political, economic, and cultural background, and also the preconditioned giving to Nigerian by the Briton hood institution like world- bank and IMF, before granting loans and other economic advice are also not at our favor. Secondly Nigerian home based industries are not able to compete with their foreign counterparts in terms of price and quality which as lead to unemployment and close down of many factories in Nigeria, also, the free trade policy has also constitute to the problem because there is no restriction and quota on importation, many obsolete and expired goods have been imported which also have a negative impact on the health’s of Nigerians.

Thirdly the activities of minerals exploration has also lead to problem of environmental pollution but air and land the farm land are no more fertile and arable for agricultural production in these minerals exploring communities leaving many rural dwellers jobless. Fourthly the rate of insecurity and issue of kidnapping in the country is rising due to globalization as the result of technological advancement and desire by young people to make fast money as the hear or watch from these foreign medias, lastly the rate of corruption is so alarming because political and bureaucratic office holders want to live expensive life’s style as been seen in media or visits to developed countries, these developed countries take advantage of our flamboyant life style and justifies that by producing commodities solely meant for Africa’s consumption, example of such commodities are expensive cars, beverages and houses; not to talk about monies being stanchd in these developed countries.

Related Literatures

Concept of Globalization

Although there is no unilateral definitions of globalization, to some people globalization is the best thing that has happened to the world while others have pointed accusing fingers on globalization as the rationale responsible for their underdevelopment. However some of the definitions are reviewed below.

Held et al (2004) have emphasized that globalization as we tried to prove is neither unique nor a linear process. Moreover, it is best presented as an extremely differentiated phenomenon that includes different spheres of activity and cooperation such as political, military, economic, and culture area and spheres of labor migration movement and economy. To some scholars globalization is synonymous to either universal civilization or westernization, which is also described as the product of modernization, Mohammed (2004). these definitions appears curious because many people are of the opinion that globalization implies positive implication to every nation concerned but however from the concept above it can be positive and negative result, Taiwo Makinde (2013). For example free transfer of funds and trade liberalizations.

According to Brittan (1998:2) globalization is viewed “as a whirlwind of relentless and disruptive change which leaves governments helpless and leaves a trail of economic, social cultural and environmental problems in its wake.” Arifalo and Ogen (2002) in their view describe as an “all embracing and culturally pervasive concept with economic, political, environmental and technological dimension”. Nkurayiya (2011) sees globalization as a convergence of economic, political, and cultural system such convergence may not be necessarily brings positive result. Also Hirst and Thompson (1996) are amongst those who consider globalization as the “westernization of the world”, especially as it encourage the promotion of capitalism in the global arena. Ogbu (2004) observe that the developed capitalist countries constitute the driving force of the phenomenon of globalization as it offers them with an avenue to further advance their economic and imperialist penetration of the less develop countries. He adds that globalization provides the multinational corporations an opportunity to intensity their exploitative economic activity in the developing countries that are technologically and ill-equipped and ill-prepared to match with the challenges of the globalization crusade thereby not only subjecting the latter to unhealthy competition but also sharpening the dichotomy and unequal exchange between the two polarized worlds (developed and undeveloped). Larson (2001) which equates globalization with the process of world shrinkage of distance getting shorter and things closer meaning the world has turned to a global villages. Almani Mazuri (2001) define globalization as the process by which different regions of the world are pulled together through and expanding network of exchange of people, idea and cultures as well as good and services. Sheidu (2001) regards the process as not just integrating the economies but also cultures, technologies and governance. It is in this wider context that Ibrahim (2003) describes globalization as the intensification of the domination of economic, political, security, military and socio-cultural affairs of the world by industrials capitalism, facilitated by the electronic and telecommunications, institutional agents such as International Monetary Fund (IMF), World Trade Organization (WTO) and World Bank revolution under the hegemony of the United States of America (USA) and its allies in the European Union and Japan.

However from the above definitions it is obvious that globalization is another clever means of further exploiting the underdeveloped countries by the so called developed countries, through science and technology etc.

Underdevelopment

Underdevelopment is been usually measured through three factors; unemployment, poverty and inequality (Todaro,1977) a country with high rate of aforementioned factors is simply termed as underdeveloped country, unemployment is very vast in underdeveloped country in which majority of people are employed in primary occupation such as; agriculture, fisheries and mining. Poverty is another measure and it may be taken to mean absence of three basic human needs food, clothing and shelter and majority of the population leaves in abject poverty. Note food does not mean eating anything but food that contains all six classes of foods, clothe mean covering the body with not any type of clothes but cloth to be worn will be determined by the nature of the weather. Shelter is the ability to protect oneself from weather, predators and other harmful living creatures.

Underdevelopment can also to be taken to mean lack of educational facilities, health facilities and housing and total dependant on foreign country through loan from international agencies, aids and grants. One of the most important indicators of underdeveloped country is high infant mortality rate and low life expectance rate. Daniel (1980) underdevelopment refers to the state of an economy or an economy of a satellite economy characterize by low real income per capita. In comparison with those of North America and west Europe, such economy, Daniel said characterize by illiteracy, poverty, overpopulation and disease.

Under development in this contest can be defined as a “process in which a country has not sufficient development” underdevelopment scholars urge that the status of insufficient development and underemployment of human and material resources was acquired through historical circumstances such as slavery, colonialism and neo-colonialism.

The colonial regime has already molded an indigenous political class and turns them towards metropolis, which was cut off from a social base, Gelinas (1998). Scholars in Nigeria have not done much in terms of giving relevant policy advice to their leaders even though there are evidence that in some instances there advices are not welcomed or at last discarded however in most cases one finds scholars in the country out of sycophancy supporting the implementation of western induce policy that have little or no bearing on the life of the citizenry. Gelinas (1998) observed that the export sector of underdeveloped economies like Nigeria is forced to adapt to products, technology and management of foreign conditions. He also points out that banking institutions in those countries are not only oriented to external financial flows but also deprived of adequate mechanism to attract domestic savings and channel it in to productive investment.

Under- pinning theory

There are many theory of globalization like modernization theory, World System theory and dependency theory, dependency theory is considered as the most fitting theory for this paper because many scholars are of the view that Nigerian was under colonial rule for a long period, further more dependency theory is the motion that resources flow from a “periphery” of poor and underdeveloped states to a “core” of wealthy states, enriching the latter at the expense of the former. It is central contention of dependency theory that poor state are impoverished and rich ones enriched by the way poor states are integrated into the “world system”. To Osvaldo (1969) Dependency theory can be defined as an explanation of economic development of a state in terms of the external influences; political, economic and cultural on national development of the nations. To the school of thought they believe the third world nations remain economically

backward not because of internal factors but because they are been exploited, in the sense that there is unequal exchange by paying less for raw-materials produce by the third world nations. Dependency theory arose as a reaction to modernization theory, an early theory of development which held that all societies progress through similar stages of development, that today's underdeveloped areas are thus in a similar situation to that of today's developed areas at sometime in the past, and that, therefore, the task of helping the underdeveloped areas out of poverty is to accelerate them along this supposed common path of development, by various means such as investment, technology transfer, and closer integration into the world market. Dependency theory rejected this view, arguing that underdeveloped countries are not merely primitive versions of developed countries but have unique futures and structures of their own and importantly, are in situation of being the weaker members in a world market economy.

Globalization as said early has lead to underdevelopment of Nigeria because of it devastating effect on Nigeria's economy, because globalization make it possible for the countries of the world to get in touch with others between minutes, hours through enhanced communications technologies like video call, E-mail, Fax etc, and also easy means of transportation across the length and breadth of the world. Nigeria has adopted policies which are not favorable or conducive to its citizens as a result of globalization like the policy on privatization which is been adopted from countries practicing capitalist system of government by so doing all Nigeria public assets have been transfer to private individual, the fact that these individuals are government officials, chances are that the monies used in acquiring these assets could be stolen monies which will eventually hamper the main aim of privatization of public enterprise, not to talk of foreign loans that comes with stringent conditionality. E.g. IMF, Swiss Bank and World Bank etc.

Many Nigerian indigenous companies has melt and close down because they were not able to compete with the foreign investors because of price and quality of the products for example, the Nigerian steel company, Nigerian Airways, Nitle communication etc. There has been increase in unemployment rate because many people want to make quick and easy money so it makes them to move from rural areas to urban centers and the agricultural sector was abandon. At the time of independence, 90% of Nigerians population engaged in agriculture, it a pity that Nigeria at the early 60s and late 70s can feed Africa but when oil was discovered and its exploration started it was not able to feed itself.

Nigerian which is been rated as one of the 25th richest countries in the world now become one of the poorest countries. The rate of insecurity has worsen and the quest for quick and easy money as lead to a lot of international cyber internet crimes like Yahoo, fake advertisement, false scholarship, all these are possible today in Nigeria owing to globalization. Corruption in but public and private sectors has become ramped as the result of globalization where by our public office holders tend to patronize everything foreign that comes their way at the detriment of our local manufactures and products which eventually lead to dumping.

It is now vividly clear that all these afore mentioned problems are external problems or to say have external influence from foreign countries or developed countries through the process of globalization at the center stage; the center countries controlled the technology and the systems for generating technology. Foreign capital could not solve the problem, since it only lead to limited transmission of technology, but not the process of innovation itself, which lives the skilled workers in the center; unskilled in the periphery as far as dependency theory is concerned.

Issues

Some of the indicators used in concluding that globalization has lead to the underdevelopment of Nigeria are buttress in the point below

Economic liberalization (economic nomadism) : The country has been economically invaded by the so called industrialized countries of the world there by dictating the pace and other arrangement by bringing down African countries to becoming exporters of raw materials and later importers of finished goods which translate to low per capital income. Wikipedia (2013) refers to it more as economic liberalization which is associated with classical liberalization, thus liberalization, in short refers to removal of control to encourage economic development liberalization include partial or full privatization of government institution and asset, greater labor market, flexibility, lower tax rates for businesses well as less restriction on both domestic and foreign capital open market among others.

Environmental degradation in which the environment is been polluted and made infertile :- Many oil exporting company that are operating in the Niger Delta- region like Shell, Chevrans and Total are all owned by foreign operating within the Niger- delta regions there by polluting the atmosphere and also contaminating there rivers without appropriate corporate social responsibility and adequate compensation, which leads to their underdevelopment and increase their dependence ratio on others for survival.(Jike, 2003 Ogbu, 2004). The multinational corporations as agent of globalization are not environmental friendly and socially responsible firms largely because they are profit seeking entities and they face little or no competition from the host country.

Rendering of services by eroding the functions of indigenous company's by foreign investors :- the myths of these foreign companies has muscled our indigenous companies rendering them more or less useful, a critical example of this is the heavy presence of MTN which is owned by South Africa have dominated the indigenous networks like Globacom and Zain networks and also in the construction company, the so called Julius Beggar has been in existence since independence which has led to the collapse or lack of patronizing of our own indigenous construction companies.

Unemployment- has become a natural problem in Nigeria despite the fact that 70% of Nigerians are into agriculture, globalization has also led to unemployment in Nigeria. The international system has been skewed and tilted in a manner that most Nigerians relied on foreign goods and services, another imperative point worthy of notice here is that Nigeria is more or less a mono-economy with 90% of its revenue coming from crude oil, which has over time rendered our teeming youth jobless, the conundrum here is that is oil actually a blessing or curse to Nigeria? The rate of unemployment was 12% in March 2005, it rose to 19.7% in March 2009 while the rate of underemployment covered around 19% in 1998 (Adebayo and ogunrinola, 2006, NBS 2010). Coming up to 2017, the rate of unemployment rose to 18.00 %, (trading economic.com)

High rate of insecurity and criminal activities - that make people to think of not seeing the next hour; the high rate of insecurity is so alarming that people don't sleep with their two eyes close, the advent of technology has triggered a lot of rural – urban migration just so that people will earn a living through any means possible legal or illegal so long as monies keeps coming in, all these shenanigans wouldn't have been possible without the advent of technology. (Alanana, 2004). Similarly, most spending on global media such as internet service has been focused

mainly on promoting false and evil values such as sex, crime and disasters to the extent that contemporary Nigeria is losing the sense of sin rapidly. These technology facilities have made unhealthy information accessible to teenagers thereby distorting their sense of morality all in the name of globalization.

Free transfer of funds at any place and time (money laundry): It makes it possible for free transfer of funds outside the country without any government regulation. Many politicians and public servants have siphoned Nigerian money which are meant for development projects into foreign reserve accounts of the so-called world financial institutions like the World Bank, International Monetary Fund etc. because of the cumbersome process in which these international financial institutions operate, it makes it difficult for all these monies to be returned safely to Nigeria. All the money is not returned to Nigeria which eventually brings about low infrastructural deficit and underdevelopment of Nigeria. Deming and Levine (2008) in a review of the various analytical methods used in finance literature, found strong evidence that financial development is important for growth. To them, it is crucial to motivate policymakers to prioritize financial sectors policies and devote attention to policy determinants as mechanisms for promoting growth.

Privatization of government property: as we all know, privatization is one of the accompanying processes of globalization, in as much as privatization is a force to reckon with as far as an economy of a country is concerned, chances are that some greedy individuals would want to use these as a yardstick or opportunity to appropriate government-owned assets to themselves further more crippling the economy. There are public enterprises that are saddled with the responsibility of providing essential services to the people at subsidized rates, when such enterprises eventually become a private property whose sole aim is profit making, the citizens might not be able to benefit from such basic services and amenities due to corresponding high rates of charges. However, the motives behind these public enterprises will end up being eroded.

Corruption: it is no longer news that Nigeria is a corrupt country that lacks accountability and transparency in its financial dealings, the fact that corruption is systemic in Nigeria, the leaders find it easier to use the advent of globalization to wire monies across the globe, part of these monies are saved in these expatriate banks abroad, build companies overseas, buy expensive cars from the developed countries, carry their families for summer overseas and send their children and relatives to study abroad, at the detriment of our public-owned institutions all as a result of interconnectedness called globalization. The irony here is that these monies are referred to as "capital flight". The federal government of Nigeria like most, if not all African governments have lost control of the policy making process, and are under pressure to accept dictation from creditor nations and financial institutions. (Joda, 2011) corruption is anti-social it confers unmerited benefit contrary to accepted rules. Corruption as one of the banes, if not the main problem with Nigeria is incompatible with development; Nigeria cannot expect to develop in the face of political and economic instability.

CONCLUSION

However, from the above reviewed literatures it is not a denying fact that globalization is a strategy of creating a gap between the haves and the have-nots in the country, which has left a growing mass poverty plus living with less than a dollar a day points to the failure of globalization to reduce poverty and ensure stability. A large chunk of our wealth goes to the rich moguls of the

western world and the political class and wealthy big business men of Nigeria, due to our over-dependence on these foreign economies, we will be severally affected if any economic crisis occurs in those countries. Although globalization cannot be totally discarded countries should not take it as a do or die affairs or the soul part to development, even though globalization cannot be totally discarded because people have shared knowledge, ideas and leads to technological transfer in the world. From these point listed above, it has shown the negative effects of globalization on Nigerian state, so it now left for Nigerian leaders to put this problem into place. All these attempt, rather than develop Nigeria further our underdevelopment and dependent on the foreign economies.

RECOMMENDATIONS

- (1) Nigeria government should formulate and enact more stringent financial policies regarding capital transfer, so as to check and tackle the menace of money laundries.
- (2) Accurate measures should be taken regarding the importation of luxuries products and if found necessary Quota should been given on the quantities to be imported into the country to reduce duping of local products.
- (3) Government should device another means of improving efficiency and effectiveness in the public sector either by reorienting workers, motivating them through increase in their remuneration, or conditions of service , not the privatization of public goods and services because these leads to increase in prices and monopoly of essential goods and services.
- (4) The educational sector in Nigeria needs a serious attention, so has to provide adequate and standard knowledge and skills for its citizens that will in turn foster a technological driven society, reduce unemployment and increases their standard of living; because no nation can develop more than it level of education.
- (5) Measures should be taking to prevent and tackle environmental degradations be it air, water, and land pollution, any company that is found wanted should be prosecuted and make to pay for damages.

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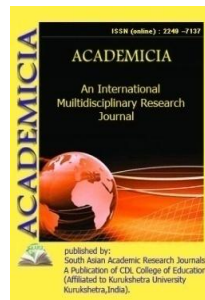
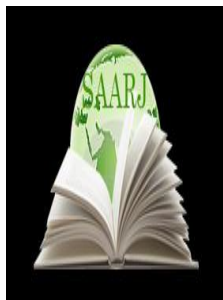
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DOI: **10.5958/2249-7137.2021.00583.8**

PERFORMANCE OF FIBER OUTPUT AND FIBER LENGTH IN INTER VARIETY HYBRID FAMILIES OF MIDDLE FIBER COTTON

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ABSTRACT

Purposefulness of using the performed families O-445, O-580, O-455 in the genetic and breeding researches for improving of fiber output and the families of O-580, O-455, O-520 to improve the fiber length on the dependence of their genotypes has been presented in this paper. In general, similarity of a high dominance of varieties in the positive indexes on the fiber output and fiber length in combination of various soil-climatic zones was noted.

KEYWORDS: *Cotton Plant, Genotype, Hybrid, Inter Variety, Family, Fiber Output, Fiber Length.*

INTRODUCTION

Today, 90 percent of the world's produced cotton fiber belong to domesticated species of *G.hirsutum* L. Annually 20-22 million tonnes of fiber is harvested and exported in 86 cotton growing countries of the world. Development of high productive, high output and fine quality of

fiber, short season varieties and use widely them in the production is considered as the one of important problems in cotton breeding. Getting of high and quality crop in the correspondence of various soil-climatic zones without broadening of agricultural plantations in the countries of the world in reason of increasing of population over the world and decreasing of watering land plantations has become an actual question.

Global climatic change in the world, emerging of new disease causing races and increasing damage by the pest insects have shown the necessity of creation of resistant new cotton varieties to adverse factors. This problem can be decided by the attraction of new donors possessing unique traits.

Widely covering measurements on the development of competitive new cotton varieties with fiber output to meet world's market requirements are being implemented in our republic. Today, the creation of cotton varieties resilient to various soil-climatic zones, fiber output is not less than 40% is a topical question in our country and should be conducted a range of researches.

The aim of the research is to create the strains (lines) enriched with genetic valuable properties of various high fiber output varieties on the base of analysis the formation of fiber output in combination with other economic desirable traits in the materials developed by the inter variety hybridization of cotton.

G.hirsutum L. cotton varieties of Bukhara-102, An-Bayout-2, Bukhara-8, Sultan, Mekhnat, Dustlik-2, Beshqakhramon, Andijan-36, Chimbay-5018 introduced into production in different regions of our republic and cotton families and strains taken by their participation were used as the **research source**.

Study of valuable recombinants enriched by genetic features on traits and properties which were developed through application of the method of inter variety crossings, study of inheritance of fiber output, variation, formation and correlative relations within some of economic traits, determination of a trait transgression in the materials taken on the base of inter variety crossing method are considered as the **subject of research**.

MATERIALS AND METHODS

The scientific research have been conducted according to the method of "Methods on the carrying out of field experiments" [1] accepted in the UzPITI. The methods of inter variety crossing, phonologic observations, defining of wilt resistance, selection works, carrying out of sample pickings, mathematic, variation and correlation analyzes were used. Quality indexes of the fiber by contemporary HVI system and digital results taken from the experiments have been analyzed by the method of B.A.Dospekhov [2].

LITERATURE REVIEW

Cotton plant is mainly cultivated for its fiber and introduction of varieties with high fiber output has a great importance. That is why, a special attention is paid on the fiber output at the evaluation of initial material, at its selection or development.

Fiber output is a complicated polygene trait and it varies under the influence of different stresses and contains of 25-40% in the varieties and accessions. A special attention by many scientists [3; 101-6., 4; 34-39-6., 5; 214-6., 6; 349-6.]. 3; 101-6., 4; 34-39-6., 5; 214-6., 6; 349-6.] was focused on crossings of remote species in the studies of fiber output inheritance.

N.Z.Innes [7; 46-48-6.] has developed varieties with a very high fiber output through crossing of hybrids (G.hirsutum x G.arboreum) x G.raimondi and G.hirsutum x G.anomalum to other local varieties of Uganda.

B.I.Mamarakhimov, M.Khalikov and others [8; 67-71-6.] studied inheritance of fiber output in inter species hybrids and noted that the dominance of high fiber output and intermediate inheritance in the accession at the F₁ generation are presented when the varieties have been participated in hybrids as maternal forms.

RESULTS AND DISCUSSION

Cotton plant is a technical crop and the fiber taken from is considered as a valuable raw source for cotton industry. More than 100 different industrial commodities are reproduced from cotton fiber. Cotton fiber is extensively used in the textile, paper, chemical, furniture, machine construction industries. The fiber output depends on weight of seed, absolute weight of fiber on the seed, the number of fiber on the seed, quality of fiber and its index.

It is known that cotton plant is mainly grown for its fiber. That is why, the great attention at the breeding process is paid to the fiber output of initial accessions participating in the crossings.

TABLE 1 FIBER OUTPUT AND FIBER LENGTH INDEXES OF VARIETIES AND FAMILIES, IN 2016.

Varieties and families		Fiber output, %			Fiber length, mm		
		M±m	σ	V,%	M±m	σ	V, %
Навлар							
Bukhara-102		37.33±0.66	1,9	2,9	35,86±0,48	2,1	2,3
Chimbay-5018		36.41±0.83	1,4	3,9	34,03±0,66	1,1	3,4
Bukhara-8		39.4±0.85	1,8	2,1	33,7±0,58	1,9	2,1
Dustlik		41.2±3.16	1,3	1,3	35,04±0,64	1,2	2,0
AN-Bayavut-2		40.9±0.98	1,7	2,1	36,4±0,1	0,1	0,4
Bukhara-6		37.8±1.53	1,0	2,6	34,8±0,56	1,4	2,5
Sultan		36,0±0,80	1,2	2,0	34,1±0,42	1,2	2,0
Mekhnat		40,1±0,25	0,1	0,4	35,0±0,12	0,1	0,4
Andijan-36		37,2±0,36	1,4	2,5	34,2±0,54	1,4	2,5
Beshqakhramon		42,1±0,52	1,2	2,0	35,2±0,42	1,2	2,1
Origin of families	Families						
F ₃ (Bukhara-102 x Chimbay 5018)	O-230	35,46±0,98	1,69	4,7	34,6±1,18	2,0	6,2
F ₃ (Bukhara-8 x Dustlik-2)	O-125	37,55±1,18	1,67	4,4	33,7±0,69	0,9	3,2
F ₃ (AN-Bayavut-2 x Bukhara-8)	O-445	39.7±0.83	1.66	4.1	34.7±0.49	0.9	3.0
F ₃ (SultanxMekhnat)	O-580	39.4±1.67	6.9	4,5	36.6±0.35	1.4	4.3
F ₃ (Andijan-36 x Beshqakhramon)	O-455	38.7±1,34	1.89	5.0	35.2±0,10	0.8	2.4
F ₃ (Bukhara-102 x Chimbay 5018)	O-622	36.4±0.45	1.37	3.7	34.5±0.67	2.0	6.2
F ₃ (Bukhara-8 x Dustlik-2)	O-520	38.7±1,34	1.89	5.0	35.2±0,10	0.8	2.4

Control varietyS-6524	36.60±1.16	1.62	4.24	33.0±0.56	1.26	2.5
	LSD ₀₅	1.05		0.75		

Due to efficiency of researches on the trait conducted by the scientists of our republic, the most varieties in the production are considered as the varieties of a high fiber output (35-38%). But, fiber output of many varieties is on account of small seed and the scientists were charged with the task to develop varieties of high fiber output. For this reason, a special attention has been paid on fiber output of hybrid-families participated in our researches.

In our experiments, fiber output analysis shown that fiber output of parental varieties had been ranged from 36% (Sultan) to 42,1% (Beshqakhramon) and the fiber output of separated families made of from 35,4% (O-230) up to 39,7 % (F₄ (AN-Bayavut-2 x Bukhara-8) (have a look at table 1).

Positive recombinant plants over this trait can be found through carrying out of large size selection works.

TABLE 2 THE INDEXES ON THE FIBER OUTPUT OF SEPARATED FAMILIES, IN 2017.

K-2,0											
Varieties and families	n	30,1-32,0	32,1-34,0	34,1-36,0	36,1-38,0	38,1-40,0	40,1-42,0	42,1-44,0	M±m	σ	V, %
Bukhara-102	51		6	21	10	8	6		36,5±0,3	2,7	7,5
Chimbay-5018	56		10	14	12	12	8		36,0±0,8	3,4	9,5
Bukhara-8	54	5	13	17	14	5			35,1±0,3	1,4	4,1
Dustlik	57	6	13	17	14	7			35,1±0,6	2,4	7,1
AN-Bayavut-2	55		1	11	14	15	14		38,3±0,6	2,3	6,1
Bukhara-6	58		2	12	12	19	9	4	38,1±0,3	2,5	6,6
Sultan	50		4	15	16	12	3		36,4±0,1	3,1	8,7
Mekhnat	56		7	6	13	19	11		37,6±0,6	3,6	9,6
Andijan-36	50		10	16	15	7	2		36,0±0,6	3,0	8,0
Beshqakhramon	56		7	15	14	11	9		37,5±0,7	3,5	9,4
O-230	52		4	12	16	15	3	2	37,5±0,7	3,2	8,7
O-125	57			12	18	19	5	3	38,9±0,43	2,2	5,7
O-445	56		8	12	12	12	10	2	38,6±0,91	3,6	9,4
O-580	53		1	20	15	15	2		36,7±0,46	2,2	6,0
O-455	51			8	19	14	4	6	38,4±0,53	2,9	7,7
O-622	59		2	4	10	20	15	8	39,2±0,32	2,4	6,3
O-520	50			8	13	15	10	4	38,0±0,53	2,0	6,7
C-6524 (St)	57		2	12	17	14	12		37,2±0,56	2,3	6,2

So, to employ the family 0-445 in genetic-breeding processes is considered purposeful. This is perfectly approved by the dependence of inheritance and formation with parents genotypes of this family, in which the fiber of Beshqakhramon was higher and Andijan-36 also has relatively positive.

At this, it is necessary to say that if we pay attention to an average arithmetic inclination (σ), it was from 1,37 (O-622) to 6,9 (O-580) and the variation amplitude in the separated families was reported as 3,7 % (O-622) to 5 % (O-520).

Fiber length is considered as the one of fiber quality parameters. One of the topical objects standing in front of our scientists is to develop cotton varieties of fiber quality meeting the world standards. We carried out analysis on the fiber length in the inter variety hybrids. According to the results, the families were equal to the standard C-6524 and also to the varieties, participating as the parental varieties or presented a little higher results. The most high index (36,6 mm) belong to the family of O-580 and at this the fiber output either was higher (39,4%). The index of the fiber length was from 33,7 mm (O-125) to 36,6 mm (O-580) which presents the superiority of all separated families on the trait than standard variety C-6524 (33,0 mm).

Mean arithmetic inclination (σ) of families was from 0,8 (O-455) to 2 (O-230) and the variation amplitude (V, %) from 2,4 (O-455, O-520) to 6,2 (O-230, O-622) and these permit the possibility to do conclusion about their stability.

TABLE 3 FIBER LENGTH INDEXES OF SEPARATED FAMILIES, IN 2017

Classes											
Families	n	26,1-28,0	28,1-30,0	30,1-32,0	32,1-34,0	34,1-36,0	36,1-38,0	38,1-40,0	M±m	σ	V, %
Varieties and families											
Bukhara-102	58	2	8	25	16	4	3		33,7±0,28	2,1	2,8
Chimbay-5018	23	2	6	7	5	2	1		33,1±0,53	2,5	2,1
Bukhara-8	36	3	12	11	8	2			33,1±0,35	2,1	2,8
Dustlik	27	4	6	7	6	4			33,0±0,50	2,6	2,3
An-Bayavut-2	31	1	9	14	2	2	2	1	34,3±0,49	2,7	2,7
Bukhara-6	51			12	11	17	9	2	34,1±0,32	2,3	3,7
Sultan	15		1	3	6	4	1		34,1±0,53	2,0	3,2
Mekhnat	17			5	7	2	2		33,5±0,59	1,8	3,0
Andijan-36	30	1	8	12	3	3	3		34,0±0,40	1,7	3,7
Beshqakhramon	51			12	11	17	9	2	34,3±0,32	2,3	6,7
O-230	20		2	9	6	3			32,0±0,40	1,7	5,5
O-125	14			1	2	7	2	2	35,3±0,58	2,2	6,2
O-445	17		1	2	5	6	2	1	34,0±0,59	2,4	7,2
O-580	22	1	3	4	8	4	2		32,5±0,55	2,6	8,0
O-455	16		4	6	4	1	1		32,6±0,57	2,2	7,2
O-622	16			5	7	2	2		33,1±0,49	1,9	6,0
C-6524	17		4	4	6	3			31,9±0,52	2,1	6,7

According to the data of the table 2, the outcomes of our experiments conducted in the following years shown that the fiber output of the varieties, took participation in the experiments has ranged from 35,1% (Bukhara-8, Dustlik) to 38,3% (AN-Bayavut-2). The index on this trait in the separated families was from 36,7 % (O-580) to 39,2 % (O-622) and reported the superiority of all separated families than standard variety (37,2%).

We note as the inference that the families O-125, O-622, O-445 might be employed to increase the trait in breeding processes.

Results of analysis on the fiber length of separated families in 2017 (table 3) exhibited that the fiber length of varieties participated as parental varieties had from 33 mm (Dustlik) to 34,3 mm (Beshqakhramon) and the separated families' fiber length had ranged from 32 mm (O-230) to 35,3 (O-125). At that time, the standard variety S-6524 had made of 31,9 mm. Some plants with the fiber length of 38,1-40 mm occurred in the varieties of AN-Bayavut-2, Bukhara-6 and families of O-125, O-445. Except of the family O-230, plants with fiber length of 36,1-38 mm occurred in all separated families.

So, according the results of this year, using of the families O-125 and O-445 in the breeding process to improve the trait is purposeful.

According to the consequences of continues researches as shown in the table 3, the fiber output of the separated families in 2018 was higher than 38,1 mm.

This evidences about the separation of families and lines which have at least 1,2% higher fiber output than check variety S-6524. The highest fiber output in families made of 39,5 (O-580) and in the lines it accounts for 41,6 (L-33-35/18) percentage. The highest fiber output than 38% in all families remarks the existed high fiber outputs in the created lines L-33-35/18 (41,6 %), L-25-27/18 (41 %).

TABLE 4 FIBER OUTPUT AND FIBER LENGTH INDEXES, IN 2018

Varieties and hybrids	Fiber output				Fiber length		
	M±m	Σ	V,%		M±m	σ	V,%
S-6524	36.9±1.21	1.2	3.34		33.5±0.50	1.75	2,22
O-230	38.6±1.28	1.56	4.62		31.6±0.53	1.07	3.38
O-125	39.1±0.88	1.53	3.91		34.5±0.89	1.78	5.17
O-445	38.6±0.93	1.61	4.18		32.1±0.83	1.44	4.50
O-580	39.5±0.89	1.54	3.90		34.8±0.70	1.70	4.10
O-455	38.1±0.98	1.96	5.14		34.9±1.30	1.84	5.26
O-622	39.8±0.94	1.58	3.98		34.9±0.75	1.80	4.12
L-33-35/18	41.6±0.71	1.59	3.82		34.1±0.98	1.41	3.50
L-25-27/18	41.0±0.91	1.83	4.47		33.8±0.29	0.50	1.48
L-54-56/18	37.4±1.92	1.34	4.91		35.0±0.67	1.17	3.54
LSD ₀₅	1,8				2,0		

So, the varieties participated in the crosses have a great importance and it was obvious that the development of families and lines takes place in the dependence of parental genotypes. Because, the fiber output of all crossed varieties was high.

Inconsiderably low indexes of fiber lengths were noted only in the families of O-230 and O-445 correspondingly 31,6 and 32,1 mms and in the rest lines the fiber output were 34,8 (O-580)-34,9 (O-455, O-622) mms. But, in the lines, according to this year data, the fiber lengths from 33,8 mm (L-25-27/18) to 35 mm (L-54-58/18) were determined.

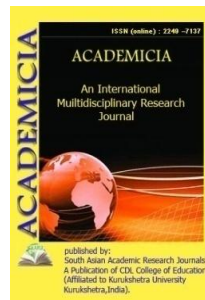
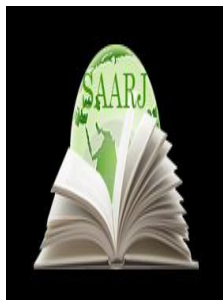
CONCLUSIONS

It is necessary to underline that the analysis of fiber output and fiber length formation in the cotton families exhibit the possibility to find positive recombinant plants on the trait through

broaden the size of population and to take a large size selection works to determine positive transgression. Efficiency of using families 0-622, 0-125, 0-580 and lines L-33-35\18, L-25-27\18 to increase fiber output and on the fiber length 0-125, 0-445, 0-580 and L-54-56\18 was presented. The inheritance of these families in comparison of their parental genotype found its evidence and it proves its superiority on the trait. In general, it was obvious that the positive results of superiority on the fiber output and fiber length in integration with suitability of varieties to different soil-climatic region were noted.

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DOI: **10.5958/2249-7137.2021.00584.X**

THE HARMONY OF THE NEW RENAISSANCE PEDAGOGY AND THE PEDAGOGICAL VIEWS OF MAHMUDKHUJA BEHBUDI

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ABSTRACT

In this article, the author focuses on a comparative analysis of the harmony between the pedagogical views of the new Renaissance pedagogy and the modern educator Mahmudhoja Behbudi, a modern educator. Mahmudkhuj Behbudi's views and the harmony of modern education are revealed on the basis of a unique approach. In The Springs of Wisdom, Ibn Sina, using the achievements of the natural sciences and philosophy of his predecessors and contemporaries, created a pedagogical doctrine that rose to the pinnacle of theoretical knowledge in the Middle East.

KEYWORDS: *New Renaissance Pedagogy, Education, Pedagogical Vision, Morality, Spiritual And Moral Education.*

INTRODUCTION

The three important things that forms the national identity - the past, present and future - has always been the focus of the intellectuals of the time, the devotees who care about the future of the people. Even today, the issue of deeper understanding of this fact, the effective use of rich national experience at a new stage of development is of great importance at the state level. President of the Republic of Uzbekistan Sh.M.Mirziyoev said: "In particular, the understanding of our national identity, the study of the ancient and rich history of our Motherland, we need to strengthen research in this area, to fully support the activities of scientists in the humanities. To inculcate in the minds of young people the invaluable heritage of our great scholars and writers, our saints, the courage of our invincible commander and leader, we need to pay special attention to strengthening their sense of national pride".

First, let's take a brief look at the history of Renaissance pedagogy.

The first Renaissance pedagogy in the territory of Uzbekistan, covering the IX-XI centuries, during this period, such scholars as Muhammad al-Khwarizmi, Abu Nasr al-Farabi, Abu Ali ibn Sina, Abu Rayhan al-Beruni, who made a great contribution to the development of pedagogical thought not only in the East but also in the West. The humanistic pedagogy that emerged in Europe and America in the 1950s was in fact the very essence and foundation of early Renaissance pedagogy.

For example, Farabi is extremely progressive and humane in his social ideas. He sees man as a social phenomenon and believes that humane relations between people arise on the basis of their interests, desires, and mutual union. According to Farabi, the destiny of a person is not predetermined, each person acts according to his own will, creates his own happiness, decides his own destiny. Human beings are the same in creation, but under the influence of upbringing and environment, they change. The scientist attaches great importance to education here. The twelve qualities of the perfect man classified by Farabi are still of special importance today as universal values.

Ibn Sina was a humanist sage who believed in human potential, who encouraged the development of the intellect in all its aspects and the knowledge of truth. He believed that the purpose of education and upbringing is to form a person who cares not only for himself but also for others, who has qualities such as humanity, true friendship, moderation, strong will, honesty and diligence.

In The Springs of Wisdom, Ibn Sina, using the achievements of the natural sciences and philosophy of his predecessors and contemporaries, created a pedagogical doctrine that rose to the pinnacle of theoretical knowledge in the Middle East. The scientist describes the goals and objectives of pedagogy as follows: "This science has to train people who don't just live for themselves, but should strive to live for the benefit of others and the community as well. Love of work, good morals and honesty must always prevail in a person".

Abu Rayhan Beruni's contribution to the development of humanistic pedagogy is invaluable. A scientist who considers man to be a social being by nature defines morality and diligence as the main criteria of human dignity in the individual.

Beruni's legacy is a unique set of scientific theories that contain the content of education and upbringing, the most valuable ideas in science. Among them, the main emphasis is placed on the practical application of the acquired knowledge, motivation and the need to know, the idea that a person strives to grow his worldview.

The emergence and development of the second Renaissance pedagogy is associated with Amir Timur and the Timurid kingdom. The activities and scientific and pedagogical views of Mirzo Ulugbek, Alisher Navoi, Zahiriddin Muhammad Babur, who lived and worked during this period, are highly commendable.

In his time, Mirzo Ulugbek built three madrassas (in Bukhara, Samarkand, Gijduvan) and radically reformed the higher education system. Education in Mirzo Ulugbek madrassas was an example of a truly higher education institution, which included three stages (anda, aust, alo) and perfectly taught religious and secular knowledge.

It should be noted that today Mirzo Ulugbek is the first in the world to implement a brilliant example of the stages of training in higher education (bachelor, master, doctorate).

Alisher Navoi's works such as "Hayrat ul-abror", "Mahbub ul-qulub", "Nazm-ul javohir" are truly pedagogical works. His patronage of the construction of schools and madrassas in his time is, in today's parlance, a shining example of public-private partnership in the field of education.

It is a well-known fact that in the works of Alisher Navoi the works devoted to the spiritual maturity and enlightenment of the younger generation play an important role. In the beginning of "Бадойеъ ул-бидоя" he said, "Девоне топилайким, анда маърифатомуз бир ғазал топиламай. Ва ғазале бўлайким, анда мавъизатангиз бир байт бўламай. Мундоқ девон битилса, худ асру беҳуда заҳмат ва зоъе машаққат тортилғон бўлай", – the confession also confirms that the great poet attached great importance to educational issues.

During this period, a number of pedagogical works were created by Zahiriddin Muhammad Babur that, all of the are specialized for some purposes, for example, "Boburnoma" is devoted to nature, "Khatti Boburiy" to literacy, "Mubayyin" to fiqh, "Harb ishi" to military education.

Achieving the Third Renaissance, in turn, required the creation of a new Renaissance pedagogy. This requires an in-depth study of the scientific and pedagogical, literary heritage of prominent representatives of the national Renaissance pedagogy, taking into account the succession between innovation and historical experience. One of the founders of the National Renaissance pedagogy is Mahmudhoja Behbudi.

It is known that the main goal of the Jadids was the idea that "only science and enlightenment can save Turkestan from socio-cultural, political and economic crisis". That is why they opened new methods of teaching in their mother tongue, wrote textbooks for schools, published newspapers and magazines, and organized theater troupes in order to spread their ideas among the people.

In short, they have been active in introducing innovations in the field of education. Mahmudhoja Behbudi, Munavvar qori Abdurashidkhonov and Abdulla Avloni to raise the level of modern enlightenment to a higher level, the focus on issues such as the enrichment of scientific pedagogy with national educational laws and principles, the popularization and popularization of education is in line with the priorities of the new Renaissance pedagogy.

One of the founders of the Jadid movement in Turkestan, the only world-famous Uzbek geographer, famous public figure, great Islamic scholar, great educator and ethicist, high-minded journalist, Mahmudhoja Behbudi was born on March 10, 1874 in the village of Bakhshitepa in Samarkand.

In times of national liberation, struggle for social change, the fathers of the people come to the fore. Although the concept of "Father of the nation" is not very scientific, but we encounter this notion in the history of all nations that have experienced the national independence movement.

In fact, although it is a paternalistic concept and to a certain extent it is international, through which he led his people to great socio-political, cultural and enlightenment changes, and led these changes, at the head of them are the figures with deep democratic views.

In this sense, Mahmudhoja Behbudi, along with his multifaceted activities, was awarded the great title of the father of the nation.

His most gifted and loyal comrade, his contemporaries, in his writings in his honor after his tragic death, directly called him father and described him as the father of the nation.

A voice trembling on the throne of the oppressor shouted:

"Where did you hide my father's grave?"

(Fitrat.) Dear father, of the flowers in my hand

You don't know that mourning is a flower...

(Chulpon.)

Sadriddin Ayni praised him as "The genius of Turan" and "The great master". Munavvar Kori Abdurashidkhonov, a contemporary of Mahmudkhuja Behbudi, was awarded such a great title. Abdurauf Fitrat, Abdulla Kodiri, Abdulhamid Chulpon, Abdulla Avloni, Sadriddin Ayni, Hamza Hakimzoda, Sufizoda and others were considered and respected by the people as the fathers of the great socio-cultural movement.

We understand it a little differently when we see it as a father. It can be seen in the place of the father... But the first and foremost condition for this is that the person considered in the place of the father must first of all be the conscience of the people, the nation.

Mahmudkhuja Behbudi and his comrades, colleagues, as well as his fate can be called the conscience of the nation, the people with full and all-round meaning.

Bekhbudi is the conscience of a prosperous nation. The faith of Turkestan.

Conscience and faith resound in every word he writes and every action he takes in history, in every deed he does, in his attitude to the Motherland, to the people, to man, to life, to the destiny of his people. He was also the conscience of two centuries.

Everyone has the right to call him father because he is the embodiment of conscience. If you read the horrible memoirs of Munavvar Kori written during his arrest and imprisonment, his articles and poems full of sorrow, great enlightenment, if you read Mahmudkhuja Behbudi's "Travel Memories" and his articles that burn like fire, you will, of course, fully understand and know what the father of the nation, the embodiment of the nation's conscience.

We also call Mahmudkhuja Behbudi and Munavvar Kori great teachers. Like many great teachers, he founded the first theater in the life of the nation, founded the first journal, founded the first societies, and took an active part in their activities. He sought to awaken the consciousness of the oppressed people with his fiery social speeches and to lay the foundations for a new cultural life.

What kind of person were Mahmudkhuja Behbudi or Munavvar Kori? What human characteristics predominate or lead in the aspects of their personalities? - we still cannot answer the questions to the extent and on a scale that satisfies ourselves and our contemporaries. The memories of his contemporaries are few, few, and they contain only important words that are more general.

Is it possible to know the personality of Mahmudkhujja Behbudi, his well-known features as a human being from his inherited works? Do they find such information that would answer our question?

In this regard, his work “Memories of Travel”, written in 1914 and published stage by stage in the magazine “Oyna” is very large and immortal.

We want to talk about some of the subtleties of Mahmudkhujja Behbudi’s personality. We find them in his works, and especially in his “Travel Memories”, just like gold particles scattered everywhere. Most of the time, we don't pay much attention to them. Because gold particles mix with the soil of life. He only gets it when he catches it.

Sometimes a person is such a creature that even if you live with him for a hundred years, you will not know him. Or you may not know. It takes centuries to get to know some of the hills. We still do not know Navoi, Sakkoki, Atoi, Mashrab.

As Behbudi saw the world and gained experience in struggles, he came to the conclusion that only human devotion and knowledge could change the world for the better. At one point in Travel Memories, he exclaims that people are trying to reconstruct their history:

«Бу бўлмаса ва мундоқ фидокорлик қилинмаса миллият ва динлар маҳв бўлуб кетар...»

Look again and again at Behbudi’s “Tasks for Writing Letters” in “Kitobul Atfol” and you will see how much culture, inner manners, and respect for human beings are highly valued by Behbudi and the Jadids. Such an unchanging culture, inner strength, and decency prevail in his attitude to all criticisms and all debates, even the most difficult, confusing issues.

Mahmudkhujja loves brotherhood more than he loves man.

Turkmen, Tajik, Russian, Kazakh, Uzbek, Arabic, Jewish, Greek, French, English - all are brothers in humanity for him.

No matter how much he hurts for Turkestan Uzbeks or Osmanli Turks, for others it hurts, it burns, and for them it misses the path of enlightenment and progress. But it is strange and incomprehensible that we are not yet accustomed to writing letters and correspondence, which Mahmudkhujja Behbudi taught with so much love, pleasure, knowledge, and offered beautiful examples. Thoughts, attitudes, habits are so conservative that it is hard to believe.

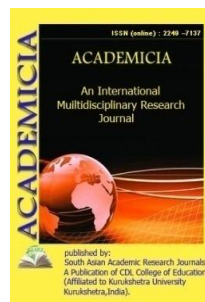
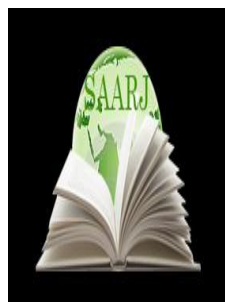
It is known that through the elimination of indifference and indifference to the events taking place in society, as well as the formation of a healthy spiritual need, citizens are able to think freely, to have a sense of belonging.

The question of the development of sanogen, that is, common sense, characteristic of Renaissance pedagogy, has not escaped the attention of the scientist. Mahmudkhujja Behbudi's views on science, enlightenment and ethics require very in-depth analysis and interpretation. Scholars, educators, literary critics and journalists will refer to Behbudi’s scientific legacy many times in the future and study its positive aspects.

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DOI: **10.5958/2249-7137.2021.00585.1**

HISTORICAL BACKGROUND ON THE SYSTEMATIZATION OF THE VOCABULARY OF ETHICS

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ABSTRACT

This article is devoted to the comparative study of the historical background on the systematization of the vocabulary of ethics of the XVI-XVII centuries, which is considered to be very actual for investigation. The views expressed in this article about the systematization history serve as a scientific source when highlighting various aspects of the terms of ethics of the Renaissance period.

KEYWORDS: *Period, Development, Fragment, Culture, Experience, Determinate, Determination, Interpretation, Semantic, Research, Linguistic Changes, Semantics, Method, Effect, Literature, Principles*

INTRODUCTION

In the historical development of the English language, the epoch we are studying seems to be especially important, since during this period the existence of the linguistic norm becomes undoubted¹.

The steady development of production and social consciousness in the Middle Ages, certain achievements of science and technology led to the fact that the cultivated ideological postulates began to restrain the further progress of mankind. Providing the relative freedom of the human person, and hence a certain flourishing of his creative activity, feudalism could not, however, create the necessary conditions for the all-round connections of the individual with nature and society and, thereby, the material prerequisites for the all-round development of human being. And as you know, social progress is successfully carried out only when social relations provide unlimited scope for the creative initiative of the individual. The historical mission of the bourgeoisie consisted precisely in the destruction of local and estate feudal privileges and

fragmented forms of handicraft labor, as well as in the creation of social prerequisites for the rapid development of personal initiative in accordance with the requirements of production, which was quickly universalized under the influence of scientific and technological achievements of modern times².

It took “a kind of reorientation towards the restoration of the bodily-material ideal of being in antiquity, accompanied by a gradual rejection of the ascetic-quietist ideals of the Middle Ages, which is reflected in the self-name of the upcoming early bourgeois era - the Renaissance.” This was also facilitated by a number of critical natural science discoveries that radically changed the picture of the world. Thanks to the great discoveries of N.Copernicus, G.Bruno, G.Galileo and others, a new experimental natural science appeared, new branches of science were rapidly developing. Under the influence of great geographical and scientific discoveries, religious and mythical ideas about the world collapse and the principles of a scientific-realistic worldview are gradually formed, which, accordingly, leads to changes in ethical and aesthetic canons. As a result, the results become unexpected, impudent assumptions and guesses, which naturally lead to an urgent need for a critical analysis of the knowledge gained.

Cognition becomes the central problem, and its relation to the material subjects being studied becomes the core of new social and ethical programs. Due to the interest of artists of the word to the inner world of a person, a tendency towards psychologization and individualization of the depicted or described becomes quite noticeable. Themes of personal suffering and intimate experiences of a person increasingly penetrate into literature. All this leads to a gradual departure from medieval symbolism in art and its growth in realistic principles of reflecting reality, since harmonious proportionality in literary creativity should be the messenger of the soul, because for an artist, the main thing, according to Leonardo da Vinci, is not just a person, but an idea of his soul.³

At the same time, interest in the idea of unlimited freedom as the basis of social progress and a person as an active, creative individual is shifting towards society, society. The key issue is about the place and role of a person in society, about his rights, attitude to power, about his place in the state system. This is how two cores, two centers are formed, around which the interests of the artists of the word are grouped: society and cognition. Having put forward this idea, the thinkers of the epoch defend in their work a new life-affirming worldview, in which the ideal still prevails over the real one for granted and therefore cannot be expressed in the forms of life itself. Thus, art as a whole becomes the main form of objectification of the universalized abilities of a new person, and such objectification is still possible on the basis of a symbolic artistic language⁴.

Thus, the successes of experimental sciences testified to the fruitfulness of new methods of accumulating observations and their rational processing. Scientific work, at the same time, of the period of research, by its nature, acts as a universal labor. Taking into account the organizing and orienting functions of science in relation to all types of practice and cognition, we can say that the sphere of production and functioning of philosophical knowledge is a certain axis of the cross section of the entire culture⁵.

The formation of a new worldview was given impetus by the great socio-economic and technical shifts associated with the names of J. Hilbert, D. Napier, W. Harvey and others. A new powerful rise of realism in literature is associated with the formation of bourgeois nations and the national

consciousness of the English people, which is expressed in a specific national culture and becomes generally accessible and democratic in nature⁶.

Expansion and enrichment of the practice of the peoples of Europe and England, in particular, gave rise to the need for a corresponding restructuring of theoretical concepts, revision of the methods and tasks of cognition⁷.

Already Shakespeare's dramaturgy "acquires the character of a clearly expressed national certainty in the living reproduction of historical processes and topical social conflicts, remaining renaissance in terms of the breadth of human life and the height of the sound of humanistic ideals"⁸.

As far as England is concerned, here already from the end of the 15th century and especially in the 16th century, a breakdown of the old worldview of the era of feudalism begins and this formation is replaced by a new socio-economic formation, characterized by the rapid development of science and technology, an unprecedented flourishing of literature and art, the invention of printing (William Caxton - 15th century) - the largest event in the field of cultural development not only in England, but throughout Europe. The first book in English "The Recuyell of the Historyes of Troe" ("Collection of stories about the Troe") W. Caxton wrote in 1475.

Scientific works are already being created in English, translated literature is undergoing significant development, the scientific and philosophical movement is widely deployed, the crown of which is the materialist philosophical system of Francis Bacon - the founder of all experimental science and which completes the philosophy of the Renaissance and opens a new stage in the development of European scientific philosophical thought of the New Time.

The establishment of the English language as the language of scientific and philosophical literature took a more difficult path. There were no significant changes in the language of science of this period, since "the Latin language in the linguistic life of England in the 16th-17th centuries and even in the 18th century was the center around which the search for the norm of the English literary language was carried out." However, in 1531 Thomas Eliot wrote *The Governor* / in English. This was the first attempt to create a scholarly work in the native - English - language. T. Eliot made it quite deliberately in order to prove that serious works can be written in English, although the English language of that time did not yet have its own specialized industry terminology.

Some scholars, for example, Ralph Lever (16th century), tried to adapt the national language for the expression of scientific concepts, tracing Latin terms by means of the English language, although the English language of that era was already heavily oversaturated with Latin borrowings. Unnecessary, at first glance, Latinisms provoked the protest of the champions of good style - the purists, who strongly opposed the contamination of the English language with foreign words (John Chick, Thomas Wilson). However, as V.N.Yartseva, despite all the enthusiasm, attempts to create a terminology of philosophy on the basis of primordial English morphemes turned out to be in vain, 16 since the grammatical scheme proposed by the English rationalist grammarians was nothing more than a logical and rational rethinking of Latin grammar, mechanically transferred on the basis of the English language of the studied era⁹.

Formation of ethical and philosophical vocabulary in the XVI-XVII centuries in England took place on the one hand, under the influence of the national specifics of socio-economic and cultural development, and on the other, it reflected the main tendencies of general linguistic evolution. Despite the presence of two contradictory and opposite directions - purism, on the one hand, and the widespread use of Latinisms to create missing terms, on the other. Both the first and second directions are indicated by the conscious nature of the struggle for one or another language policy.

In England of the XVI-XVII centuries, supporters of the universal use of the language (Thomas Nash, George Puttenham, Edmund Spencer, Thomas Eliot, etc.) sharply raised the question of replenishing its vocabulary and, above all, the creation of English scientific terminology. A review of the genre-diverse literature of this period shows that the most of terminological vocabulary is created by rethinking the semantics of words and phrases of the general literary language. Moreover, its characteristic feature is imagery and connotation, that is, an expansive interpretation of a word-concept. This imagery is characteristic of the initial stage of term creation - when a new concept is introduced for the national linguistic consciousness and which, for clarity and clarity, is figuratively compared with already known concepts. It is with this phenomenon that we are faced when we analyze the terminology that reflects the worldview of a particular writer or thinker. This is especially clearly manifested in the works of a deep, vivid philosophical and ethical orientation, where the author strives for the most objective, in his opinion, reflection of the phenomena of social reality of his era¹⁰.

It is important to note that the choice of means of linguistic expression of scientific concepts is influenced by both the style traditionally adopted in this genre and the individual linguistic approach of the thinker. This explains, in our opinion, the fact of sometimes extraordinary means of expression in the field of socio-philosophical and fictional literature, when, as S. Ullmann notes, the positive (from the speaker's point of view) properties of an object are highlighted, or the speaker's goal is to highlight it from other objects¹¹.

Simultaneously with them, lexicographers also developed their activities, striving to fix the vocabulary of the language. If the first such dictionaries were bilingual Latin-English dictionaries of new words, then at the beginning of the 16th century dictionaries of the so-called "difficult" words appeared (Robert Cawdrey). Bilingual dictionaries reached their apogee in the 16th century. These are the dictionaries of Thomas Eliot, Richard Huloet, Thomas Cooper, John Barrett, John Ryder, etc. All this leads to the fact that the nature and position of the original and translated literature is changing: it is becoming highly demanded. The conquest of the English language the right to use in all genres of scientific and literary creativity was the most important issue of the time. At the same time, it is especially necessary to emphasize the interaction of the scientific and artistic literary language with the spoken language, for the language in which Shakespeare spoke was the language in which he wrote.¹²

CONCLUSION

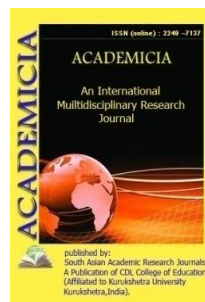
Based on the above mentioned information, it can be argued that the tasks of language here went far beyond pure linguistics - it was a struggle for a new humanistic thinking, for a genuine cultural flourishing, which required adequate forms of its linguistic explication, expressed in a vivid form also in the process of term creation in the field of philosophical vocabulary in general

and vocabulary of ethics in particular. The creation of scientific terminology on a national-English basis by significantly filling the vocabulary was on the agenda.

The emergence of new concepts, and therefore new words, depended on the socio-historical conditions, capabilities and interests of the nation. Bright revolutionary ideas associated with the era of deep national transformations and revolutionary storms also led to an explosion of term creation in the areas of special demand, such as ethics and morality in that era, and, as a result, the emergence of new lexical units, including the vocabulary of philosophical - ethical order.

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DOI: **10.5958/2249-7137.2021.00586.3**

THE STYLISTIC FUNCTIONS AND TYPES OF ZEUGMA

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ABSTRACT

This article is devoted to the stylistic functions and types of zeugma. Zeugma is a fun rhetorical device, an important figure of speech, wherein a single word is used to denote two or more words in a sentence and is fraught with literal and metaphorical undertones. Like most other figures of speech, even this rhetoric device draws its name from the Greek word 'zeugma', meaning 'yoking' or 'bonding.' Zeugma is the use of a word in the same grammatical, but different semantic relations to two adjacent words in the context, the semantic relations being on the one hand literal and on the other, transferred. Dora was plunging at once into privileged intimacy and into the middle of the room. This stylistic device is particularly favored in English emotive prose and in poetry. The revival of the original meanings of words must be regarded as an essential quality of any work in the belles-lettres style. A good writer always keeps the chief meanings of words from fading away, provided the meanings are worth being kept fresh and vigorous.

KEYWORDS: *Zeugma, Stylistic Functions, Primary, Secondary, Connected, Independent, Original meaning, Derivative, Pun, Syllepsis, figurative, Pictorial, Hypozeugma.*

INTRODUCTION

Zeugma is the use of a word in the same grammatical, but different semantic relations to two adjacent words in the context, the semantic relations being on the one hand literal and on the other, transferred. Dora was plunging at once into privileged intimacy and into the middle of the room.

There are special stylistic devices which use a word in two dictionary meanings primary and secondary, connected and independent. They are zeugma and pun. Zeugma is the use of a word

in the same grammatical but different semantic relations to the words in the context. *She lost her purse, head and reputation.*

The main structural models of Zeugma is V + 2N

So Juan, following honour and his nose,

Rushed where the thickets fire announced most foes;

There are other structures of Zeugma too: Adj. + 2N

Clara was not a narrow woman either in mind or body.

“Sally”, said Mr. Bently in a voice almost low as his Intentions, “Let’s go out to the kitchen”

The same can be said of the use of the verbs 'stain' and 'lose' in the following lines from Pope's "The Rape of the Lock":

"...Whether the Nymph

Shall stain her Honour or her new Brocade

Or lose her Heart or necklace at a Ball."

This stylistic device is particularly favoured in English emotive prose and in poetry. The revival of the original meanings of words must be regarded as an essential quality of any work in the belles-lettres style. A good writer always keeps the chief meanings of words from fading away, provided the meanings are worth being kept fresh and vigorous.

Zeugma is a strong and effective device to maintain the purity of the primary meaning when the two meanings clash. By making the two meanings conspicuous in this particular way, each of them stands out clearly. The structure of zeugma may present variations from the patterns given above. Thus in the sentence: "...And May's mother *always stood on her gentility*; and Dot's mother *never stood on anything but her active little feet*"

The word 'stood' is used twice. This structural variant of zeugma, though producing some slight difference in meaning, does not violate the principle of the stylistic device. It still makes the reader realize that the two meanings of the word 'stand' are simultaneously expressed, one primary and the other derivative.

One unique thing about zeugma is that it taps on several nuances of a verb, and the result is often a big surprise. Functioning as a verb, zeugma serves as a grammatical cord, trussing together the parts of a sentence. This part of figurative language helps in making the literary works and conversation more efficacious. Besides, it serves to embellish and emphasize a sentence, thereby escalating its beauty to greater heights. It also makes the sentence unique and delivers the actual idea in a very pictorial and impressive style.

The frequent use of zeugma can be well perceived in the literary works of the 17th century. The writers and poets exploited this rhetorical device to add simplicity or vividness to a long passage, to build up the plot in a precise manner or to indicate connections between the elements used in the plot. Scroll down this write-up to explore the examples of zeugma.

There are some other kinds of 'transference' that are more 'regular'. Thus many adjectives may be used either literally for the quality referred to or with the

transferred meaning of being the source of the quality. Thus a person may be *sad* and a book may be *sad*, while a coat may be *warm* in the two senses (either that it is of a certain degree of temperature or that it keeps one warm). The language recognizes the difference of meaning in that we cannot say *John is as sad as the book he was reading*.

This is similar to the traditional grammarian's concept of ZEUGMA (*She was wearing a white dress and a smile on her face*), for in each case one word co-occurs with two other words and these two each require the first to have a different meaning, and this the language does not allow. Similarly, many nouns have a concrete and an abstract sense. Thus we may compare *the score, of the symphony is on the table* and *The score of the symphony is difficult to follow*. Notice once again that we cannot say *the score is on the table and difficult to follow*. Similar contrasts hold for *thesis, book, bible, etc.*

The word zeugma is pronounced as /zjugmə/ from Ancient Greek means from literature "a yoking together" and syllepsis from Ancient Greek means "a taking together" are related figures of speech in which two or more parts of a sentence are joined together grammatically or semantically by a single word other than a conjunction.

There are multiple and somewhat conflicting definitions for "zeugma" in current use: In ancient Greek and Latin rhetoric, a zeugma was where a single word is used in relation to two other parts of a sentence although that word grammatically or logically applies to only one.

In modern English rhetoric, a zeugma is typically where a single word is used with two other parts of a sentence although it must be understood differently in relation to each. This definition depends on ellipsis of repeated uses of the term. If the word is simply repeated with a different meanings each time as in "Time flies like an arrow; fruit flies like a banana", it is an example of antanaclasis rather than zeugma. Likewise, a single word being used in two meanings at the same time is a pun or double entendre rather than a zeugma.

This article follows the Oxford Dictionary of Literary Terms in using the loosest possible definition, describing a zeugma as any case of parallelism and ellipsis working together so that a single word governs two or more other parts of a sentence. The opposite of this would be hypozeuxis, where each clause is independent, or anaphora, where common words are repeated across clauses.

In classical Greek, it was the *last* of these three definitions which was known as syllepsis. However, the Latin rhetors applied the first definition instead. English originally used "syllepsis" to refer to employing authorial intent in understanding otherwise misleading grammar, but Modern English follows the Latin use or employs "syllepsis" to cover both the first and second definitions.

Henry Peacham praised the "delight of the ear" in the use of zeugma but stressed that "too many clauses" should be avoided.

Zeugma is a rhetorical term for the use of a word to modify or govern two or more words although its use may be grammatically or logically correct with only one. Adjective: zeugmatic. Rhetorician Edward P.J. Corbett offers this distinction between zeugma and syllepsis: in zeugma, unlike syllepsis, the single word does not fit grammatically or idiomatically

with one member of the pair. Thus, in Corbett's view, the first example below would be syllepsis, the second zeugma:

"You are free to execute your laws, and your citizens, as you see fit."

"Kill the boys and the luggage!"

As Bernard Dupriez points out in *A Dictionary of Literary Devices* (1991), "There is little agreement among rhetoricians on the difference between syllepsis and zeugma," and Brian Vickers notes that even the Oxford English Dictionary "confuses syllepsis and zeugma"

So, zeugma is a fun rhetorical device that can be used to connote several meaning in one single line. For example, "He hid his feelings and the ball." In the following sentence 'hid' is used to describe about the feelings as well as the ball. In this article, we have attempted to present a list of best zeugma examples that might help you to understand this figure of speech better.

There are two types of Zeugma.

Zeugma, based on interaction of independent and connected meanings of the word; *He took his hat and his leave.*

He fell into a chair and jaunting fit simultaneously.

Zeugma based on interaction of primary and secondary meanings of the word.

O men with sister dear

O men with mothers and wives!

It is not linen you are wearing out,

But human creatures lives!

Zeugmas may be categorized according to the location and part of speech of the governing word. They are:

1. Prozeugma
2. Mesozeugma
3. Hypozeugma
4. Diazeugma
5. Syllepsis
6. Grammatical syllepsis
7. Semantic syllepsis

A prozeugma, *synezeugmenon*, or *praeiunctio* is a zeugma where the common term occurs at the beginning of the sentence. "Lust conquered shame; audacity, fear; madness, reason".

A mesozeugma is a zeugma where the common term occurs in the middle of the sentence and governs clauses on either side. The form of mesozeugma where the common term is a verb is called "conjunction" (*coniunctio*) in the Roman Rhetorica ad Herennium. "What a shame is this, that neither hope of reward, nor feare of reproch could anything moves him, neither the persuasion of his friends, nor the love of his country."

A hypozeugma is a zeugma where the common word occurs at the end of the sentence. This may occur naturally in certain languages (particularly German) or may be used to create suspense. Following a hypozeugma with a prozeugma is one form of chiasmus. Hypozeugma is typical of periodic sentences. "Does nothing of the nightly watch of the Palatine, nothing of the city guard, nothing of the fear of the people, nothing of this union of all good men, nothing of their holding of the senate in this most defensible place, nothing of their faces and expressions move you?"

"The foundation of freedome, the fountaine of equitie, the safegard of wealth, and custodie of life, is preserved by lawes".

Both prozeugmas and hypozeugmas are called "adjunctions" (*adiunctio*) in the *Rhetorica ad Herennium*.

A diazeugma is a zeugma where a single subject governs multiple verbs. A diazeugma where a single subject begins the sentence and controls a series of verbs was called a "disjunction" (*disiunctio*) in the *Rhetorica ad Herennium*.

As mentioned above, the meaning of syllepsis varies. Here, it is used for the kind of zeugma where a single word is used in relation to multiple other parts of a sentence despite (a) grammatically or logically applying only to one of them or (b) having to change its meaning in relation to each.

The first kind of syllepsis by definition will most often be grammatically "incorrect" according to prescriptivist rules. However, such solecisms are not errors but intentional constructions in which the rules of grammar are bent by necessity or for stylistic effect. For example: "He works his work, I mine".

The second kind of syllepsis is not wrong at all but creates its effect by appearing to be, by exploiting homophones or multiple meanings of a single word or phrase. The confusion produced by the rapid use of different senses of the word can be used to comical effect, similar to double entendres and puns.

The other was able to lend not only his achievements, but also his support and ears.

"Here Thou, great Anna! Whom three Realms obey, 'Dost sometimes Counsel take – and sometimes Tea."

"[She] went straight home in a flood of tears, and a sedan chair."

"Where the washing is not put out, nor the fire, nor the mistress";

"[They] covered themselves with dust and glory."

"Oh, flowers are as common here, Miss Fairfax, as people are in London."

"You can leave in a minute and a huff."

"You are free to execute your laws and your citizens as you see fit."

"The word 'Arms' would have two different meanings at once: 'weapons' (as the object of 'keep') and (as the object of 'bear') one-half of an idiom. It would be rather like saying 'He filled and kicked the bucket' to mean 'He filled the bucket and died.' Grotesque"

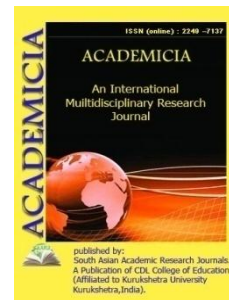
Usually a verb is associated with two subjects, objects or adverbial modifier:

- 1) There comes a period every man's life but she's just a semicolon in his.
- 2) Mr. Stigginge... took his hat and his leave. A young girl who had a yellow smock and cold in her head;
- 3) When they departed, she had taken a deep breath and her telephone receiver.

In conclusion we can say that zeugma is a strong and effective device to maintain the purity of the primary meaning when two meanings clash.

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DOI: **10.5958/2249-7137.2021.00587.5**

THE STYLISTIC ESSENCE AND THE FUNCTION OF PERIPHRAISIS IN ENGLISH AND UZBEK LANGUAGES

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ABSTRACT

This article is devoted to the stylistic essence and the functions of periphrasis in two languages. Periphrasis is the use of a longer phrase instead of a possible shorter one. Periphrasis is always a word combination and it is used instead of a generally accepted word. In order to understand the linguistic nature of the stylistic devices of this group it is necessary to clear up some problems, so far untouched, of definition as a philosophical category. Any definition can point out only one or two properties of a phenomenon. Therefore in building up a definition the definer tries to single out the most essential features of the object. These are pinned down by the definer through a long period of observation of the object, its functioning, its growth and its changes. Periphrasis is a device which, according to Webster's dictionary, denotes the use of a longer phrasing in place of a possible shorter and plainer form of expression. It is also called circumlocution due to the round- about or indirect way used to name a familiar object or phenomenon. Viewed from the angle of its linguistic nature, periphrasis represents the renaming of an object and as such may be considered along with a more general group of word designations replacing the direct names of their denotata.

KEYWORDS: *Stylistic devices, P-periphrasis, essence, Function, Phenomenon, Word combination, interaction, Convey, Object, Nomination, Indicate, Comprise, Lexical, Syntactical.*

INTRODUCTION

In order to understand the linguistic nature of the stylistic devices of this group it is necessary to clear up some problems, so far untouched, of definition as a philosophical category. Any definition can point out only one or two properties of a phenomenon. Therefore in building up a definition the definer tries to single out the most essential features of the object. These are pinned

down by the definer through a long period of observation of the object, its functioning, its growth and its changes.

While in lexical stylistic device the stylistic effect is achieved through the interaction of lexical meanings of words and in syntactical stylistic devices through the syntactical arrangement of elements, the third group of stylistic device is based on the both syntactical structure and interaction of lexical meanings.

However, no definition can comprise all the inner qualities of the object and new combinations of it with other objects as well; a deeper penetration into the ontology of the object will always reveal some hitherto unknown qualities and features.

In the third group of stylistic devices, which we now come to, we find that one of the qualities of the object in question is made to sound essential. This is an entirely different principle from that on which the second group is based, that of interaction between two lexical meanings simultaneously materialized in the context. In this third group the quality picked out may be seemingly unimportant, and it is frequently transitory but for a special reason it is elevated to the greatest importance and made into a telling feature.

Sometimes for a special reason one of the features of the thing is made the most essential, it is elevated to greatest importance. Such stylistic devices as simile, periphrasis, euphemisms are included into this group.

Periphrasis is the use of a longer phrase instead of a possible shorter one. Periphrasis is always a word combination and it is used instead of a generally accepted word. "*Gargantuan soldier* names Dahoud picked Ploy by the head and scrutinized this convulsion of dungarees and despair whose feet thrashed a yard above the deck."

"His face was red, the back of his neck overflowed his collar and there had recently been published a second edition of his chin."

"His huge leather chairs were kind to the femurs."

"O my dear pen-shaker, if the ignorant people of Bukhara are insulting the scholars like you, then there is Qahhorzuljalolegasib, who will punish them as well";

"Then the sign was given, and the honorable teacher handed me the spectacles and said, 'Look at this, look at the past of your people.'"

"It simply came to our notice then. Steel birds pollute the air. "

In the first example qalamtebratuvchiazizqadrdonim is used as a periphrasis and muhtaramustodis used instead of author and po'latqushlaris used instead of air-plane.

Every periphrasis indicates a new feature of a phenomenon which occurred to the writer. For this reason periphrasis is used to convey a purely individual perception of a given phenomenon. "If you are so successful in cribbing your way through the nursery games known here as examination, I prophesy for you great and shining future."

"Quyoshdaymehribon

Vataning – onang.

Zamindayvazminu,

Mehnatkash, mushfiq

Istagannarsangnitayyorlaguvchi

Xalqbor – otangbor”:

In this example the words onangand otang are used as periphrasis, because the words mother and father are very close and respectful to a person that's why we can use these words when we compare to native land.

Periphrasis is a device which, according to Webster's dictionary, denotes the use of a longer phrasing in place of a possible shorter and plainer form of expression. It is also called circumlocution due to the round- about or indirect way used to name a familiar object or phenomenon. Viewed from the angle of its linguistic nature, periphrasis represents the renaming of an object and as such may be considered along with a more general group of word designations replacing the direct names of their denotata.

One and the same object may be identified in different ways and accordingly acquire different appellations. Thus, in different situations a certain person can be denoted, for instance, as either “his benefactor”, or “this bore”, or “the narrator”, or “the wretched witness”, and others. These names will be his only in a short fragment of the discourse, the criterion of their choice being furnished by the context. Such naming units may be called secondary, textual-confined designations and are generally composed of a word-combination. “I took my obedient feet away from him.”

“I got away on my hot adolescent feet as quickly as I could.”

“I am thinking an unmentionable thing about your mother.”

Jamiyattarihidayangibosqich, tarihcharhpalagi, mag'zinichaqmoq, bahtichopti, hayolbog'i, chakagiochiq, ishhurjun, simqoqmoq and others;

So, periphrasis is a word – combination, which is used instead of the word designating an object. “A child had appeared among the palms, about a hundred yards along the beach. He was a boy of perhaps six years, sturdy and fair, his clothes torn, his face covered with a sticky mess of fruit. His trousers had been lowered for an obvious purpose and had only been pulled back half-way.”

“When I saw him again, there were silver dollars weighting down his eyes.”

She was still fat after childbirth; the destroyer of her figure sat at the head of the table.”

"Negayoldanurmasekan. The guy knows exactly what he knows.

In this example, word combinations “otasoqoliko'kragigatushgan” is used as periphrasis, instead of old people who worked very hard.

As we mentioned above, periphrasis is the nomination of an object or action through exhibiting certain features of this object or action. Such periphrasis is based on one of the original features of the object: The sun was beginning to yawn and edge towards his bed, behind the far mountains, the sun was setting. She wondered a little to and fro, perhaps clumsily, but still with marked success, maintaining her balance on those two tiny supports, standing on her little feet.

Biroqqizitushmagurningxushimi, shirinso'zlarimi, xarqalayG'iyosiddinningtil-jag'inibog'lab, qulog'nikar, ko'ziniko'rqilibqo'yganedi;

The main stylistic function of all these types is to convey the author's subjective perception, thus illuminating the described entity with the new, added light and understanding.

Periphrasis has different stylistic functions:

- The function of creating elevated, high – flown speech.
- The function of additional characteristics of an object and phenomena.
- The function of creating humorous or satiric effect.

Then hate me when thou with, if ever, now:

Now while the world is bent my deeds to cross,

Join with the spite of fortune, make me bow

And do not drop in for and after – loss,

Ah do not, when my heart hath scraped thi sorrow,

Come in the reward – conquered woe;

Give not a windy night a rainy morrow.

The idea of this text is expressed through the following periphrasis; a windy night which stands for storms of life means all the misfortunes that have befallen the writer. A rainy morrow means a prolongation of despair though perhaps not in a violent form.

The structure of periphrasis is modeled with difficulty, for it is exceedingly variable. Very generally and not quite precisely it can be defined as a phrase or sentence, substituting a one-word denomination of an object or phenomenon.

As a stylistic device, periphrasis aims at pointing to one of the seemingly insignificant or barely noticeable features or properties of the given object, and intensifies this property by naming the object by the property. instruments of destruction means pistols, the most pardonable of human weakness means love, issiqqozonichidaqaynamoq means to have much difficulties in life, machiningengulug 'placemeans mehrob and poisonoushaorat means chayon that people can see.

Periphrasis makes the reader perceive the new appellation against the background of the one existing in the language code and the twofold simultaneous perception secures the stylistic effect. At the same time periphrasis, has a certain cognitive function inasmuch as it depends our knowledge of the phenomenon described “Jean nodded without turning and slid between two vermilions colored buses so that two drivers simultaneously used the same qualitative word.”

“During the previous winter I had become rather seriously ill with one of those carefully named difficulties which are whispers of approaching age.”

“Naritur – beriturqilib, besh-oltikishiotgabosiriqbo'lgannio'rtadanolibchiqdilar.”

The essence of the device is that it is decipherable only in context. If a periphrastic locution is understandable outside the context, it is not a stylistic device but merely a synonymous expression. Such easily decipherable periphrases are also called traditional, dictionary or language periphrasis. The others are speech periphrasis. Here are some examples of well-known dictionary periphrasis, they are periphrastic synonyms. For example: the cap and gown it means

student body; a gentleman of the long robe means a lawyer, samoochini is used instead of Gagarin, dalamalikasi means makkajo'horland others.

The main function of periphrases is to convey a purely individual perception of the described object. To achieve it the generally accepted nomination of the object is replaced by the description of one of its features or qualities, which seems to the author most important for the characteristic of the object, and which thus becomes for grounded.

“Naturally, I jumped out of the tub, and before I had thought twice, ran out into the living room in my birthday suit.”

“For a single instant, Birch was helpless, his blood curdling in his veins at the imminence of the danger, and his legs refusing their natural and necessary office.”

“Quyoshningtagidaterlagantanlarniko'ylaklari'padi”;

“Bulutchodiriniyirtibmo'ralab, chiqsaquyosh, ko'kkabo'lamanmaftun”;

As we mentioned above, one of the stylistic functions of periphrasis is to produce a satirical or humorous effect, sarcastic description. For example:

“Come on”, said Miss Hardforth, “has the cat got your tongue?” it means can you speak? ; To be snatched up to the skies means to die. In Uzbek there are also many examples, which produce a satirical or humorous effect, sarcastic description. For example: tentaksuv, yopiqeshiklarkaliti, obi zam – zammeans aroq, madaniyatbo'yintirig'imeans a tie.

So, periphrasis is the nomination of an object or action through exhibiting certain features of this object or action. Such periphrasis is based on one of the original features of the object.

The sun was beginning to yawn and edge towards his bed, behind the far mountains, the sun was setting. She wondered a little to and fro, perhaps clumsily, but still with marked success, maintaining her balance on those two tiny supports, standing on her little feet.

Biroqqizitushmagurningxusnimi, shirinso'zlarimi, xarqalayG'iyossiddinningtil-jag'inibog'lab, qulog'nikar, ko'ziniko'rqilibqo'yanedi.

In conclusion we can say that one of the stylistic functions of periphrasis is to produce a satirical or humorous effect sarcastic description. In “Come on”, said Miss Hand forth, “has the cat got your tongue?” (Can you speak?).

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DOI: **10.5958/2249-7137.2021.00588.7**

ESSENTIAL DRAWBACKS OF USING MULTIMEDIA AFFECTING BOTH STUDENTS AND TEACHERS IN LANGUAGE TEACHING CLASSES

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ABSTRACT

Nowadays foreign language teachers are using technology in the classroom more often than ever before. Learners who use a high volume of technology perform as well as expected on the lessons, however technology can potentially have negative effects for students if used inappropriately. When training with the use of technology teachers should be aware of potential obstacles that technology can make to the educational process. Some of the negative effects of modern technology in the classroom lies in the fact that they can take away essential study time, they can be abused, and they can transform the educational experience for students in the game, which can miss the main point of the lesson. To fully understand creative education and the use of multimedia, it is necessary to realize that technology applications serve as an aid to effective teaching and learning, not a goal, and should under no circumstances dominate the classroom. In today's classrooms, teachers are forced to count every minute. If the teacher and students are inexperienced with technology in the classroom, precious time is often wasted on technical issues. In addition, the teacher faces difficulties associated with the presence in the class of students of different levels of training. In many schools, most students will have a computer and Internet access, but schools located in poor areas may have a large proportion of students with little or no computer experience.

KEYWORDS: *Technology in the classroom, Multimedia, Drawbacks, Learning effects.*

INTRODUCTION

There are many benefits to using multimedia technology. However, it should not be forgotten that practical teaching and implementation of interactions can also cause some disadvantages. Listed below are the biggest challenges you may face when presenting and delivering multimedia materials.

One problem that many classroom teachers face is that students often use computers primarily for games. Because of this, many students associate computers and technology with games. While some teachers may use this to their advantage, if this problem is not addressed, some students can easily become distracted and distracted from the assignment. Because students associate computers with the game, they can try their hand at hacking without worrying about the consequences. Searching the internet for students only can lead them to find sites that are not age appropriate.

There is a danger of multimedia dominating the classroom. Multimedia should be a supportive tool to achieve the desired learning effect. However, it turns out that sometimes teachers are too dependent on multimedia devices, which makes them more their slaves than playing a leading role in teaching. According to Patel, many teachers have a proven track record of teaching using multimedia, but lack the skills to handle it with confidence. Teachers become passive and stand in front of the computer, while the student's attention is drawn to the screen, so there is no eye contact between students and teachers. To fully understand creative education and the use of multimedia, it is necessary to realize that technology applications serve as an aid to effective teaching and learning, not a goal, and should under no circumstances dominate the classroom. In today's classrooms, teachers are forced to count every minute. If the teacher and students are inexperienced with technology in the classroom, precious time is often wasted on technical issues. In addition, the teacher faces difficulties associated with the presence in the class of students of different levels of training. In many schools, most students will have a computer and Internet access, but schools located in poor areas may have a large proportion of students with little or no computer experience. While teaching these kids about technology is important, it needs to happen at a pace that meets the individual needs of each person, or more study time will be wasted. In some classes, technology is overused. This can lead to many problems. Many students learn best by physically and mentally interacting with what they are learning. Computers cannot replace practical lessons with art supplies, scientific equipment, or musical instruments. If most of the teaching is done using computer generated images or PowerPoint lectures, students' needs are not being met. Technology should be used to complement the classroom curriculum, but not as the only source of learning. In addition, students may be overly impressed by the complexity of new technologies and ignore the information conveyed with vivid visuals and sound effects.

In conclusion, the utilization of multimedia technology can fully improve the students' thinking and practical language skills. This will ensure and fulfill an effective result of English language teaching. Despite some drawbacks of using multimedia technology in teaching, multimedia technology can be used effectively in the English language teaching classrooms.

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DOI: **10.5958/2249-7137.2021.00589.9**

THE GENESIS AND EVOLUTION OF THE CONCEPT OF COMBATING SPIRITUAL THREATS

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ABSTRACT

Nowadays the notion of "spirituality", "spiritual threat", "a mechanisms for preventing the spiritual threats", "spiritual ascent" and the views about its meaning, necessity and difference are clearly formed in our mind. When and where the notion of fight against the spiritual threats originated and what changes have done during its existence? You can find the comprehensive answers to such issues in this article. It is clear that the concepts of "spirituality" and "spiritual threat" serve conflicting purposes. There are two kinds of influence on development, if "spirituality" serves the rise of progress, and a "spiritual threat" can lead to a decline in progress through man. Hence, the concepts of "spirituality" and "spiritual threat" are incompatible in essence and content. But there is a difference in the level of understanding of it by people. It is also possible to understand the reason for this correctly. It is important to take this into account in spirituality as well. In some cases, spiritual propaganda still does not openly respond to the problems of keeping pace with the times.

KEYWORDS: *Prevention, Intensification, Spirituality, Conscience, Spiritual Threat.*

INTRODUCTION

The situation in the history of mankind at the end of the XX century and the beginning of the XXI century is characterized by the deepening of relations between states and peoples as a result of globalization, characterized by the information revolution, the high development of science and technology. At the same time, the growing ideological threats aimed at capturing the human mind and heart in the modern world, it is also evident that selfish goals are being pursued by

various currents and forces. In this regard, the President of the Republic of Uzbekistan Shavkat Mirziyoyev in his speech, which at the opening ceremony of the 43rd session of the Council of Foreign Ministers of the Organization of Islamic Cooperation on October 18, 2016 in Tashkent, "Today we are witnessing the development of humanity, so to speak, we are living in a historical stage in which dramatic twists are taking place. In recent years, there have been dramatic geopolitical changes on Earth, the system of security and stability on the international stage is failing. The intensification of globalization not only expands the possibilities of humanity, but also leads to the escalation of conflicts and the widening gap between developed and backward countries".¹

In today's consciousness and thinking, the concepts of "spirituality", "spiritual threat", "mechanisms of prevention of spiritual threat", spiritual growth, clear-cut assumptions about the meaning, necessity and difference of its meaning are formed.

It is inextricably linked to man and human development. To understand spirituality, one must first understand man. The spiritual upliftment of man is an essential condition of progress. When a person changes, society changes.² In particular, in the development of man and society to know the difference in the meaning of the concepts of "spirituality", "spiritual threat" and its achievements, opportunities, the acquisition of objective knowledge on the basis of a comparative study of its limited aspects and dangerous aspects is of current scientific and practical importance. In this context, it is important to pay attention and highlight the interpretation of the concepts of "spirituality" and "spiritual threat". It can be said that in recent years a clear scientific approach to the concept of spirituality has been formed.

The idea that "spirituality is an incomparable force that purifies a person, encourages him to grow in heart, strengthens his inner world, strengthens his will, unites his faith, awakens his conscience, is the criterion of all his views" is the basis for a clear expression of the essence of spirituality.³ The "Spiritual threat" is the one who encourages a person to weaken spiritually and mentally, weakens his inner world, weakens his will, weakens his faith. It is a set of ideas and views that have the power to influence the conscience to indifference and indifference. In this regard, "Spiritual threat is primarily directed against the fact that everyone, regardless of language, religion, creed, lives as a truly free person, it is precisely the ideological, ideological and informational attacks that aim to destroy his spiritual world".⁴

It is clear that the concepts of "spirituality" and "spiritual threat" serve conflicting purposes. There are two kinds of influence on development, if "spirituality" serves the rise of progress, and a "spiritual threat" can lead to a decline in progress through man. Hence, the concepts of "spirituality" and "spiritual threat" are incompatible in essence and content. But there is a difference in the level of understanding of it by people. It is also possible to understand the reason for this correctly. The reason is that the spiritual potential of people is different, which is inextricably linked with the different levels of consciousness, thinking and worldview, goals and interests. At the same time, the interpretation of the concept of "spiritual threat" does not mean that there is a general situation and understanding.

There are two different situations. First, it has to do with accepting the concept of spirituality and understanding and interpreting it correctly.

Secondly, it should be noted that there is a situation of not accepting the concept of spirituality, not joining it. The rationale is, can there be a "spiritual threat"? How to understand the view of

spiritual threat if it is related to spirituality itself. This view is common among some experts in the field. Such views can be observed in conversations and opinions. How well-founded is the concept of "Spiritual threat" to be understood and interpreted? It should be borne in mind that the problem is more in understanding and interpreting it. We think it is possible to agree with the first interpretation of the concept of "spirituality". There are different bases and manifestations of the threat. It is very different. At the same time, what kind of threat can be assessed against the attempts to change man, his consciousness, thinking, heart, to manipulate him, which is against spirituality, that is, against national and universal spirituality? "Spiritual threat" refers to spirituality, which is aimed at weakening the spirituality of man, his heart, weakening his faith, isn't it a form of threat against him? In this context, we need to think more about "mechanisms to prevent spiritual threats". Because it is constantly being updated and changed. Man-made and human-influenced motive technologies are being used in an attractive way. The technology of showing "spiritual threat" attracts others with its attractiveness.

Psychological psychology makes extensive use of methods and characteristics of interest. It is important to be responsive to a person's needs, wants, and concerns.

It is important to take this into account in spirituality as well. In some cases, spiritual propaganda still does not openly respond to the problems of keeping pace with the times. Proponents of the "spiritual threat" are fed up with this. In addition, the common goals that lead to it also unite some political forces.

That's why: First, related to common geopolitical goals, which has become an important geopolitical goal; Secondly, some shortcomings and disadvantages in the development of a democratic society are observed, for example, in cases of governance related to disobedience to the law, one-sided consideration of interests, lack of understanding of national interests; Thirdly, the shortcomings in cases where different interests are related to the moral mutual interest, human freedom, and the priority of interests in practice; Fourthly, deficiencies in practice also serve as a source of nourishment for the "spiritual threat"; Fifth, there may be some shortcomings in the moral image of the behavior of those responsible for activities in the field of education and spiritual enlightenment.

At the same time, if a person's qualities related to me also serve spirituality, his shortcomings and shortcomings will be food for the "spiritual threat". Therefore, the need to reform me, to feel the need for it, the responsibility to be kind, the rise of culture is an important mechanism for preventing the "spiritual threat".

In the process of globalization, with its complex nature, creates a process of new thinking in the minds of people and on this basis the formation of a new way of life. In the modern era of civilization, the process of globalization is of particular importance, including the inclusion of modern means of production, high-quality information and communication and other technologies.

In this regard, the study envisages the development of technologies to ensure spiritual security in society based on the analysis of ideological processes at the national, regional and global levels, based on the experience of cultural development of independent Uzbekistan.

First of all, given that the concept of security is a multi-faceted concept and has been studied in many areas, let us consider its narrow meaning.

According to political scientist T. Alimardonov, the perception of the culture of spiritual security by the members of society as one of the important elements of the security system is one of the factors strengthening the integrity of the state, sovereign independence, realization of socio-economic potential and sustainable development.

The system of spiritual security is a set of ideas and values about the culture, history, foundations of the Uzbek statehood, expressing the spirit, potential and will of the nation.

The issue of spiritual security is one of the tasks that determine the existence of a nation. It expresses the activities of integrated social systems aimed at preserving society and its culture through moral values⁵.

In our opinion, spiritual security is the main basis of the national security system, and as an integral part of it, it is necessary to understand the system of protection against internal and external threats, including cultural, ideological, informational, scientific and religious security.

The existence of a "spiritual threat" has given rise to a field of moral security in security theory. An analysis of research on national security issues has shown that spiritual security is now becoming an integral part of national security as one of the key areas.

The inclusion of many social issues as threats in the identification of spiritual threats leads to the expansion of the object of spiritual threats and the erosion of its boundaries. This, in turn, reduces the effectiveness of monitoring spiritual threats, identifying threat levels, and combating them.

Different approaches of foreign scholars to the concept of "spiritual threat"

The following approaches can be observed in the definitions of spiritual threats given by the scientists of the Russian Federation on spiritual threats N.A. Fedoryak, E.A. Boksha, P.I. Chizhik, A.A. Vozmitel and A.I. Khvilya-Olinter.

Sociologist N.A. Fedoryak listed the following as the main threats to Russia's spiritual security today:

- socio-cultural fragmentation and crisis of relations between generations;
- the ideological vacuum that emerged after the failed communist ideology;
- demographic crisis;
- criminalization of consciousness and behavior;
- The rise of "popular culture" and its westernization;
- social stratification and growth of social stratification;
- Decline in the social status of the population, etc.⁶.

One of the peculiarities of this approach is that problems in social issues, including the division of the population into social strata and the growth of social stratification, the decline of social status and demographic crises, are also considered as spiritual threats. Researchers A.A. Vozmitel and A.I. Khvilya-Olinter also analyzed demographic problems as spiritual threats along with factors influencing religious beliefs⁷. This shows that the concept of "spirituality" in

Russian differs in content from the concept of "spirituality" in Uzbek, as well as the differences between the concepts of spiritual threat in Uzbek and Russian.

The philosopher E.A. Boxha focused on the factors that are destructive in nature, leading to spiritual contradictions, directed at the lifestyle of families as spiritual threats⁸.

In particular, he assessed the following as moral threats to the lives of Russian families:

- The ideology of radical feminism;
- The spread of the idea of gay culture;
- Propaganda of lust (eroticism);
- Increased selfishness in the family;
- The negative impact of market ideals on moral foundations.

According to the philosopher P.I. Chizhik, spiritual threat is an internal and external processes, events and conditions that have destructive properties in a social being. They have a negative impact on the morale of society and its subjects, forcing citizens to work harder to adapt to the changing conditions of social life⁹.

In general, Russian researchers have approached the identification of spiritual threats taking into account the existing problems in their country, including socio-cultural fragmentation, demographic crisis, and the growth of social stratification of the population.

From the above analysis, it can be seen that the spiritual threats are comprehensive and there are different approaches to it. The complex nature of this concept, according to researchers, corresponds to the thesis that "the world is one, but the realities are different".¹⁰

First, the risk is the possibility of a certain damage, that is, the reduction of its durability and competitiveness potential by changing the structure or other characteristics of the security object¹¹.

In addition, risk may be the capacity of any policy entity, but it is a situation in which it is not yet ready to use force or intimidate in the pursuit of its goals. Threat, on the other hand, differs from risk in the degree of readiness to do harm.

Threat is the readiness of one subject to use force against another specific object to achieve its goals, the last stage (period) of the escalation of the conflict, the situation directly before the conflict.

Second, the threat is always manifested by the fact that it is directed to a specific address, the presence of its subject (source of threat) and object, the subject's activities are directed to the object. A threat cannot be distinguished from a threat by its approximate nature and its subject and object cannot be clearly indicated (expressed).

There is a need to develop and adopt the Concept of Spiritual Security of the Republic of Uzbekistan, which will be the basis for the effective organization of spiritual security, including the improvement of legislation in this area.

It is also necessary to use the term "moral threat" in the legislation aimed at ensuring spiritual security and in the development of regulations and government programs in this area, based on

their content. This is because, unlike scientific sources, these concepts have not yet been specifically addressed in official sources.

The concept of national security of the Republic of Uzbekistan, which is being prepared in the new edition, also identifies the main threats and challenges to the spiritual sphere.

In conclusion, we can say that, first of all, the concept of "spirituality" has its own meaning and significance. There are enough grounds to use it; Second, the interpretation of the concept of "spiritual threat" in the form of an attempt to manipulate spirituality is a social, morally negative situation; Third, spirituality is related to the essence of man.

Any threat aimed at dehumanizing man as a spiritual being is a specific manifestation of the "spiritual threat"; Fourth, spiritual advancement prevents the appearance of a "spiritual threat".

Only it needs to fit the essence and it is strategically important that it never turns into a mask. Then, the causes and factors that lead to a spiritual threat will decrease. It protects humanity from some perverted ideological and spiritual threats.

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DOI: **10.5958/2249-7137.2021.00590.5**

PREDICTION OF THE COST OF THE ASSORTMENT OF SEWING AND KNITTED PRODUCTS

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ABSTRACT

This article presents a systematic analysis of the material costs of garments and knitwear. Information data on the main and additional materials are the basis for the development of mechanisms for predicting material consumption at the stage of sketching a new model. In conditions of unstable assortment, the life cycle of products, especially knitwear, is constantly decreasing. Manufacturers have to adapt to the frequent change of assortment. In these situations, it becomes necessary to minimize the cost of its development. The task of predicting the economic efficiency at the stage of the preliminary design of a new product becomes urgent, which will save the cost of manufacturing a prototype.

KEYWORDS: *Product Life Cycle, Assortment Changeability, Forecasting, Draft Design, Material Consumption, Prime Cost.*

INTRODUCTION

In conditions of unstable assortment, the life cycle of products, especially knitwear, is constantly decreasing. Manufacturers have to adapt to the frequent change of assortment. In these situations, it becomes necessary to minimize the cost of its development. The task of predicting the economic efficiency at the stage of the preliminary design of a new product becomes urgent, which will save the cost of manufacturing a prototype.

In modern sewing and knitwear, much attention is paid to finishing materials and accessories, especially in products of a high value category. [1,2]. For a comprehensive forecast of material consumption, it is necessary to identify what share of the cost of a product is the cost of basic, applied, finishing materials, sewing threads and packaging. Therefore, it is necessary to conduct an appropriate analysis of the structure of the material consumption of garments and knitwear. The structure of the material consumption of garments and knitwear includes an assortment of basic and auxiliary materials (Photo 1).

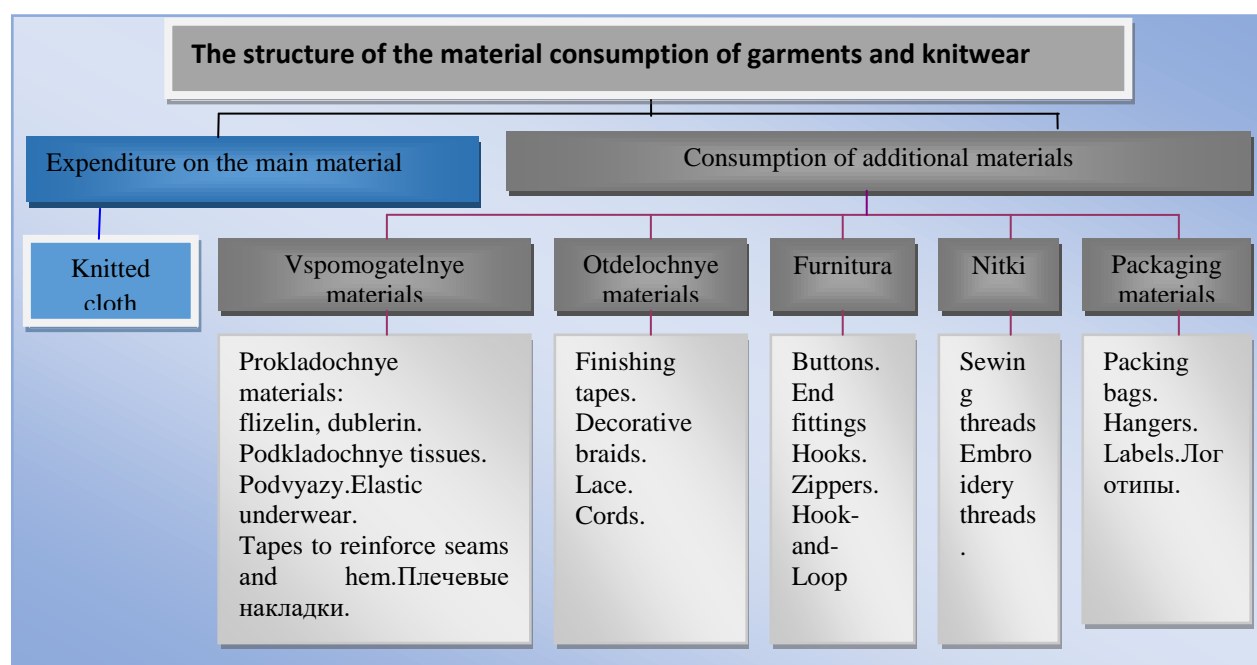


Photo1. The structure of material costs of garments and knitwear.

In order to study the structure of the material consumption of garments and knitwear, an analysis of the manufactured models of industrial enterprises has been carried out. The results of the analysis made it possible to conditionally divide the types of garments and knitwear into 3 main groups, where the I-group is the assortment of upper products; jackets, trousers, skirts in which up to 84% is achieved by the consumption of the main material, i.e. knitted fabric, 4% auxiliary materials, 1% finishing materials, 5% accessories and up to 6% sewing threads.

Group II consists of products of the upper assortment; blouses, shirts, cardigans, pools, dresses, sundresses, skirts, skirt-trousers. These products are distinguished by a high level of consumption of both the base material up to 54% and finishing materials up to 24%. T-shirts, sleeveless tops, tops, T-shirts make up Group III products, in which auxiliary materials and accessories are practically not used, where the consumption of the main material reaches

89%, finishing materials - 4%, sewing threads - 7% in the total material consumption of products.

The results of the analysis of the cost ratio of the main and auxiliary materials are given on the example of individual models of each of the assortment groups of knitwear. All materials used for the manufacture of the product are divided into 4 groups:

1. Main material;
2. Applied and finishing materials;
3. Fittings.
4. Auxiliary materials and packaging.

In OOO "Art Print and Textile" an analysis of the ratio of material costs to the cost of sewing and knitwear has been carried out. It was revealed that the main share of material costs is occupied by knitted fabric. (Photo 2)

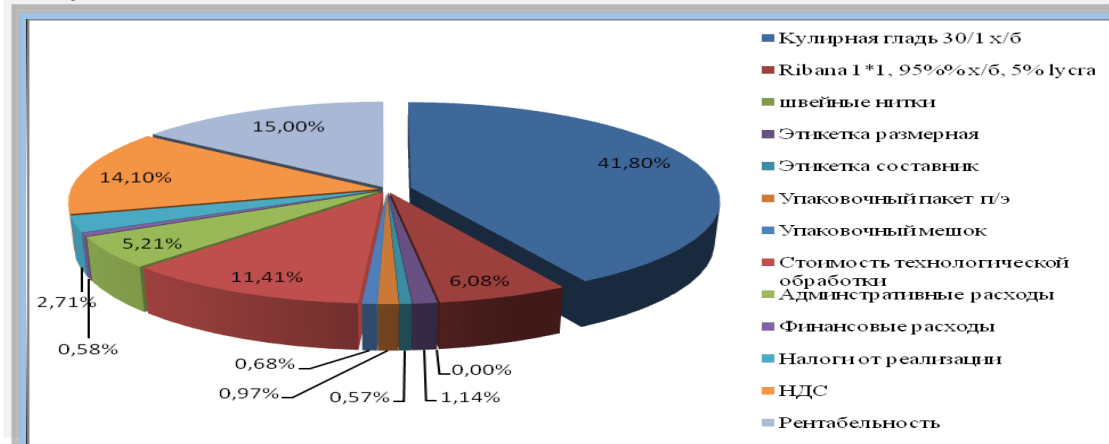
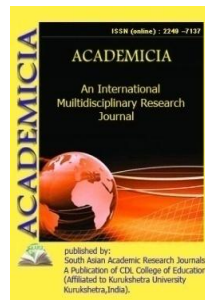
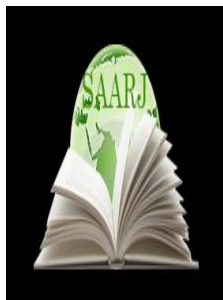


Photo 2. Diagram of the ratio of material and labor costs in the total cost of the finished product (in %).

The analysis showed that in the structure of the material consumption of garments and knitwear, the consumption of the main material for some types of products reaches up to 80 ÷ 90%. Therefore, when predicting the cost of a product, first of all, it is necessary to pay special attention to the characteristics of the main material from which the product will be made. With the optimal choice of the type of knitted fabric, as well as the appropriate accessories and applied materials, you can get a rational ratio of the price and quality of the product.

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DOI: **10.5958/2249-7137.2021.00622.4**

THE GEO-POLITICS OF NORTH INDIAN OCEAN: INDIA'S POSSIBLE RETALIATIONS TO CHINESE AGGRESSION

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ABSTRACT

Over the last two decades, China and India have shown significant economic and political growth in the Indo-Pacific region. Despite the source of Covid-19, China has successfully recovered and boosting its production. Where India, USA and European countries are experiencing negative growth, China still have 3.6% growth rate. It is the best time for China to show it's hegemony in the Indo-Pacific region. It is reviving its export through the North Indian Ocean Maritime Route. During this Covid-19 pandemic, the boundary dispute between India and China has become worst after 1962. To establish itself as global superpower, China is creating geopolitical pressure on India. India can retaliate this Chinese aggression, obstructing North Indian Ocean Maritime Route. China's geostrategic interest in this region is mainly to protect its ship-liners. Sri Lanka's enticing geostrategic position is favourable for maritime surveillance and security. All most every Chinese ship has to pass the southern coastline of Sri Lanka during the course between Strait of Hormuz and Malacca. Thus, China has invested a lot to establish its strategic posts in Sri Lanka which directly strike Indian dominance in North Indian Ocean. This paper suggests a few counter mechanisms which India could adopt in responses to this Chinese aggression in the North Indian Ocean and Sri Lanka.

KEYWORDS: China, Geopolitics, India, North Indian Maritime Route, Sri Lankan Ports.

INTRODUCTION:

Oceans have great importance as the sources of resources, means of transport and strategic command. They provide the security and prosperity; even in the 21st century, with the emergence of an increasingly globalised world trading system (Geoffrey, 2013). Sea control is a strategic concept, where the main objective of a nation is to ensure the avenue of resources and global exposures. Actually, sea power is the ability to influence people's behaviour in support of national interests (Giok, 2014). Sea power has two objectives, the naval dimension and the maritime or commercial aspect seafaring (Mahan, 1918). Sea power provides enormous strategic grip where global economic integration accelerates (Tangredi, 2002). Like sea control, the complexity in foreign policy is translated to a single strategic concept; forward presence or deployment (Rexrode, 2004). The success of a forward strategy depends on the maritime capability and experiences to keep open the sea communications. Thus, the major sea powers are interested to control the strategic seaports in their proximity and across the prime maritime routes. In this context, interactive foreign policy and geopolitics play the key role.

The rise of the China and India and their competition has shifted the maritime pivot of the world towards the Asia-Pacific region. China is clearly a giant economic force and thus a national power on the world scene (Black, 2006). China is not only spreading its influence in the Asia Pacific region but also across the world. A stable, peaceful China in the Asia-Pacific is very essential for India. But China's faster economic growth has given it a voracious thirst for resources and markets to sell its goods across the world. This thirst is challenging the Indian dominance in the North Indian Ocean. Like other global powers, India is worried about China's huge defence spending and aggressive maritime policy. China's aggressive actions in north Indian Ocean is due to its economic and geo-political needs. China is experiencing the fastest growths in energy demand in the last two decades (Xu, 2007). In 2016, China has imported 51% of its crude oil from Arab peninsula and 19% from East African countries (U.S. Energy Information Administration, 2017) through the Strait of Malacca. Moreover, China is the major investor in East Africa (Pilling, 2017). Thus China is very much interested to enhance its presence across the North Indian Ocean. Over the last twenty years, it has aggressively increased its activities in this region which includes diplomatic and economic engagements with the South Asian countries (Khurana, 2016). China is interested to control naval movement across the North Indian Ocean that is a matter of concern for global powers including India. India is the major player here. Recent Chinese aggression is a directly hit to Indian authority over this region. The Chinese 'String of Pearl Policy' also acts against India's interest. As a part of this policy, China is developing port facilities in Hambantota and Colombo in Sri Lanka (Srinivasan, 2017). India's apprehensions about the growing Chinese presence in the island country are well known. This paper is about the recent geopolitical conditions over North Indian Ocean and Sri Lanka in context of China's aggressive move and India's possible retaliation.

OBJECTIVES:

This paper deals with the following objectives:

- i. To study Chinese geopolitical interests on North Indian Ocean and Sri Lanka.
- ii. To study India's concern and retaliation to Chinese aggression in North Indian Ocean and Sri Lanka.

MATERIALS AND METHOD:

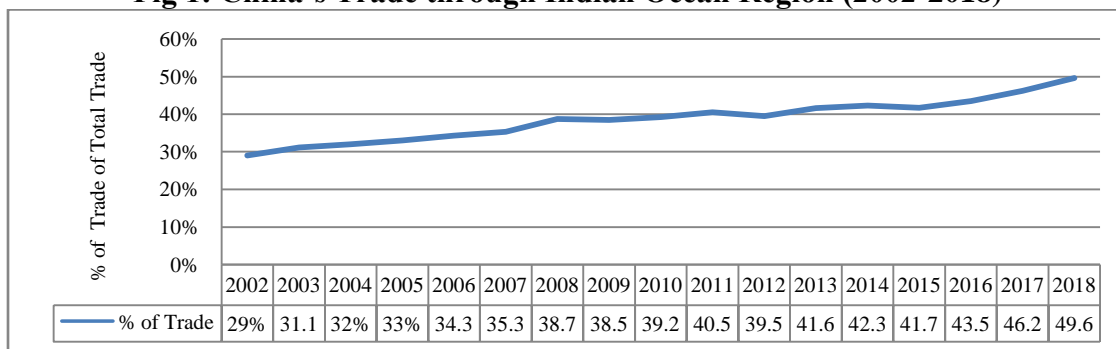
The most important research question of the present studies is how India responds on Chinese aggression in North Indian Ocean Region. Previous researchers have emphasised only in geopolitical tension between India and China in this region. But no clear indication has been noticed about India's possible retaliation to China. This paper is a serious attempt which specifically discusses about India's counter mechanism to Chinese geopolitical aggression in North Indian Ocean, specifically in Sri Lanka. This paper is based on secondary data sources. Intensive library work has been conducted in different libraries, news paper archives in this regard. Secondary data, information were collected from different research papers, news paper articles, edited volumes and blogs. Several books, newspaper reports, articles, research papers, government reports (discussed in introduction/literature review) were also collected and consulted. Collected data were analyzed with specific statistical and graphical methods. For the preparation of maps Google Earth Pro software was used.

DISCUSSIONS:

CHINA'S GEO-POLITICAL INTERESTS ON NORTH INDIAN OCEAN AND SRI LANKA:

China is one of biggest economies in the world and in last two decades it has shown significant growth. Present day, China's economy is mostly depended on export across the world. Despite the strike of Covid-19, China has successfully recovered and boosting its production. Where India, USA and European Union are experiencing negative growth, China still have 3.6% growth rate (Davidson and Kuo, 2020). It is the ideal time for the 'Red Giant' to show its supremacy in Indo-Pacific region. China's military power depends on its economy, more precisely its export. In post Covid-19 situation, it will expand its export to secure more investment in defense sector. South Asia, Arab peninsula and East Africa are the main markets for Chinese goods. China's geopolitical imperatives in the Indian Ocean are mostly related with economy which supports its political thirst. In recent years China is doing huge trade through Indian Ocean Maritime Route (Fig: 1). It has presence in South Asia, East Africa and Arab peninsula as the major trading partner. China is the key investor in East Africa. In recent times, Chinese companies invested a lot in East African states to access the hydrocarbon and other precious minerals (Pilling, 2017). Gradually, Africa is becoming China's constant source of raw materials and dumping ground of finished goods. So, free maritime movement in North Indian Ocean is essential for China.

Fig 1: China's Trade through Indian Ocean Region (2002-2018)



Source: World Trade Statistical Review, 2019

China is not self-reliance in hydrocarbon production. China is the largest consumer and importer of crude oil. It imported 7.59 million barrels of crude oil/day in 2016, an increase of 13.6 percent over the previous year. It is predicted that China's consumption of crude oil will be 12 million barrels / day by in 2020, and in 2030 near about 80 percent of China's crude oil supply will be imported (U.S. Energy Information Administration, 2017). In 2016, it produced only 199.7 million ton crude oil and consumed 578.7 million ton (BP Statistical Review of World Energy, 2017). This clearly indicates that China has imported 65.49% of crude oil from abroad. In 2016, it has imported 51% of its crude oil from Arab peninsula and 19% from East African countries (U.S. Energy Information Administration, 2017) through the Strait of Malacca.

In this context, Indian Ocean is very important for China to access the Arab peninsula and African nations. In 2014, 'The Blue Book on Indian Ocean Region', the annual report on the Indian Ocean Region was published which mentioned that China's interest in this region is only commercial (Lin, 2015). However, the 'Maritime Silk Road' and 'String Pearl policy' are the serious representation of aggressive foreign policy of China. It is geo-strategic compulsion of China due to poor coast/area ratio and long distance of south and western part of it from major hydrocarbon sources (the Arab peninsula and Africa) region. The capital of Xinjiang province, Kashgarh is 4000 km away from Chinese port Guangzhou but Gwadar of Pakistan is only 2000 km away to access the Arabian Sea (Das, 2014). On the other side, the southern part of Tibet is near about 600 km away from the coastline of the Bay of Bengal where Chinese Pacific coast is more than 2000 km away (Khurana, 2016). The coast/area ratio of China is 1.55, very low (Table: 1) in consideration to other big players in global politics and well below of world average i.e. 7.80.

TABLE 1: COAST/AREA RATIO OF GLOBAL POWERS

Country	Length of Coast (Km)	Land Area (Km ²)	Coast/area Ratio (m/km ²) in TWF method
United Kingdom	12429	241,930	51.40
India	7516	2,973,193	2.29
China	14,500	9,326,410	1.55
South Korea	2413	100,210	24.1
France	4853	640427	7.58
Russia	37653	16,377,742	2.30
Australia	25,760	7,682,300	3.35
U.S.A	19,924	9,147,593	2.17
Japan	29,751	364,485	81.60

Source: CIA, World Fact Book, 2016

According to 'Defense White Paper, 2014' of China, port facilities are very urgent in Sri Lanka to ensure the strategic sea-liner communication in the north Indian Ocean (China's Military Strategy, 2014). So for the secure transportation of crude oil and goods, Chinese control over north Indian Ocean is very vital, overcoming the India-U.S.A nexus. Considering these facts and aiming to encircle India (String Pearl policy), China has been developing a series of port facilities across the Northern Indian Ocean region such as Gwadar in Pakistan, Kyaukpyu in Myanmar, Chittagong in Bangladesh and Hambantota in Sri Lanka. Sri Lanka is located at the northern fringe of Indian Ocean, favourable for maritime surveillance and security. All most every

Chinese ship-liner has to pass the southern coastline of Sri Lanka during its journey between Strait of Hormuz and Malacca. In this regard, Sri Lanka could play a vital role in favour of the 'Red Giant'. Hambantota (6° 7' 10" N, 81° 6' 29" E) is located in the southern tip of Sri Lanka, blessed with natural harbour with deep sea facilities. Recently a deep sea port has been developed with the collaboration of China in 2016 and the port was handed over to China for next 99 years lease (Chazan, 2017). The total cost of the first phase of the project was 1.4 billion U.S Dollar and 85% of the funding was issued by Chinese Government (Chazan, 2017). The Chinese agencies have also shown interest in development of highway network and industrial zone in and around Hambantota. Not only that, China is modernizing the Colombo port. Under this agreement, China will get 88 hectares on a 99-year lease and another 20 hectares on a freehold in Colombo Port City Projects (Tortajada and Biswas, 2015). The activities of Colombo port are very much related to India. So, this project can directly hit the Indian interest. In addition to this, China proposed the Lankan authority to deploy a submarine and naval ship in Colombo port (Tortajada and Biswas, 2015). This was a massive tension in between India and Sri Lanka.

INDIA'S CONCERN ON CHINESE PRESENCE IN NORTH INDIAN OCEAN REGION AND SRI LANKA:

Historically India is the key player in North Indian Ocean Region due to its' proximity, vast coastline and political hegemony. But recent Chinese aggression is a direct hit to the Indian supremacy and interests over this region. Strategically it is very important for India to tighten up the maritime and naval security in this region for regional balance of power. The geopolitical environment of North Indian Ocean Region is becoming very dynamic and volatile due to Chinese presence. China's 'String of Pearl Policy' and 'One Belt One Road Initiative' are encircling India very fast. The Chinese investments and ongoing port development projects across South Asia is a part of the same mission which creates a geo-strategic challenge to India. Chinese presence in the coastline of Bangladesh, Pakistan or Myanmar is not so worried but its' aggressive presence in Sri Lankan territory is a great threat for India. The movement of Indian navy and commercial ship-liners would be under the strict surveillance of China. Even the maritime movement in between two coasts of India could be threatening as the large vessels cannot pass through the strait of Palk. Moreover, the supply of hydrocarbons from the Arab peninsula to the eastern coast of India could be cut-off during war situation. Majority of the merchant ships and oil tankers of Indian Ocean pass through the channel in between Maldives and Sri Lanka. China has also concretized its presence in the Maldives, replacing India for the same interest. For the past fifteen years, Beijing has strategically invested in the Maldives to enhance its presence in North Indian Ocean and accelerating the 'One Belt One Road Initiative'. China has purchased the unpopulated island, Feydhoo Finolhu, just 75 nautical miles away from India's Exclusive Economic Zone (EEZ), to install radar facility (Ranade, 2018). Entire western and southern coast of India shall be under the surveillance of this Chinese radar.

The economy also enforces India to participate in port politics in North Indian Ocean Region including Sri Lanka. India was the major exporter to Sri Lanka, presently replaced by China. In 2016, Sri Lanka imported 4273.58 million US dollar from China against 3827.50 US dollar from India (International Trade Statistics of Sri Lanka, 2016). Before 2016, consistently India was the prime exporter. Still Sri Lanka largely depends on India for refined petroleum, cement, automobiles, machinery, garments and steel. India is still the third largest destination of Lankan goods (551.21 million US dollar) where China received only 199.15 million US dollar of Lankan

goods in 2016 (International Trade Statistics of Sri Lanka, 2016). So, overall India still is the major trading partner of Sri Lanka. So, Chinese presence in Sri Lankan port is making the condition more complex for Indian companies doing business in this island country.

INDIA'S RETALIATION TO CHINESE INITIATIVES IN NORTH INDIAN OCEAN REGION AND SRI LANKA:

Due to apprehensions about the Chinese presence in Sri Lanka, India has stepped up its strategic presence in Sri Lanka and other parts of Indian Ocean Region. India has great strategic advantages in this Ocean due to proximity and presence of military establishments in Andaman and Nicobar Island, close to Strait of Malacca. This strategic presence allows strong surveillance of maritime movements around this strait. India is also developing the port Chabahar in Iran, 375 km away from Strait of Hormuz (Das, 2014) for the same purpose. It is also developing strategic outpost in the south-western part of Indian Ocean, across the maritime route that carries oil from Africa to East Asia. In 2015, Indian Foreign Ministry had finalised the agreement with Seychelles and Mauritius to establish strategic presence respectively in Assumption Island and Agalega Island (Brewster, 2017). In these islands, India has deployed radar and airstrip for enhancing maritime surveillance.

In continuation to this, India is strengthening its presence in Sri Lanka. Since 2011, India has a presence in Kankesanthurai (9°49' 0" N, 80°2' 0" E), a northern Lankan port, very close to the southern tip of India. Indian government is also interested in controlling the Trincomalee (8°34' 38.8" N, 81°13' 42.5" E) port of eastern coast of Sri Lanka. This port has significant strategic importance. It is the key transit point of Indian sea-liners from the Indian Ocean towards its eastern coast. In April 2017, during the visit of the Lankan prime minister, India has declared that it would operate an oil storage facility and LNG plant in Trincomalee and modernize the port of Trincomalee with a joint partnership of Japan (Pararajasingham, 2017). Another big opportunity has arrived, when Sri Lanka indicated that it could hand over the Chinese built Rajapaksa International airport at Mattala, 40 km away from Hambantota, to India. The airport was built at a cost of 209 million US Dollar of which 190 million US Dollar loan came from Exim Bank of China (Shepard, 2017). Presently this airport is unable to generate any business due to the remote location. In August of 2017, India offered Lankan government to purchase 70% of stake hold of the said airport for 40 years lease. This attempt of India could be an answer to Chinese presence at Hambantota as it could monitor the Chinese activities at the southern coast of Sri Lanka.

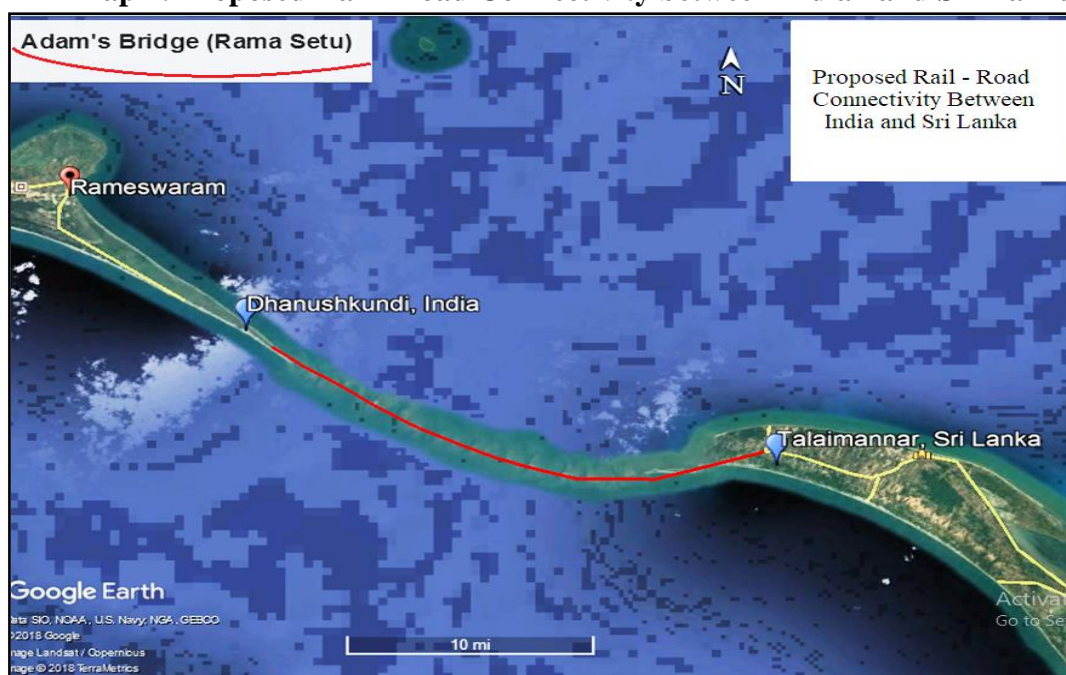
RECENT DEVELOPMENTS:

This geopolitical tug of war between two Asian Giants has created enormous opportunity for Sri Lanka to emerge as a promising economic centre with better sea and air connectivity. Its strategic location on maritime routes of Indian Ocean, allows it for a graceful deal with China and India. In the post-civil war situation, Sri Lanka has inclined towards China for its own interests and passively challenged the Indian hegemony in South Asia. During the rule of Mahindra Rajapaksa, Sri Lankan foreign policy was pro-Chinese. Both countries served each other interests over a decade. During the tenure of Ranil Wickremesinghe, the situation changed due to different facts. The high interest rate of Chinese loan has created a negative impact on Lankan people. For the Hambantota port project, Sri Lanka took 301 million US Dollar loan from China with an interest rate of 6.3%, while the interest rates on soft loans from the World Bank and Asian Development Bank are only 0.25-3% (Roy Chaudhury, 2018). Whereas, India provides loan to its neighbouring

countries as low as 1% interest rate or even less in special cases. Estimated national debt of Sri Lanka is 64.9 billion US Dollar of which 8 billion dollar to China as the debt trap (Roy Chaudhury, 2018). The local people are opposing the adjoining 15,000 acre Chinese Industrial zone near Hambantota and in January 2017, protesters clashed with the police at the proposed site (Aneez, 2017). The management of Hambantota port is under the direct control of China and Colombo port is gradually occupied in the same way. This is becoming the question of sovereignty of Sri Lanka. On the other hand, certain Sinhalese groups have apathy on India due to Tamil issue. They are not in favour to hand over the port Trincomalee to India. At present, Sri Lanka's attempt to balance India and China by playing against each other has proven effective. Sri Lanka is showing significant economic growth in the South Asian region despite Covid-19 pandemic and becoming a place of common interest for China and India.

CONCLUSION:

In post Covid-19 situation, India has to be more flexible and lenient in bilateral relationship with Sri Lanka. India and Sri Lanka both have century-old ethnic and cultural bondage. But this was hampered in last two and half decades due to India's support to Tamil community. The 26 years long civil war was ended in 2009. In post civil war situation, most of the western countries restricted bilateral relation and investments with Sri Lanka due to the violation of human rights. Even, India halted bilateral relations due to Tamil sentiment in domestic politics. In this critical stage, China stepped up the post-war reconstruction in Sri Lanka. From that time China is replacing India strategically and politically from Lankan soil. Sri Lanka is one of the major members and destinations of Chinese 'One Belt One Road Initiative'. Actually, China wants to transform Sri Lanka as a 'Satellite State' in its favour to challenge India's hegemony in north Indian Ocean Region. On the other hand, in spite of long civil war against Tamils, India continued assistance in infrastructural development and social amenities in Sri Lanka. But these attempts were not satisfactory from Sri Lankan point of view. So, after initial recompense India has started counter mechanism. Now, New Delhi's key focus is to resume the strategic and economic relationship with Sri Lanka. Both these country are the member of SAARC, BIMSTEC and signatories of the South Asian Free Trade Agreement (SAFTA). India is keen to use these platforms to enhance political and economic relations with Sri Lanka. Due to proximity and traditional linkage, India has opportunity to replace China from the island nation and regain its strategic supremacy in north Indian Ocean. This Ocean is the interior lines of India and exterior limit for China. India has some natural advantages; shorter distance from its own base and major hydrocarbon source (Arab peninsula) of the world, strong military establishments in Andaman Nicobar Island near the Strait of Malacca etc. In addition to this, the Government of India started a feasibility study of rail-road connectivity between India and Sri Lanka. This rail-road linkage will connect Rameswaram in India and Talaimannar of Sri Lanka through Adam's Bridge (Rama Setu) in the Palk Strait. The distance between Dhanushkundi in Rameswaram and Sri Lankan territory is only 23 km which could be joined through a bridge as most of the sandbanks are either dry or shallow. India is also engaged in modernisation of railway connectivity in Sri Lanka. This rail-road connectivity will allow India to reach Lankan soil much faster and it can strengthen its strategic presence there. On the other hand, Sri Lanka could use this land connectivity to join the South Asian transport network.

Map 1: Proposed Rail –Road Connectivity between Indian and Sri Lanka

Courtesy: Google Earth

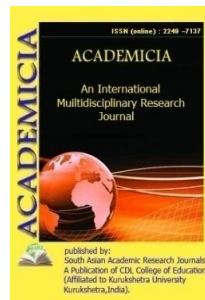
Another advantage of India is that the human rights violation in Sri Lanka is becoming less in number and now Govt. of India has less pressure in domestic politics regarding Tamil issues. So, there is a good opportunity for India to get back its lost position in Sri Lanka. North Indian Ocean is one of the politically unstable regions of the world with the presence of fragile states, except India. China is utilizing this to anchor its strategic presence over this region. In this context, India must play an important role to maintain peace and stabilities in north Indian Ocean Region as a responsible regional power with the quad of U.S.A, Japan and Australia. This quad is also effective to overcome Chinese threat across Indian Ocean and maritime security.

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DOI: **10.5958/2249-7137.2021.00578.4**

THE ASPECT OF REALIAS IN DIFFERENT CULTURES

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ABSTRACT

This article examines the specificity of translation of realias – linguistic units reflecting national life, which are generally studied in linguoculturology. Realias are a stumbling block in translation, since the translator should recreate the text for the reader preserving not only the ideological content of realia, but also the national and historical colouring. Thus, the following paper reveals both the origin and usage of realia in the context, identifies the most possible methods of rendering realia and leads to better translation. By the way, it helps to identify the origin meaning of culture block words in different cultures. As well as, this article deals with how to translate realias in three ways: transliteration, neologisms, collocations. Each culture has its own denominations of national and historical elements, objects, phenomena, which are defined by the term “realia”. Realias, elements of a foreign culture, with ethnic, historical or local colouring, are frequently used in foreign language as a means of helping students to develop functional knowledge of the target language in terms of vocabulary and culture. “Realias are a stumbling block in translation, since the translator should recreate the text for the reader preserving not only the ideological content of realia, but also the national and historical colouring. Thus, the following paper reveals the originate of realias, their items in different cultures, as well as, the origin and usage of realia in the context”¹.

KEYWORDS: *Linguoculturology, Realias, Customs, Traditions, National Language, Culture, Linguistic Picture Of The World, Originality, Transliteration, Neologisms, Colocation.*

INTRODUCTION

The linguistic picture of the world is different for different nations. In the process of activity, a subjective reflection of the existing world appears in the human mind. “A person learns the language in the same way as the surrounding reality; at the same time, along with the logical, conceptual picture of the world, a linguistic picture arises, which does not contradict the logical

picture, but does not coincide with it”.¹ Thus realias can color these picture by their meanings to understand and feel any culturesirems more and more openly. So, what is realia itself?

Formation Origin: Stem Prefix Result Singular "res"(matter, thing) + -alis (sgpr) = reālisPlural "res" + -a (plpr) = realia.

“The semantic and connotative content of realia is rather confusing. Notwithstanding linguistic differences, care should be taken not to confuse the field of realia with the field of terms and proper names. Terms are the basis of scientific lexicon, their scope is specialized and they are used with a definite aim.”²

Realia represent elements of local and historical phenomenon, which are usually met not only in artistic, but also in scientific literature. As for realia and proper names, they are so closely connected that V. V. Vinogradov etc. include proper names in the category of realia, while S. I. Vlahov, S. Florin consider realia to be included in the class of in equivalent vocabulary. Imagine a culture to be a clock face - realia, terms and proper names form the clock system. The resonant frequency of clock speed equals to the beat pattern of culture pulse. Each group does its work, each one cooperates with another and each realizes the importance of being on the clock face; “The best result comes from everyone in the group doing what is best for himself and the group”. Consequently, without mutual understanding, culture clock cannot work properly and therefore culture cannot exist.

Realia as an Object of Translation

Realia really reveals reality, such as English derby, Greek monocle, Spanish moustache, British four-in-hand, gauntlets, footed cup or Dutch brandy flask (pic. 1), that depict abstract cultural nuances creating a sense of déjà vu. Each flask of culture gleams the scenery of a unique room.

In every language, there are words that, without distinguishing themselves in the original text, are not easily transmissible into another language; among these words are met denominations of everyday life, history, culture etc. (traditional clothes, musical instruments, newspapers, such as “The Times”), that do not have an exact match in another language and require a special approach in translation, e.g. kimono – кимоно.

In translation studies these words have received the name of realia. The word "realia" originates from Latin word “reālis” meaning "real-life thing or material”

Classification of Linguistic Realia according to S. I. Vlahov and S. Florin

According to S. I. Vlahov and S. Florin there are different classifications of linguistic realia according to time, semantic, local or other features:

1. Geographic realia, e.g. steppe – степь, ěĭ»å, Strait of Magellan – Магел-ланов пролив, etc.; name endemics, e.g. sequoia - секвойя, iguana – игуана, etc.
2. Ethnographic realia, e.g. Cossack - казак, Goth – гот, transfer of realia pound - фунт, Frank – франк, etc.
3. Socio-political realia, e.g. Tory – тори, ĩăñÇ, ataman – атаман, дума – дума, the Knesset – кнессет, etc.

4. Historical realia, e.g. samurai – самурай, Oppenheimer- Оппенгеймер, trilby- трилби (мягкая фетровая шляпа), Yeoman of the Guard - лейб-гвардейцы (дворцовая стража в Англии), etc.

The ways how to translate realias

1. Transcription and transliteration are distinguished from methods of realia translation as the first fundamental division. ‘Transcription is the transmission of sounds of a foreign language using the alphabet of the receiving culture, e.g., London – Лондон, while transliteration is the transmission of letters. Mostly, transcription and transliteration are used in publicistic style and quite often in literature, depending on the nature of the text granting the text certain exotics. “Transcription and transliteration are interrelated with each other; a paragon is Utah, which is translated into Russian as Утах being the result of transcription, instead of Юта – the result of both. It is what happens with the German Walküre, actualized in other languages as Valkyrie (English), валькирия (Russian), (Armenian).”⁴ Thus, transcription is the phonetic tool with which transliteration fulfills the act of translation.

2. ‘Neologism is a method of translation, which preserves the semantic content and colour of realia by coining a word or phrase used in a new sense. Calque, a method of neologism, usually means loan translation of a simple or composed word or word combination by literally transforming the elements of the expression in the source culture, e.g. skyscraper- небоскрёб, колхоз (коллективное хозяйство) - collective farm, the House of Commons - палата общин, the First Lady - Первая Леди. Then there is half-calque, in which just a part of a composed expression is preserved, e.g. the translation of the German expression Dritte Reich into Third Reich in English, Третий Рейх in Russian, Armenian. It should be noted that calque or half-calque could take widespread rank in the language, but in the end remain as an exoticism for its denotation is alien in the culture.

3. During contextual translation, realia are substituted with words that in the original context explain the sense of such a collocation. It is a word or word combination, created by the translator, in order to permit the rendition of the semantic content of realia, e.g.

Сколько стоит путевка на советский курорт?

How much are accommodations at a Soviet spa?

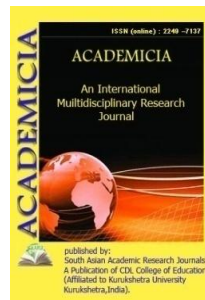
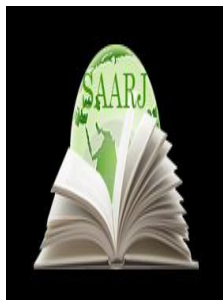
In the following example, the sense of кypoptis lost being a sort of official certificate given to someone going on vacation that in Soviet times could have been free or cost a symbolic sum. Evidently, this word has no analogue outside Soviet Russia.

Regarding these above, it is challenging action to translate realias one language to another, however learning and using these could assist as a magical key to learner to be and to feel this culture during in the conversion.

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DOI: **10.5958/2249-7137.2021.00579.6**

PROSPECTIVE METHODS OF USING ENTOMOPHAGES IN THE PROTECTION OF VEGETABLE CROPS FROM APHIDS IN KARAKALPAKSTAN

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ABSTRACT

The article presents the types of aphids that develop in and damage vegetable and melon crops in Karakalpakstan, the type of crop that each species develops in, the period of coming to the field, the damage and the criteria for economic damage. The biological efficacy was determined after application of natural predators, vermins, and laboratory-bred golden eyed entomophagous in the control of aphids, and the technology of application of this predator was studied.

KEYWORDS: *Sucker, Pest, Entomophagous, Predator, Vermin, Biolaboratory, Biological Efficiency, Economic Damage Criterion, Migration.*

INTRODUCTION

The importance of vegetables and melons grown by our farmers in providing the population with vegetable and melon products is very high.

At present, food security and ecologically clean production remain a pressing issue in the world. Therefore, we must pay attention to the modernization and diversification of our economy, including the agricultural sector, especially the cultivation of food crops. Over the next four years, 300,000 hectares of low-yielding cotton and grain fields will be replaced by fruit and vegetable and other food crops, including 32,000 hectares of intensive orchards, 15,000 hectares of vineyards, 2,000 hectares of modern greenhouses, and 114,000 hectares of vegetables and potatoes, legumes and oilseeds on 72,000 hectares, and other crops on 52,000 hectares.

At present, farms of the Republic plant vegetables and melons on 15-20 thousand hectares, of which 30-40 centners are harvested. This is 2.5-3 times less than expected.

According to medical data, for the normal development of the human body during the year, the population of the Republic is recommended to receive 113.0 kg of vegetables and 50.4 kg of melons, an average of 81.7 kg. This equates to an average of 44.4 kg per person today. One of the main reasons for this is the low level of reclamation of arable lands, the increase in soil salinity, as well as the damage of pests, pathogens and weeds that develop in agricultural crops. Therefore, increasing the productivity of agricultural vegetables and melons requires improvement of soil reclamation, soil salinization and the development of promising methods to control plant pests.

According to the scientific data of the well-known scientist of Uzbekistan entomologist Sh.T.Khojaev [3] melon aphid (*Aphis gossypii* Glov.) highly damages melons, cucumbers, tomatoes; cabbage aphid (*Brevicoryne brassicae* L.) damages cabbage plant. According to the results of scientific research conducted by scientists of the Republic, 30-40% of vegetable and melon crops become unusable every year, despite the use of high agro-techniques in agricultural crops and measures to control plant pests [1; 2].

In solving the above problems, filling the population's table with ecologically clean vegetables and melons without destroying the crop, taking into account the specific environmental factors of the region and the peculiarities of bioecological development of pests, the types of methods of pest control, their application technology are fully studied, and the method is required to ensure a biological efficiency of more than 98%.

In order to identify the types of aphids that grow in vegetable and melon crops in Karakalpakstan in 2018-2020, in the fields of Chimbay, Kegeyli and Nukus districts controlling works were carried out every 10 days at the stations of melon, cucumber, tomato and cabbage crops. As a result of control works, the development of melon and acacia aphid in melons and cucumbers, large cotton aphid in tomatoes and cabbage aphid in cabbage was determined. The average density of aphid of melon (*Aphis gossypii* Glov.) and acacia (*Aphis craccivora* Koch.) was found to be 22 to 185 pieces per 1 damaged plant, and 85 to 345 pieces of cabbage aphid (*Brevicoryne brassicae* L.) per 1 plant. But the number of large cotton aphid (*Acyrtosiphon gossypii* Mordv.) in tomatoes was very few. That is, the number in 1 plant did not exceed 4-5.

In our experiment, the species of natural predators and vermins found in the group of vermins were identified and their density in the field was studied. As a result, in all species of aphids were found 2, 7 and 14-point species of beetle ladybird, larvae of the sirfid fly, golden eyed larvae, the number of which averaged 0.5-2.5 per 1 damaged plant.

Parasitic aphidids were found in large colonies of acacia aphid in the licorice plant on the edges of vegetable and melon crops. They were seen biting adult individuals of aphids, laying their eggs on them and infecting aphids.

In our experiment, the dynamics of the development of aphids in cucumbers and cabbage was studied. That is, in entomological small gardens, 2 pieces per 1 plant in the 1st variant; in the 2nd variant, 6 aphids and in the 3rd variant, 10 aphids were distributed, covered with a cloth entomological material, and the development and reproduction of aphids were monitored for 20 days. Due to the absence of natural entomophagous in entomological small gardens, the number of aphids increased very rapidly, and after 20 days the number of aphids increased to 40 in variant 1, 65 in variant 2, and 114 in variant 3.

During our experiment, the economic damage caused by aphid in the developmental stages of the cucumber plant was studied. In entomological small gardens, 10 melon aphids were distributed to 1 plant in small gardens during the 3–4 leaf period of the plant, growing, flowering and fruiting periods. As a result, no crop was harvested from the 3-4 leaf period. 4.2 kg of cucumbers were taken under control. The yield was 2.2 kg during the growing period, 3.1 kg during the flowering period and 4.1 kg during the fruiting period.

This means that when the pest falls during the young germination period of the plant, 100 percent of the crop is lost. 50% was not harvested during the growing period, 25% during the flowering period and 4% during the fruiting period.

In order to reduce the damage of melon aphid in the cucumber crop, an additional golden eyed predator was applied to natural entomophagous and its biological effectiveness was determined (Table 1).

TABLE 1 BIOLOGICAL EFFICACY OF GOLDEN EYED PREDATOR AGAINST MELON APHID IN CUCUMBER (IN ENTOMOLOGICAL SMALL GARDEN)

№	Variants	Average number of pests per 1 damaged plant, piece				Biological efficiency, %, in days		
		Numbers till using golden eyed	Numbers after using golden eyed					
			3	7	14	3	7	14
1	Control	162	184	260	380	-	-	-
2	5:1	205	106	84	30	31,8	59,1	83,4
3	10:1	212	152	106	58	38,4	50,0	72,7
4	15:1	186	152	140	85	38,3	46,8	64,4
5	20:1	198	168	152	106	35,2	42,6	53,5

As can be seen from the table, in the unused variant of golden eyed, the number of aphids increased from 184 to 380, and the plant was not harvested. When applied in the 2nd variant at a score of 5: 1 (5 aphids: 1 entomophagous), the biological efficiency was achieved after 14 days by 83.4%, and in subsequent variants by 72.7, 64.4 and 53.5%.

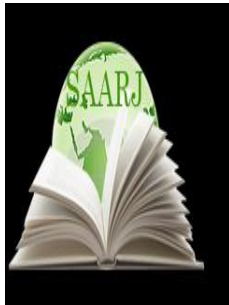
CONCLUSION

1. Melon and acacia aphid develops in vegetable and melon crops, causing great damage to the plant.

2. The average number of melon aphid is 192.6 pieces in average 1 damaged cucumber plant during the vegetation period.
3. In plants with melon aphid, from natural entomophagous ladybird beetles, sirfid fly larvae, golden eyed larvae and parasitic aphidids are found. Their average number in 1 damaged plant was 0.5-2.5 pieces.
4. In entomological small gardens, when 2, 4 and 6 pieces of aphid were distributed to 1 plant, after 20 days their number increased to 40, 65 and 114 pieces according to the variants.
5. In entomological small gardens on the developmental stages of the plant, when 10 aphids were sent to 1 plant, no crop was harvested from the 3-4 leaf period. 4.2 kg of cucumbers were taken under control. The yield was 2.2 kg during the growing period, 3.1 kg during the flowering period and 4.1 kg during the fruiting period.
6. The use of golden eyed larvae in a 5: 1 ratio against aphids in cucumber crops reduced aphids damage and achieved a biological efficiency of 83.4%.

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DOI: 10.5958/2249-7137.2021.00580.2

BRONCHOO STRUCTIVE SYNDROME IN CHILDREN: PREVALENCE AND DIFFICULTIES OF DIFFERENTIAL DIAGNOSTICS

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ABSTRACT

Broncho-obstructive syndrome in children is clinically manifested by paroxysmal cough, expiratory dyspnea, asthma attacks and is associated with impaired bronchial patency, develops acutely, but can be persistent. The first symptoms: shortness of breath and wheezing syndrome often appear in children at an early age. Differential diagnosis of biofeedback in young children is difficult due to the impossibility of using methods for assessing the function of external respiration, difficulties in obtaining sputum for cytological and bacteriological studies in order to verify the diagnosis. Early diagnosis, which determines the tactics of treatment, largely determines the prognosis of the disease and the choice of preventive measures.

KEYWORDS: *Broncho-obstructive syndrome, children, cough, shortness of breath, diagnosis, differential diagnosis, treatment, prognosis.*

INTRODUCTION

Diseases of the respiratory system are leading in the structure of morbidity in childhood [1, 3, 4, and 10]. It is important to note the high annual rate of increase in the prevalence of bronchial asthma (BA) in children, which reaches 20%. At the same time, in recent years, BA has been increasingly recorded in children in the first years of life [2, 7]. In young children, 5-50% of cases of acute respiratory infections are often complicated by broncho-obstructive syndrome, the main cause of which is acute obstructive bronchitis (AOB) [3, 5, 6, and 17].

Broncho-obstructive syndrome (BOS) is a symptom complex that is clinically manifested by paroxysmal cough, expiratory dyspnea, asthma attacks and is associated with impaired bronchial patency of functional or organic origin [9,10,11]. By itself, Broncho-obstructive syndrome has a characteristic clinical picture, so there are no difficulties with its diagnosis and especially clinically evident in children of the first years of life, which is due to the anatomical and

physiological characteristics of the respiratory system: the narrowness of the airways, insufficient elasticity of the lungs, the softness of the cartilage of the bronchial tree, insufficient rigidity of the chest, a tendency to develop edema, hypersecretion of viscous mucus, poor development of smooth muscles of the bronchi [12].

When faced with broncho-obstructive syndrome in infants in practice, the doctor, as a rule, makes a diagnosis of obstructive bronchitis or bronchiolitis, occurring with symptoms of respiratory failure, developing more often against the background of acute respiratory infection (ARI) [19,21]. With broncho-obstructive syndrome, many diseases of the bronchopulmonary system occur: acute obstructive bronchitis (AOB), BA, bronchopulmonary dysplasia (BPD), congenital malformations (CM) of the bronchopulmonary system (tracheobronchomalacia, tracheobronchomegaly, pulmonary malformations), as foreign body, etc. [5, 6, 8]. The uniformity of the clinical symptoms of bronchial obstruction in these diseases complicates early diagnosis and treatment tactics, which can lead to a protracted and recurrent course of some of them.

Broncho-obstructive syndrome can also be a consequence of allergic inflammation of the tracheobronchial tree, obstructive obstruction or hemodynamic disorders, congenital malformations of the upper respiratory tract. The widespread prevalence of biofeedback in children, as well as the heterogeneity of its course, development and outcome, has been an urgent object of study for many years for scientists and medical practitioners, since difficulties arise in the differential diagnosis of this condition [21].

Acute respiratory infections occupy a leading place in the structure of human infectious pathology. The airborne route of transmission of the pathogen, the high susceptibility of the population to almost all viruses, pathogens determine their main epidemiological feature - the speed and breadth of their spread. They are practically unlimited and significantly increase during periods of seasonal immunodeficiency that occurs in the winter and winter-spring periods.

Clinical manifestations of broncho-obstructive syndrome consist of the elongation of exhalation, the appearance of expiratory noise (wheezing, noisy breathing), asthma attacks, and the participation of auxiliary muscles in the act of breathing; an unproductive cough often develops. This clinical symptom complex is called "wheezing" - "wheezing syndrome", since whistling sounds (distant or heard during auscultation) are the main clinical manifestation of biofeedback [17, 21]. The genesis of wheezing is associated with both turbulent air movement against an obstacle in the airways (trachea, bronchi) and with rapid oscillations of the lumen of the lobar and segmental bronchi. In this case, there is an increase in intrathoracic pressure, fluctuations in the air flow rate during expiration, compression of the bronchi and their vibration, and the end result is the appearance of wheezing rales [22].

Bronchial obstruction against the background of respiratory diseases in children, as a rule, occurs more often in the form of acute obstructive bronchitis. Biofeedback mainly develops acutely, but it can be persistent. Differential diagnosis of BOS in young children is difficult due to the impossibility of using methods for assessing the function of external respiration, difficulties in obtaining sputum for cytological and bacteriological studies in order to verify the diagnosis [18, 22]. The persistent recurrent course of biofeedback, resistant to traditional conservative therapy, may require an endoscopic examination of the bronchial tree, which makes it possible to

visualize changes in the bronchi, as well as laboratory study of biological fluids and tissues obtained during bronchoscopy [12, 19, and 20].

The first symptoms: shortness of breath and wheezing syndrome often appear in children at an early age [13, 15, 23]. Previous bronchial obstruction also increases the risk of viral lower respiratory tract infection [17, 19]. A study conducted in 2008 by L. B. Bacharier et al. Showed that 60% of infants hospitalized with bronchiolitis had more frequent respiratory infections and episodes of bronchopulmonary obstruction within 2 years of follow-up compared with controls [18,24]. Biofeedback of both infectious and allergic inflammatory origin is always more severe in children with bronchial hyperreactivity and manifestations of atopy [22]. It is also known that AD develops in 30–50% of children who had recurrent biofeedback of viral origin in infancy [21]. The viral infection acts synergistically with allergic sensitization and decreased lung function during infancy, leading to the development of AD later. Atopy is a risk factor for the development of AD after virus-induced biofeedback.

Children who underwent BOS in the early years of life and have such signs of atopy as allergic sensitization, atopic dermatitis, allergen-specific immunoglobulin E, have the highest risk of developing AD [20]. In a study by R.F. Lemanske et al. Found that children of the group with a high genetic risk of developing allergic respiratory diseases at the age of 3 years more often develop biofeedback in the presence of the following risk factors in infancy: passive smoking, allergic sensitization to food at the age of 1 year, any respiratory disease without biofeedback moderate and severe, at least one episode of BFB associated with infection with respiratory syncytial (RS) virus, rhinovirus or other pathogens in infancy [23]. In children who often suffer from respiratory infections, biofeedback is recorded more often [7, 20]; according to some data, bronchial obstruction in infants with ARI reaches 50% or more [18].

The frequency of BOS, which developed against the background of infectious diseases of the lower respiratory tract, ranges from 5 to 40% [18]. Soroka Yu.A. et al. argue that in every second child ARI is accompanied by bronchial obstruction of varying severity [12, 23], and recurrent episodes of respiratory infection occur with recurrent BFB [11, 22], which often progress to severe exacerbations requiring hospitalization of children. Timely and correct identification of infants at increased risk for persistent asthma can help predict long-term outcomes and improve prevention and treatment [15, 21,27]. Over the past two decades, many scientific advances have improved the understanding of AD and the physician's ability to effectively control it [2, 7, and 22].

Early diagnosis, which determines the timely start and tactics of treatment, and also largely determines the prognosis of the disease and the choice of preventive measures [1, 6] The basis for determining the prognosis of biofeedback, as well as early diagnosis of AD, was the study of biofeedback phenotypes depending on age, genesis and characteristics of the course of the disease [12, 23]. The non-atopic phenotype of biofeedback is the most difficult to diagnose and understand. It is known that severe adenovirus infection can lead to prolonged bronchial obstruction in a previously healthy child. Respiratory viruses, including rhinovirus, RSV, metapneumovirus, influenza, affect the respiratory epithelium of the lower respiratory tract and provoke a local immunological response, as well as a protective antiviral response with the production of interferons, chemotaxis and activation of NK cells. Respiratory viruses damage the ciliated epithelium of the mucous membrane of the respiratory tract; increase its permeability to allergens, toxic substances and the sensitivity of the receptors of the submucous layer of the

bronchi, which causes an increase in bronchial hyperreactivity and the occurrence of BOS in children [14, 26].

Thus, the differential diagnosis of clinically heterogeneous phenotypes of children with symptoms of bronchial obstruction, concealing many diseases and conditions that are of the same type in their clinical manifestation, will help in determining the prognosis of biofeedback in young children, in choosing treatment tactics and preventive measures [25,28].

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DOI: **10.5958/2249-7137.2021.00596.6**

INFLUENCE OF TECHNOLOGICAL PARAMETERS OF THE DRAFTING SYSTEMS OF THE RING SPINNING MACHINE ON YARN QUALITY

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ABSTRACT

In this article, its friction resistance is tested in determining the quality index of the tissues. The properties of friction resistance, length, linear stiffness, torsion and strength, deformation properties of the fibre in its composition were studied. In this paper, the friction resistance of tissue is tested in determining its quality index. The properties of friction resistance, length, linear stiffness, torsion and strength, deformation properties of the fibre in its composition were studied. It has also been studied that fibres are formed based on a spinning system and that their deformation properties increase or decrease when the fabric is resistant to abrasion. Also in the research work was prepared yarn (Compact melange yarn (RoCos)) with high deformation properties. The study found that rubber tissue has a 10% higher abrasion resistance than tissue made from ordinary melange yarn. Experiments have shown that the tensile strength of compact

(RoCos) melange yarn made of ordinary melange yarn is 19.2N higher than the length of the fabric made of ordinary melange yarn.

KEYWORDS: Yarn, Spinning Machine, Deformation, Quality, Compact Yarn, Spun, Unevenness, Elongation, Melange.

INTRODUCTION

The yarns produced at the enterprises must meet certain requirements, depending on what purpose they are used for, that is, they must be in a certain consistency, to a certain extent, clean and smooth [1,2].

The threads with the highest quality are produced in the spinning machines with rings. The ring spinning style has been improving for more than two hundred years [3]. The advantage of the ring-spinning machine is that the yarn obtained from it satisfies the requirements of the world market in terms of quality. The ring spinning machines installed in the enterprises of Uzbekistan are mainly operational, high-performance equipment of leading foreign firms. The most common among them is the ring-spinning machine of the firms “Rieter” and “Zinser”. The frequency of rotation of the female of these machines is now reached up to 25000 thousand⁻¹. With the introduction of advanced technologies in the textile industry, product quality management, based on the study of factors affecting the structure and properties of yarn obtained in serum spinning machines, is important in improving spinning efficiency [4,5]. Leading companies are conducting several important studies to improve the efficiency of spinning machines and machine design. Examples of such innovations include increasing the number of loops in machines, the introduction of compact spinning machines, continuous spinning and waste-free spinning [6]. Updates of this type are still in use on spinning machines. At the same time, the properties and traditional loop spinning yarns have become very popular in spinning technology under the name of the compact yarn, increasing the quality indicators based on completely new technologies. The geometry of the compact yarn has changed compared to traditional loop yarns. In the process of forming compact yarns, the baking triangle is almost non-existent [7].

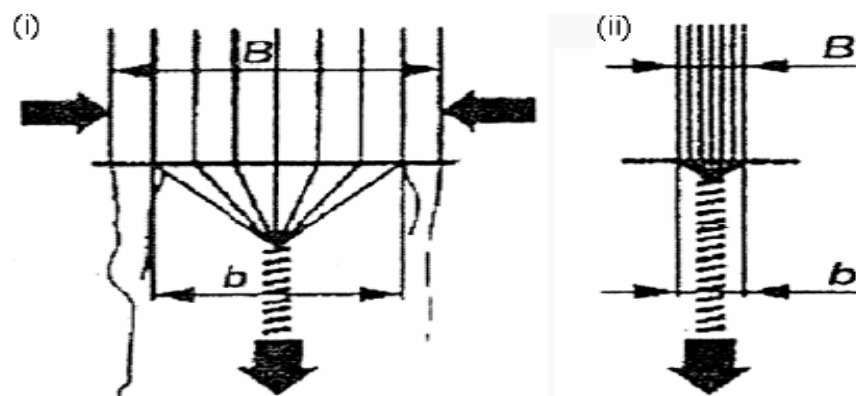


Figure 1. The basic principle of compact and simple yarns. (I) yarn spun in a simple ring method. (II) yarn spun in a compact manner

In the zone of yarn formation, the fibres become tense at the edges of ordinary yarns. ROTORCRAFT scientists explain that the fibres in the middle part are less involved in the twist.

In ordinary yarns, the tension of the cross-sectional fibres is greater, and the tension of the fibres decreases towards the centre. Because the fibres have different stresses, the structure of the yarn is uneven and has low resistance to tensile forces [8, 9]. In compact yarns, we can see that the fibres are evenly distributed in the cross-section of the yarn. This arrangement of the fibres also affects the next stage of the process. In ordinary yarns, the tension of the cross-sectional fibres is greater, and the tension of the fibres decreases towards the centre. Due to the fact that the fibres have different stresses, the structure of the yarn is uneven and has low resistance to tensile forces. In compact yarns, we can see that the fibres are evenly distributed in the cross-section of the yarn. This arrangement of the fibers also affects the next stage of the process [10].

Ordinary yarns have low tensile strength and high hair strength. These problems have been eliminated in compact yarns. The larger the baking triangle, the worse the texture of the yarn. This means that the loss of the baking triangle in compact yarns has led to an increase in yarn properties. The compact and simple yarns look longitudinal as follows.

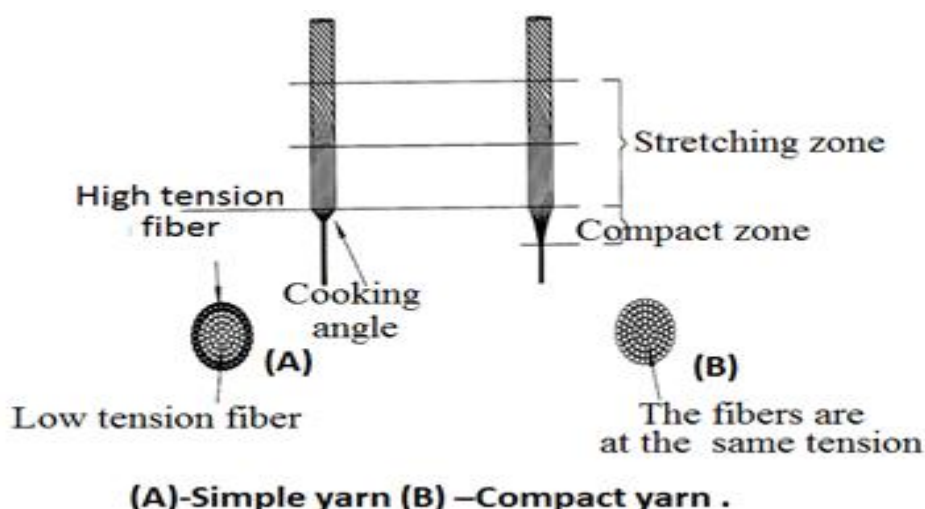


Figure 2 Placement of fibers in simple compact yarns

THE MAIN ISSUE

Several companies have also proposed their own inventions for compact yarns. Suessen (Elite spinning) Zinzer Air-Com-Tex 700 invention, Marzoli's Mas 3000 compact spinning machine, Rieter (Comforspin) engineers' compact spinning device, RoCoS device in the production of compact spinning devices by Rotorkraft have managed to improve the quality of yarn. Among the recommended devices, Rotorkraft's RoCoS compact yarn is simple and does not require additional energy. From the words Rotorkraft, Compact, Spinning - the term RoCoS, which is a device for mechanical compaction of fibres involved in the formation of yarn. Specifically, in the manufacture of compact yarns, the fibres passing between the elongated rollers of the ring-spinning machine are compacted using a device before the winding process [11, 12].



Figure 3. Rotorkraft's RoCoS compact yarn production method.

The RoCoS device is tested at a melange spinning mill. The experiments used a Zinser-350 ring spinning machine. Instead of a machine output roller, a RoCoS device was installed and compact mélangé yarn samples (spinning frequency 17,000 and ripening at 750 b/m, 20-text sample yarn) were compared and compared with ordinary factory yarn.

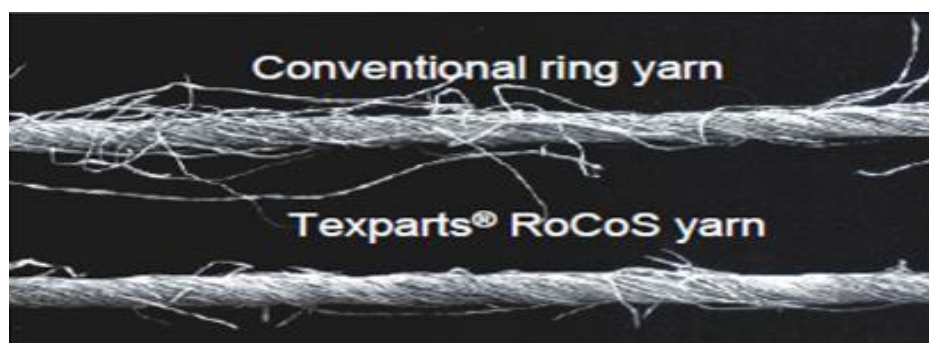


Figure 4 Comparison of RoCoS compact spinning system with the simple spinning system.

TABLE 1 CHARACTERISTICS OF SIMPLE AND COMPACT YARNS

№	Name of the parameters and unit measure	Simple yarn	Compact yarn
1.	Frequency of spindle rotation x103, min-1	17	17
2.	Relative breaking strength (Rkm) R, sN/teks	12,59	15,71
3.	Number of feathers 50 m long, more than 3 mm long, pcs	187	65
4.	Practical ripening, Ka, b / m	671	703
5.	Coun or line unevenness, C2 {T} %	16,34	15,54
6.	Force of the breaking, unevenness C2 {R} %	11,04	8,57

It was found that the quality of compact melange yarn obtained using a compact device has improved in all respects compared to ordinary melange yarn. Experiments have also shown that compact yarns have higher deformation properties than ordinary yarns.

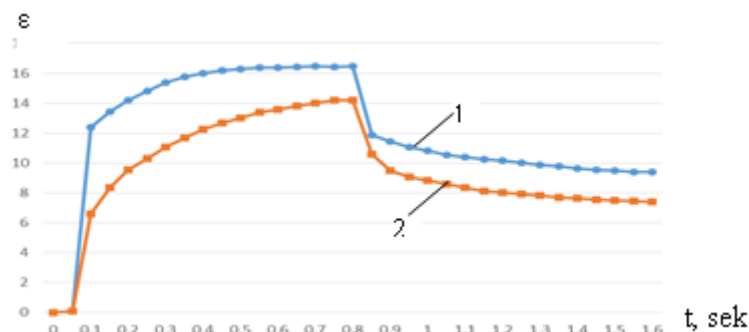


Figure 5. Deformation of normal and compact melange yarns by loading and unloading for 2 seconds. 1-simple melange yarn, 2-compact melange yarn

An optical instrument was used to measure the deformation properties of the threads. It is known that the threads are subjected to a force for a very short period of time [13,14]. With this in mind, their deformation resistance was determined over a short period of time, and the results were plotted and analyzed [15,17].

The single-cycle deformation properties of the sample yarns were studied over a period of 2 s (Figure 5). It was found that when compact (1) and ordinary melange yarns (2) are under load, the compact yarn has a 13% greater resistance to ordinary yarn. During the unloading process, it was found that the compact melange yarn returned to its original state by 21%.

The deformation properties of the yarns can also affect the quality of the fabric in the next stage. To determine this, a simple and compact melange yarn sample was obtained from a rubber knit fabric. The quality of the fabric was studied in the laboratory, in accordance with the requirements of standard norms. The results obtained are summarized in the table 2.

TABLE 2. INFLUENCE OF PHYSICAL AND MECHANICAL PROPERTIES OF FABRICS ON YARN QUALITY

№	Names	Friction resistance and number of rotations in friction	Breaking force N		Elongation, %		Shrinkage, U %		Air permeability	Surface density M, gr/m ³
			Length	Eni bo'yicha	Length	Width	Length	Width		
1	Made from the Simple	28,8	816	331,9	66,7	231	10	-5	106,7	474,1

	melanj yarn Lastik tissue									
2	Made from the Compact (RoCos) melanj yarn tissue	32	835,2	348,5	67,05	263,7	8,50	-3	108,5	505,9
3	Simple melanj yarn and made from the Spantex Lastik tissue	30,5	841,2	363,7	120,9	351,7	7	-2	40,9	635,8
4	Compact (RoCos) melanj yarn and made from the Spantex Lastik tissue	34,1	868,3	408,8	112,3	310,9	7	-1	35,4	626

RESULTS ANALYSIS

In determining the quality of a fabric, its abrasion resistance is tested. The properties of abrasion resistance depend on the length of the fiber, its linear density, torsion and strength, deformation properties. This is formed on the basis of the fiber spinning system. In analyzing these, we did this through several experiments below. Their deformation properties also play a role in increasing or decreasing the abrasion resistance of tissues. Rubber fabric made of yarn with high deformation properties (Compact (RoCos) melange yarn) has a 10% higher abrasion resistance than ordinary melange yarn.

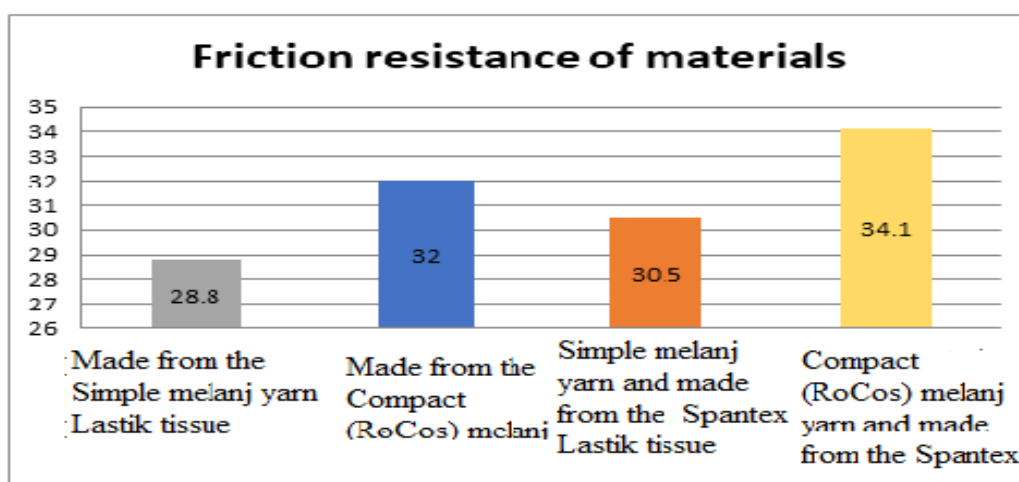


Figure 6. Friction resistance of materials

A certain amount of Lycra yarn is used to preserve the shape of knitted fabrics. The study also examined the abrasion resistance of Lycra mixed rubber tires.

Based on the results of the research, the quality of rubber fabric made from a mixture of ordinary melange yarn and Lycra yarn, as well as the quality of rubber fabric made from a mixture of Kompact (RoCos) melange yarn and lycra yarn were analyzed. According to the analysis, we can see that the rubber fabric woven from Kompact (RoCos) melange yarn has an abrasion resistance of 11% higher than the rubber fabric woven from melange yarn. as well as a mixture of ordinary melange yarn and Lycra yarn, Rubber Tissue Friction Resistance It was found that woven rubber fabric obtained from a mixture of compact (RoCos) melange yarn and lycra was 11.8% higher than the friction strength.

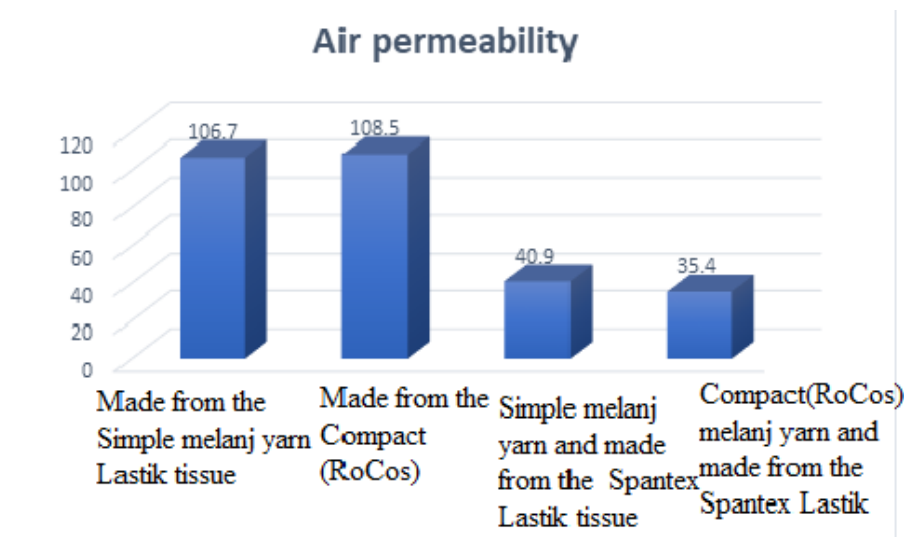


Figure 7. Air permeability

We know that the air permeability of the material depends on the type of yarn from which the fabric is made. We see on the basis of experiments that the prepared tire differs from the texture.

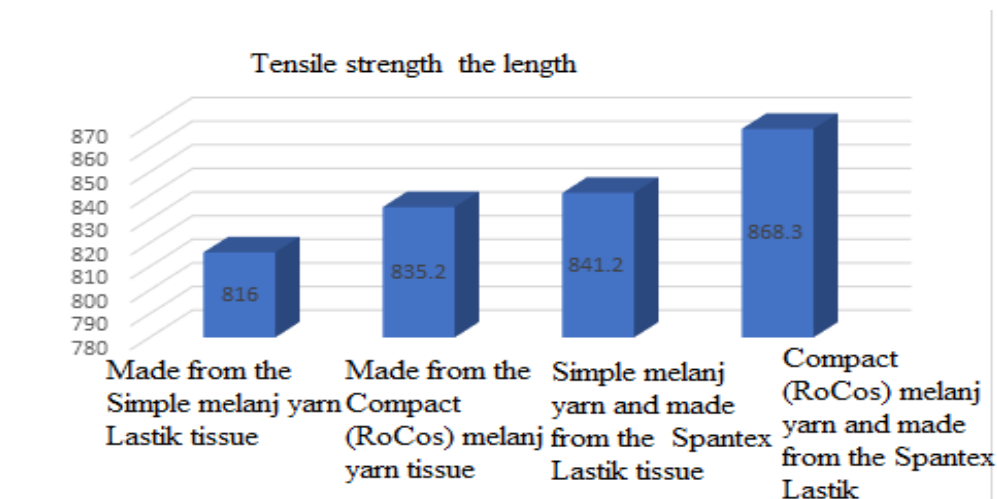


Figure 8. Tensile strength the length

Based on experiments, Normal Melange Yarn Compact Tire (RoCos) Melange Yarn Tissue Tensile Strength 19.2N, Normal Melange Yarn Tire Tissue Compact (RoCos) Melange Yarn and Lycra Tire to We can see that the tensile strength is less than 27.1 N

CONCLUSION

1. Studies have shown that compact melange yarns have higher physical and mechanical properties than ordinary yarns.
2. The melange yarn obtained in the RoCos compact spinning machine was found to have strength of 19.2N from factory ordinary melange yarn.
3. The compact yarn obtained in Rieter's K44 compact spinning machine has a strength of 27.1N compared to ordinary melange factory yarn. Normal Melange Yarn Tissue Compact (RoCos) is 1.8% different from Melange Yarn and Normal Melange Yarn Compact (RoCos) Melange Yarn is 5.5% air-tight compared to Lycra Tire. Permeability was determined experimentally

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DOI: **10.5958/2249-7137.2021.00597.8**

THE USE OF SOCIAL FORMS TO INCREASE LESSON EFFECTIVENESS

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ABSTRACT

The Internet time powers every one of us to manage a regularly baffling and constant arrangement of innovation incited changes. At the point when a foundation of incredible computational and specialized apparatuses is coordinated with a pervasive correspondence organization, the stage is set for quick advancement. A portion of these advancements are maintaining and assist us with conveying, play, and learn all the more adequately utilizing recognizable thoughts and practices. Different advancements are problematic constraining clients to go external the monetary and social limits set by past innovations and instructional methods to utilize them successfully. Learning, be that as it may, is widespread, and consequently people develop means and applications to utilize both problematic and supporting advancements to upgrade their lives and those of others in the world.

KEYWORDS: *Social forms, dominant, Behavior, Social entity, Collectives, Model, Method, Internet, Individuals, Groups, Networks, Presentation, Pdvancements, Financial, Personal, Ethical, and social constraints.*

INTRODUCTION

In determining the dominant social forms, the distinctions we have made are:

- Sets are social structures where individuals may have no information on others in the set however are bunched by shared traits between them. This may prompt solid ID and trust now and again, yet not ordinarily.

- Groups are social forms where people intentionally go along with others with shared objectives and relate to a mass standards and practices.
- Nets are social forms where the associations among people and now and then bunches of people are what tie them together.
- While in some cases it tends to be difficult to distinguish whether one assortment of individuals is a gathering, net, or set, there are general guidelines to follow. To sum things up:
- If the social element continues regardless of whether there are no members, likely it is a gathering.
- If there is little result to realizing who is included and the subject is the main perspective, it is probably going to be a set.
- If recognizable individuals are perceived by each other, it is most likely a net.

The three social forms for picking up, addressing the way that there is a continuum between the structures, each obscuring into the following. These social forms are limited by basic ascribes of sharing and correspondence that can add to the learning of others. Collectives, a specific type of aggregate knowledge, can rise out of any or these social structures and are described by algorithmic conglomeration, sifting, information mining, grouping, and example coordinating. These algorithmic processes may be internal to crowd members (e.g., responding to others in a crowd) and/or externally imposed, typically by computers (e.g., recommender systems) but sometimes by individuals (e.g., people who count votes in an election) [1-4].



Figure 1. **Social forms for learning: Sets, nets, and groups**

Our model is gotten from our perceptions about assortments of students and how they profit by each other's information and activities. While these social forms can and do exist in settings other than learning, it isn't our expectation to give a total model of human culture, or to propose that the model would be helpful taking all things together different settings. This model is valuable in light of the fact that, as we will show in the following parts, it assists with sorting out

not just how friendly learning happens in conventional instructive settings yet additionally how the various ways that we can interface utilizing the internet innovations may add to our learning directions in casual and individual settings [5-9]. These social structures can and do exist as a rule past learning, and we will now and again give instances of their utilization in different settings to help outline what we mean, however it isn't our goal to step beyond a learning setting in applying this model.

Much of the time, it is workable for each of the three to be valid. It is useful to picture the typology as a Venn diagram of covering sets, the cover demonstrating not just that we decide to see a specific social structure inside an assortment of individuals and this doesn't avoid us from having different viewpoints all gatherings are the two sets and nets, for example yet in addition that there are frequently covers and fluffy boundaries between them. Figure 1.2 shows the typology for certain instances of the sorts of social substances pertinent to learning found inside them. On the other hand, you could consider it to be a continuum.

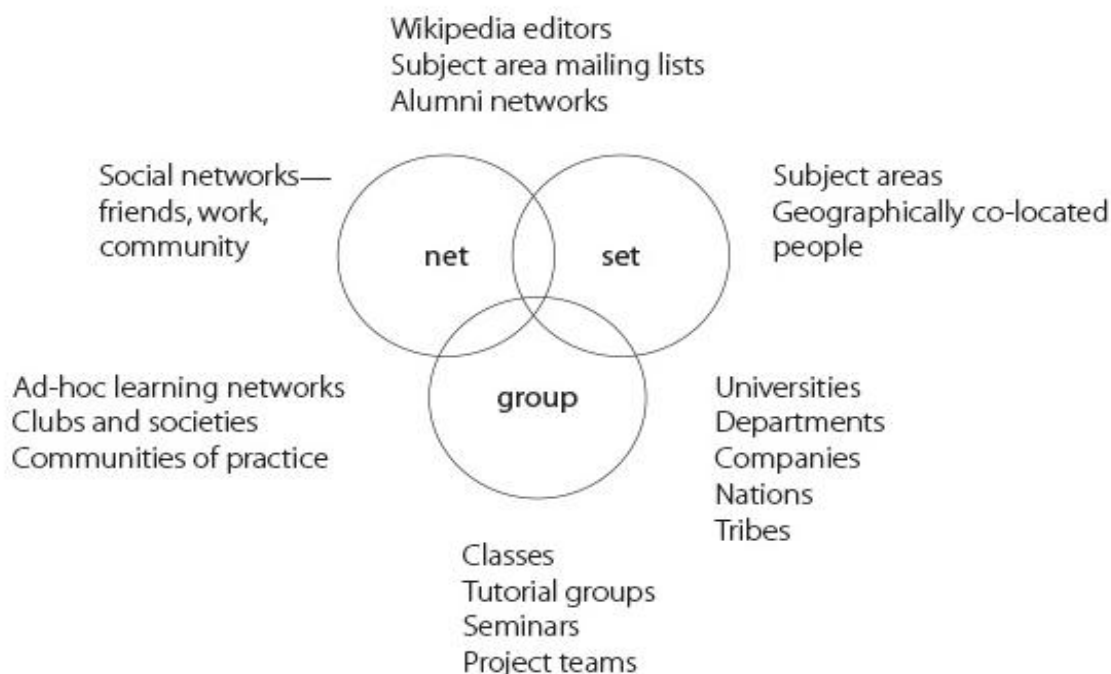


Figure 1.2 Venn diagram view of the typology.

Every social form mixes into the following. For instance, numerous ancestral structures, for example, fondness bunches like hockey fans, Goths, or entertainer network scholars, are nearer to sets than gatherings; others, similar to colleges, countries, and worldwide meetings are more gathering like. Networks of training exist some place on the continuum among gatherings and nets, frequently with restricted or non-existent force structures yet showing more prominent deliberate cohesiveness than a straightforward organization. The idea of mixing is valuable as it proposes a similarity to colors: a boundless wide range of shades and tints can be made by joining the three essential tones.

INDIVIDUALS

Before we move into the domain of genuinely social forms that include various members, see that much learning includes just the most questionable connections between individuals. At the point when we as people read a book, paper, page, or news source, value-based distance is amazingly high. Notwithstanding, in any event, for the most single of students, others are essentially engaged with the learning exchange as creators and makers of substance [7-11]. In many cases, this involves a form of guided didactic conversation (Holmberg, 1986) in which the learner engages in internalized dialogue with the very distant tutor. Indeed, even where this isn't the situation, the creator's voice might be clear and there is a solid sense that pretty much every learning cycle includes, at least one stages eliminated, another individual. At a limited scale, all text based correspondence and numerous that utilization voice, video, or symbols incorporate a cycle of turn-taking in which we read/retain and, possibly, react. The distinction for the individual student is that the chance of a progressing trade isn't accessible.

COLLECTIVES

Having characterized the three social forms, we presently direct our concentration toward collectives, which are maybe the most charming of elements empowered by friendly programming. Collectives, as we utilize the term, cause the group to carry on as a solitary entertainer [11-13]. They are not friendly structures like gatherings, nets, and sets, but rather are the machine-as well as human-accumulated aftereffects of the exercises of an assortment of people. Collectives accomplish an incentive by removing data from the individual, gathering, set, and organization exercises of individuals, and afterward utilizing that data to play out some activity. Commonly in the internet, these exercises are totaled by programming and the outcomes introduced through PC interfaces, however people can purposefully play out the conglomeration job as well. Be that as it may, there need be no outer specialist required for a group to frame: the people who structure the group may themselves play out the accumulation, prompting new practices of the group.

Preceding the approach of the Internet, deliberate cooperatives were utilized in, for example, casting a ballot in decisions or displays of support in a study hall, however inadvertent assemblages happen in a more far and wide way, like the arrangement of unmistakable trails in woods, the social affair of groups around a road performer, and the developments of the financial exchange.

On the Internet, there are perhaps millions of applications that create value through aggregation, analysis, processing, and re-presentation of crowd activities, collecting user actions such as links placed on web pages (e.g., Google PageRank), photo and video tags, annotations and downloads (e.g., Flickr, YouTube, Instagram), article or solution evaluations (e.g., Digg, Mixx, Slashdot, StackOverflow), recommendations (e.g., Amazon, ratemyteacher.ca), and those that employ individuals' reputations for some other purpose (e.g., eBay). Crowd behaviour can be mined from certain decisions or commitments made at the individual, gathering, or organization levels, from unequivocal practices like rating or labeling, or by blends of each approach. Collectives for the most part improve in an incentive as the size of the group's/network's/set's tested activities develops [8-12]. At the point when enormous quantities of assets are arranged, explained, and appraised by many, for instance, the resultant asset posting can acquire impressive aggregate worth contrasted with a rundown evaluated by a solitary obscure person.

Collectives act as dynamic specialists inside a framework in manners that are closely resembling the office of people: in genuinely unsurprising ways they settle on decisions, esteem proclamations, articulations of conviction, and act to achieve changes in the conduct of others. This is critical with regards to learning in organizations and sets in light of the fact that, without a proper educating or psychological presence, cooperatives frequently assume that part. Collectives may here and there go about as reflections of the gathering psyche, or parts of organization awareness that framework planners or individuals from the group have picked as huge. Since they address picked parts of gathering, set, or organization movement, the impression of the aggregate brain is constantly appeared through a contorting mirror that might be accumulating, refining, concentrating, choosing, separating, averaging or in any case preparing parts of group conduct.

Commonly, yet not solely, aggregates influence their own individuals in an iterative and self-coordinating cycle. For example, in friendly route, signs are regularly underscored or de-accentuated because of people inside a gathering or organization moving around a framework, which thusly influences the later route of that equivalent gathering or organization. Nonetheless, this doesn't need to be the situation. For instance, the aftereffects of deciding in favor of an applicant by one gathering may impact the democratic conduct of another, or the labeling of photographs inside a framework, for example, Flickr may impact the conduct of outcasts and guests to that framework's assets.

The Values of Different Social Forms and Collectives

When designing a social system to support learning, it is important to bear in mind what kinds of activities and what goals are intended, and to choose approaches and social forms that best serve the needs identified. To summarize the main strengths and weaknesses of each form:

- Groups offer the best worth when the object of knowing is known and the way toward knowing is mind boggling. They are particularly useful when a supported exertion is required. Gatherings are incredible sparks, misusing our intrinsic requirement for having a place and the manners in which that we have grown up and additionally advanced to live in chains of command. In any case, bunches require responsibility and accompany an enormous overhead of plan and the board; they are additionally costly. Devices worked to help gatherings ought to typically offer help for jobs, cycles, and strategies.
- Networks are implanted practically speaking, stretch out past the specifiable, and permit us to profit by variety and information that rises above limits and handily indicated targets. Organizations are incredible for effective, in the nick of time learning, and open us to good fortune and change. Organizations, similar to gatherings, misuse social capital for both commitment and inspiration. Nonetheless, networks require exertion to be misused for learning. Without construction and direction, we need to settle on choices for ourselves. As a rule, network devices should help oversee and support connections, make and break associations, and manage the association of subsets of the organization, with optional access and protection controls.
- Sets are most helpful when the information we look for can't be handily found in our gatherings and organizations, when we need to realize something however don't have the foggiest idea who to inquire. They are additionally a significant methods for acquiring

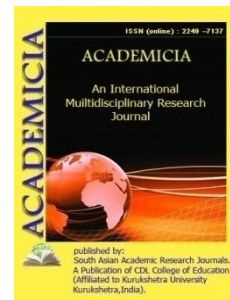
different experiences and information about a subject. In any case, similar to networks, they request exertion from us to choose what to realize in any case and afterward to settle on choices about dependability, significance, and honesty. Sets need devices for association and, all in all, advantage most from the accessibility of assemblages to help them.

- Collectives give the way to us to sort out, specifically, sets, less significantly nets, and at times, gatherings. Like educators, assemblages instruct us, who to trust, what is intriguing, and how to move toward a subject. In any case, assemblages are just pretty much as savvy as the group, the methods by which the group is chosen, characterized by the calculations and introductions that play out the work. The adapting needs, as opposed to just the inclinations, of their clients ought to be upheld.
- The form or forms that an individual learner may make use of in his or her learning journey will always depend upon context and needs, but these will be codetermined by external structures like the need for assessment and accreditation, the formal and informal rules of behavior in a given context, as well as other financial, personal, ethical, and social constraints.

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DOI: **10.5958/2249-7137.2021.00598.X**

INFLUENCE OF PLATINUM CLUSTER SIZE ON REACTIVITY IN THE PROCESS OF OBTAINING ETHANE FROM METHANE

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ABSTRACT

The paper shows the influence of platinum cluster size on reactivity in the process of obtaining ethane from methane. The enthalpy of activation and geometric parameters of intermediates and transition state for the stage of methane activation on an Al_6O_9 substrate, As well as geometric parameters of clusters used in calculations of the mechanism of ethane formation from methane have been presented. The alumina was chosen as the substrate material since experimental data indicate that it stabilizes platinum nano clusters. Our calculations confirm this. Upon the adsorption of 3Pt_4 and $3Pt_6$ clusters on the Al_6O_9 substrate, the energy of the system decreases by 242.5 and 421.7 kJ / mol, respectively, which is higher than the energies with which we will operate in the future, this is an indicator that the clusters formed on the $Pt_4Al_6O_9$ and $Pt_6Al_6O_9$ substrate are stable.

KEYWORDS: Methane, Ethane, Platinum, Alumina, Cluster, Size, Influence, Substrate.

INTRODUCTION

Until now, no quantum-chemical study of the theoretically and practically important mechanism of the process of obtaining ethane from methane has been carried out.

Figure 1 shows four of the six clusters in which we studied the mechanism of ethane formation from methane.

The tetrahedral cluster ${}^3\text{Pt}_4$ and the octahedral cluster ${}^3\text{Pt}_{14}$ (A) reveal the activity of platinum atoms located at the vertices and edges of the crystal, and the planar clusters ${}^3\text{Pt}_6$ and ${}^1\text{Pt}_{14}$ (B) (face-centred cubic lattice) simulate the planar face of the crystal [1-3].

MATERIALS AND METHODS

The main criteria for choosing a substrate were a small deformation of platinum clusters during adsorption onto the substrate and small deformation of the substrate itself during this adsorption and subsequent reactions. These criteria are met by the Al_6O_9 substrate (Fig. 1).

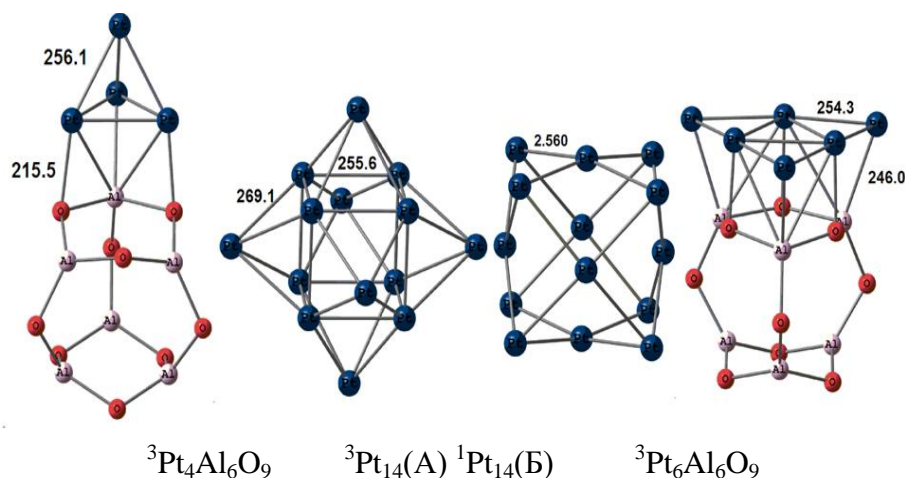


Figure: 1. Geometric parameters of clusters used in calculations of the mechanism of ethane formation from methane (bond lengths in pm).

The alumina was chosen as the substrate material since experimental data indicate that it stabilizes platinum nanoclusters. Our calculations confirm this. Upon the adsorption of ${}^3\text{Pt}_4$ and 3Pt_6 clusters on the Al_6O_9 substrate, the energy of the system decreases by 242.5 and 421.7 kJ / mol, respectively, which is higher than the energies with which we will operate in the future, this is an indicator that the clusters formed on the $\text{Pt}_4\text{Al}_6\text{O}_9$ and $\text{Pt}_6\text{Al}_6\text{O}_9$ substrate are stable [5-9].

Another reason the alumina support was chosen is that platinum catalysts are susceptible to sulfur poisoning. However, there are experimental data that small clusters of platinum on an alumina substrate show high catalytic activity in the presence of poisons.

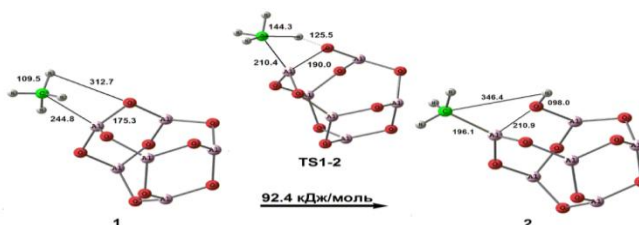


Figure: 2. Enthalpy of activation and geometric parameters of intermediates and transition state for the stage of methane activation on an Al_6O_9 substrate (multiplicity 1, bond lengths in pm).

To confirm the low activity of the selected Al_6O_9 substrate during the activation of the methane molecule, we considered the corresponding reaction (Fig. 2). To break the CH bond in the methane molecule, an activation enthalpy of 92.4 kJ/mol is required, and the TS1-2 transition state is 57.3 kJ/mol higher than the sum of the enthalpies of the reactants, while for $^3\text{Pt}_4$ TS1-2 it is 35.9 kJ/mol lower than the sum of enthalpies reagents. Therefore, this process is energetically disadvantageous.

In the process of ethane formation from methane on platinum clusters of various sizes and structures, three limiting stages were identified [10-17]. This is the migration of the methyl group to the bridging position between two platinum (I) atoms; transfer of a methyl group to a platinum atom to which another methyl group (II) is already attached; the process of formation of the C-C bond (III).

The analysis of the results obtained for the tetrahedral cluster $^3\text{Pt}_4$ with and without an Al_6O_9 substrate showed (Fig. 3) that the formation of ethane from two methane molecules is exothermic ($\Delta\Delta H_{298K} (^3\text{Pt}_4) = -95.8$ kJ/mol, $\Delta\Delta H_{298K} (^3\text{Pt}_4\text{Al}_6\text{O}_9) = -40.8$ kJ/mol), but thermodynamically favourable only for $^3\text{Pt}_4$ ($\Delta\Delta G_{298K} (^3\text{Pt}_4) = -48.1$ kJ/mol, $\Delta\Delta G_{298K} (^3\text{Pt}_4\text{Al}_6\text{O}_9) = 8.2$ kJ/mol). For the $^3\text{Pt}_4$ cluster, the limiting process is the formation of the C - C (III) bond (stage 10 \rightarrow 11, the activation enthalpy 104.4 kJ/mol), and for the $^3\text{Pt}_4\text{Al}_6\text{O}_9$ cluster, process (II) (stage 7 \rightarrow 8, the activation enthalpy 170.2 kJ/mol). In this case, the use of support reduces the catalytic activity of the $^3\text{Pt}_4$ cluster.

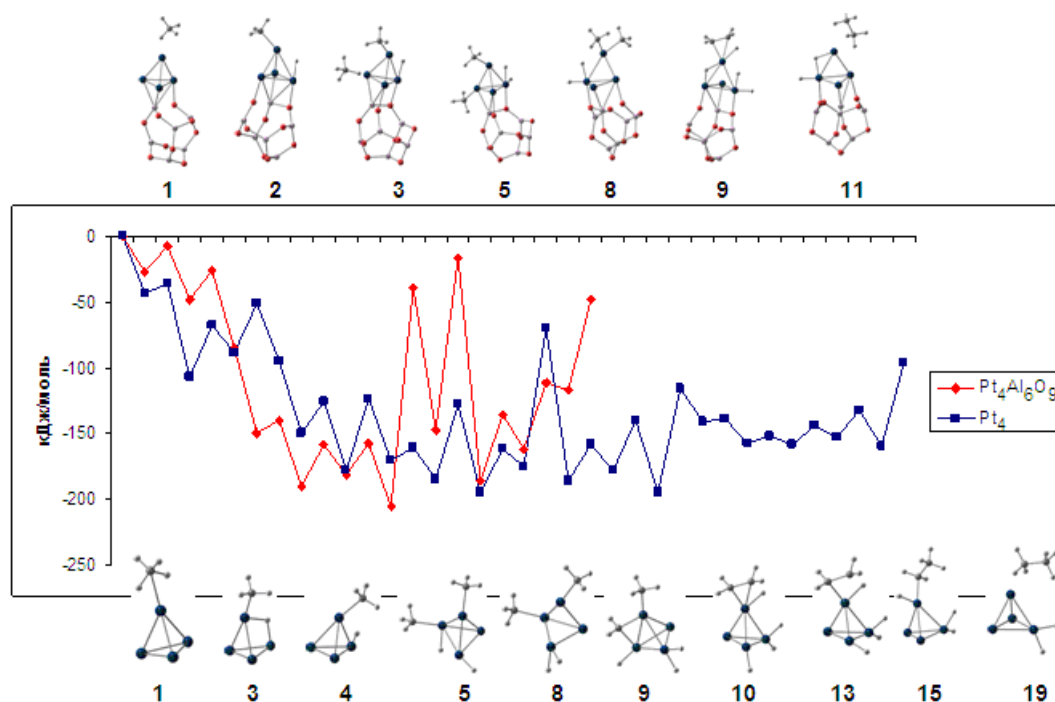


Figure: 3. Energy diagram of the reaction of ethane formation from methane on a $^3\text{Pt}_4$ cluster with and without an Al_6O_9 substrate. The sum of the formation enthalpies of isolated reagents is taken as zero.

As an alternative mechanism, using the example of the $^3\text{Pt}_4$ cluster, we considered the process of ethylene formation (Fig. 4). Initially, the formation of ethylene is more energetically favorable

than the formation of ethane [18-23]. Thus, when a hydrogen atom migrates from a carbon atom to a platinum atom, the enthalpy of the system decreases with the formation of structure 14a with the lowest relative enthalpy (-243.6 kJ/mol). However, the process of detachment of a carbon atom from a platinum atom (stage 14a \rightarrow 15a) occurs with a barrier of 114.2 kJ/mol, which is higher than the barrier of the limiting stage of the formation of a carbon-carbon bond (stage 10 \rightarrow 11, activation enthalpy 104.4 kJ/mol).

The process of further carbonization of platinum is energetically unfavourable, which is confirmed by structure 19a, the relative enthalpy of which is 170 kJ/mol higher than the sum of the enthalpies of the reactants [21-26]

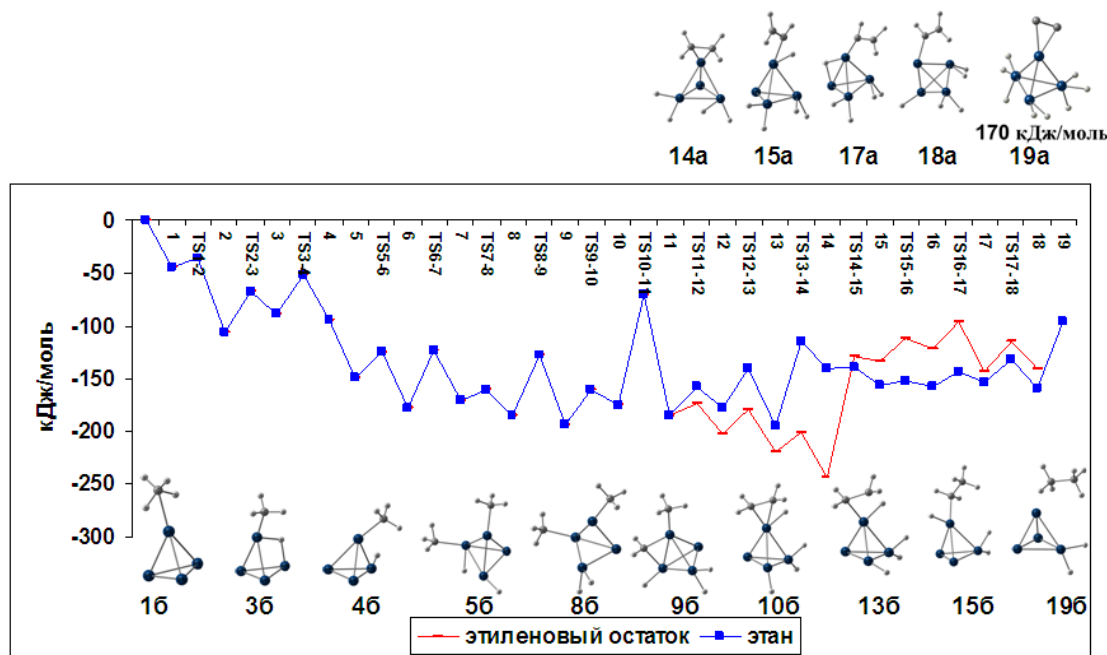


Figure: 4. Energy diagram of the reaction of ethane and ethylene formation from methane on the $^3\text{Pt}_4$ cluster. The sum of the formation enthalpies of isolated reagents is taken as zero.

RESULT AND DISCUSSION

The analysis of the results obtained in the study of the conversion of methane to ethane on platinum clusters of various sizes deposited on a substrate (and without it) made it possible to reveal some important regularity in the course of this process. It was found, that the values of the activation barriers for the main stages with respect to the sum of the enthalpies of isolated reagents for $^3\text{Pt}_4$, $^3\text{Pt}_{14}$ (A) and $^3\text{Pt}_6$, $^1\text{Pt}_{14}$ (B), respectively, are quite close.

It follows from this that the results for small clusters can be used, to simulate methane conversion processes on clusters of much larger size.

Thus, the order of relative stability for neutral, cationic, and anionic platinum clusters has been determined. The most stable isomers of neutral Pt_n clusters up to $n = 6$ have a planar structure. It is shown that the adsorption of a hydrogen molecule on small platinum clusters occurs without activation. The resulting $\text{Pt}_{4-9}\text{H}_2$ hydrides are elongated to 306.3 pm. Pt-Pt bonds and a different

order of relative stability than the initial Pt₄₋₉ clusters. For Pt₄H₂, the tetrahedral arrangement of platinum atoms becomes the most favorable. The limiting stages of the methane dehydrogenation reaction on neutral, cationic and anionic platinum clusters have been identified.

ACKNOWLEDGEMENT

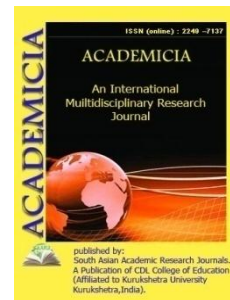
The authors acknowledge the immense help received from the scholars whose articles are cited and included in references to this manuscript. The authors are also grateful to authors/editors/publishers of all those articles, journals and books from where the literature for this article has been reviewed and discussed.

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DOI: **10.5958/2249-7137.2021.00600.5**

ANALYSIS OF CHANGES IN THE PHYSICAL AND MECHANICAL PROPERTIES OF TWISTED YARNS AS A RESULT OF FINISHING

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ABSTRACT

The article examines the effect of the finishing process on the physical and mechanical properties of twisted yarns based on practical research. The results of the applied research were analyzed, and graphs of correlation coefficients of variability in terms of unevenness, tensile strength and tensile strength of the obtained samples were constructed and analyzed. Based on the analysis, alternative options were recommended. The defining properties of yarn and threads in the standards include linearity, toughness, toughness, elongation, and flatness. The linear density of yarn yarns is determined by the text value, such as fibres. The thickness of the yarn is determined by the mass in grams of 1000 m yarn in the text system. The higher the numerical value of the text, the thicker the yarn.

KEYWORDS: *Spinning yarn, Annular spinning, Twisted, toughness, Unevenness, Tensile strength, Product quality, Spindle, Carda, linear density, Relative elongation, Relative elongation, Consistency.*

INTRODUCTION

One of the important tasks in the implementation of the program of measures for the further development of the textile industry is to increase the production capacity of finished products by spinning yarn. The finishing of spun yarns has a direct impact on their quality. This requires scientific research on them. The quality and durability of dyed and twisted yarns are inextricably linked with the mechanical, physical and chemical properties of the fibers that make them up, and their listed parameters must be proportional to each other. In turn, technical equipment is needed to measure, evaluate or test the performance of the product and the performance of the yarn [1-5]. The more reliable and perfect the tool, the clearer the results of the experiment. Measuring or testing instruments without the involvement of the subject, that is, striving to minimize externalities is an important aspect of development.

MATERIALS AND METHODS

The defining properties of yarn and threads in the standards include linearity, toughness, toughness, elongation, and flatness. The linear density of yarn yarns is determined by the text value, such as fibres. The thickness of the yarn is determined by the mass in grams of 1000 m yarn in the text system. The higher the numerical value of the text, the thicker the yarn. In studies, the process of dyeing yarn has been evaluated based on mechanical tests. To study the effect of the dyeing process on the yarn quality parameters, a two-and-a-half-pound bale wrapped in 25x2 tex yarns was selected for the sample and divided into four equal samples. Option 1 was painted black, Option 2 was painted pink, Option 3 was bleached, and Option 4 was taken as raw yarn [6-9]. The physical and mechanical properties of each sample were then studied. The properties of all yarns in the variant obtained for the experiment were checked against the standard requirements and the results were summarized in Table 1. The mechanical properties of the yarn change as a result of the finishing of the yarn.

TABLE 1. THE PROCESS OF FINISHING YARN AND MECHANICAL TESTING OF SUBSTANCES

№	T- The properties of the yarn	Untreated (raw) thread	Bleached thread	Yarn painted in black	Yarn painted in pink
1	Linear density of yarn, (tex)	25x2	25x2	25x2	25x2
2	Uster rope unevenness, Um (%)	8,57	9,27	8,6	9,25
3	Breaking force, sN	683,5	718,5	635	715
4	Coefficient of variation, (St)	10,82	11,7	10,87	11,65
5	Relative tensile	13,67	14,37	12,7	14,3

	strength, sN / tex				
6	Coefficient of variation in relative tensile strength, CV%	5,52	6,58	4,55	7,04
7	Relative elongation at break, %	5,5	5,1	4,6	4,62
8	Coefficient of variation of relative elongation at break, CV%	6,09	6,03	4,81	6,59

The spinning industry consists of a complex of continuous technological processes, in which uncontrolled external and internal changes, in which there are several interrelated and conditional factors, directly affect the quality of the products being processed. As a result of the individual or joint influence of these factors, disturbances occur in the stability of the technological process, which leads to a sharp change in the quality indicators of the finished and finished products, that is, the appearance of unevenness. By making the unevenness simpler, it can be called the repetition of the creamy and thin areas along the length of the product. If the entire length of the spinning thread is analyzed by determining the linear density, the number of fibres, the ripeness and the number of twists in different incisions, transverse forties, it is possible to observe that these indicators are not the same in length. So it turns out that when these indicators go from one-fortieth to another, they change, depending on the structure of the thread and lead to unevenness. So, the concept of unevenness theoretically expresses how much the product properties (linear density, tensile strength, number of bends) differ from the average in quantity [7-10]. The spinning industry consists of a complex of continuous technological processes, in which uncontrolled external and internal changes, in which there are several interrelated and conditional factors, directly affect the quality of the products being processed.

As a result of the individual or joint influence of these factors, disturbances occur in the stability of the technological process, which leads to a sharp change in the quality indicators of the finished and finished products, that is, the appearance of unevenness. Twisting -consists of twisting the individual threads, forming a single plane of threads, to increase their ripeness and strengthen the twisting of the hem thread. Before twisting, the threads are plastered so that the surface turns out much smoother. In the preparation of the bobbin thread by adding three single threads, after the twine, the threads are twisted in reverse to the twine of the hem thread. When the bobbin thread is made of 6 single threads, it is first twisted by adding two threads, and then by adding three pairs of twisted threads, the hem is turned upside down to the twine of the thread. Then the twist of the bobbin thread will not loosen. Well, twisted and strengthened threads form rings when sewing (the machine throws thread) and often break off. The reel takes in itself the processes of finishing yarn, boiling, bleaching, dyeing, appretizing and glueing. To determine the unevenness of 25x2 woven yarns, we used four types (processed yarn, black yarn,

pink yarn, raw yarn) relative to each other. The roughness graph of the rope was compared. Raw yarn roughness is 8.57%, bleached yarn is 9.27%, black yarn is 8.6%, pink yarn is 9.25%.

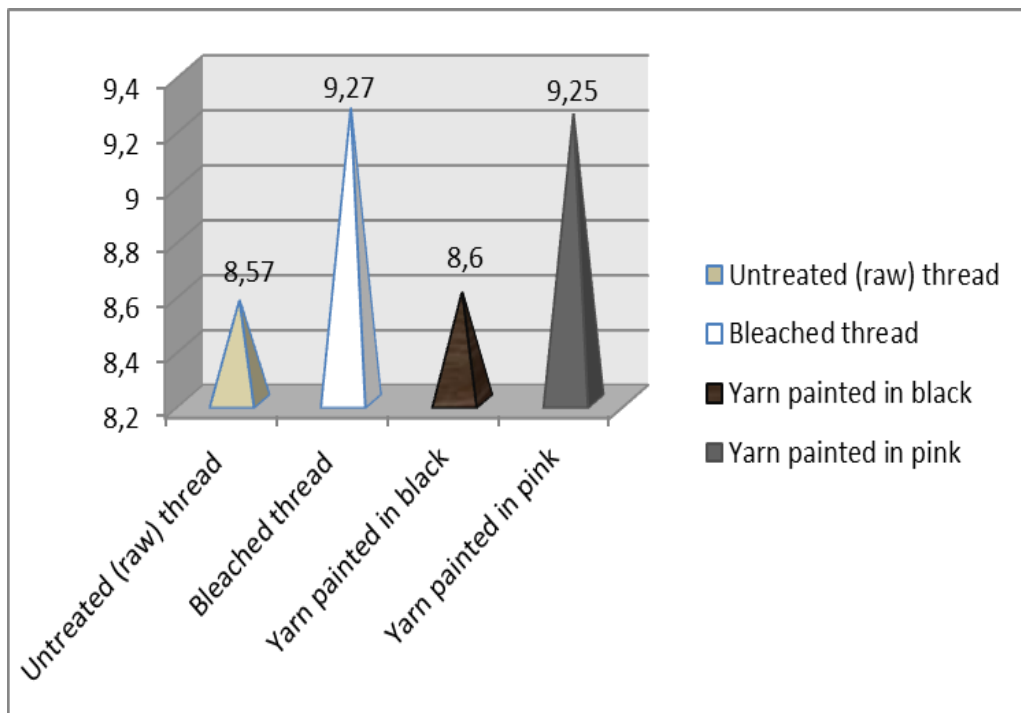


Figure 1. Unevenness graph of threads

The relative elongation at break of the 25x2 textured yarn obtained in the experiment after four different methods were also tested according to the Uster standard. The experiment found that the tensile strength of untreated yarn was 5.5%, bleached yarn 5.1%, black yarn 4.6%, and pink yarn 4.62%. The elongation at break was known to be superior to the rest of the quality of the untreated yarn. Black and pink dyes have a relatively low elongation at break. It was found that the elongation at break was 10% different from black and pink yarns. Experiments have shown that the relative elongation of untreated yarn is 16% higher than that of black and pink. This means that experiments have shown that dyeing yarns with chemicals reduce their elongation at relative elongation. The experimental yarns were treated in 4 different ways and their properties were compared. The properties of yarns processed by different dyeing methods of the same linear density (untreated yarn, bleached yarn, black dyed yarn, pink dyed yarn) differed from each other. According to the Uster standard, bleached yarn showed the best results in terms of relative toughness, although it was uneven. Experiments have shown that black yarn has a lower quality than pink yarn. It is advisable to take into account the different properties of yarns based on the time of exposure to chemicals in dyeing them. Because the black yarn is in the dye liquid for a long time, it was found that the quality indicators decreased compared to the remaining samples. Figure 2. Relative elongation at break. Figure 3. Breakdown power results diagram.

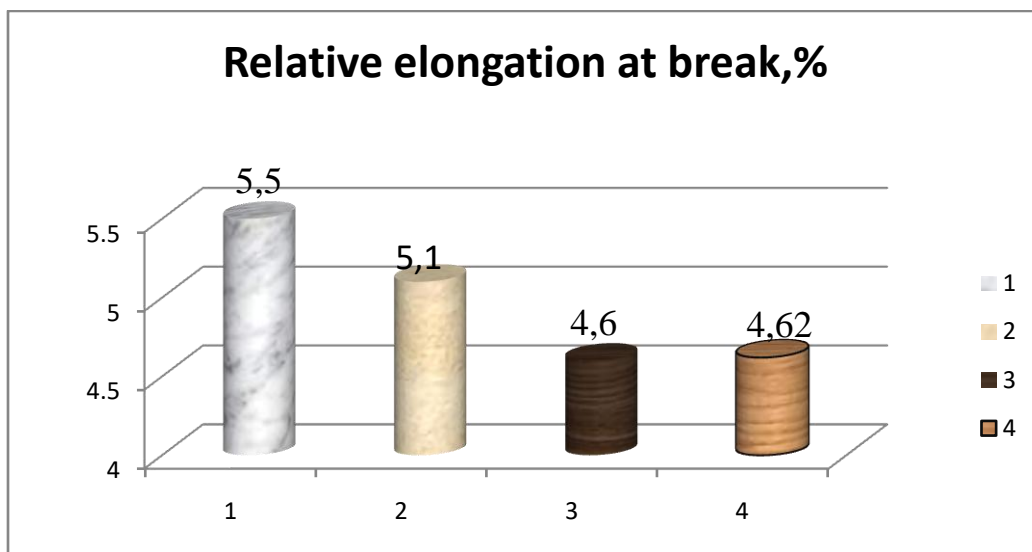


Figure 2. Relative tensile strength of yarns.

1 unprocessed raw yarn. 2 bleached yarn, 3- black thread, 4 pink coloured yarn

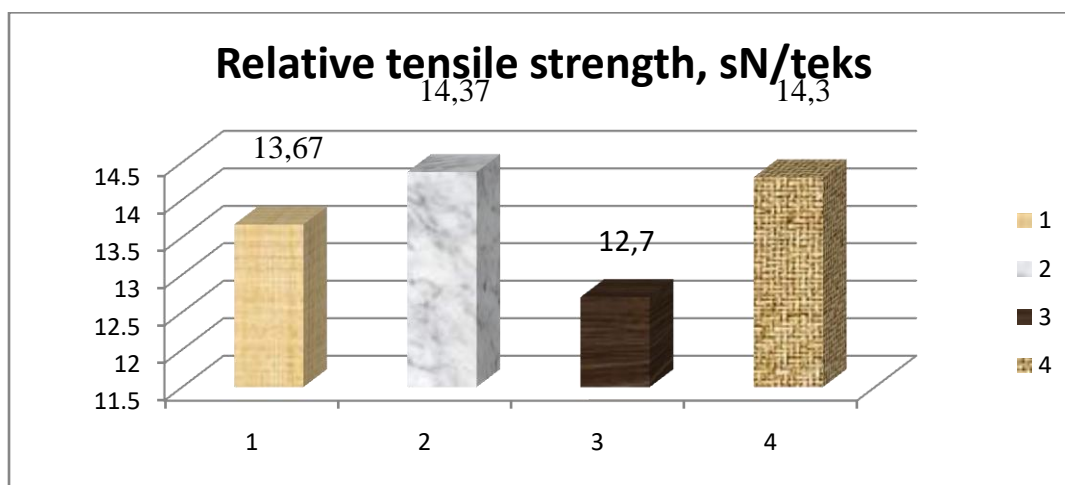


Figure 2. Relative tensile strength of yarns

1 unprocessed raw yarn. 2 bleached yarn, 3- black thread, 4 pink coloured yarn

It is also advisable to dye the fibres of different grades and their products with separate dyes for dyeing. The temperature and time of dyeing the fibres and yarns should be optimal. Theoretical and practical conclusions based on the research analyze the trends in the development of techniques and technologies of yarn production, enrichment of the domestic and foreign markets with competitive products by expanding the range of textile enterprises in Uzbekistan using local raw materials.

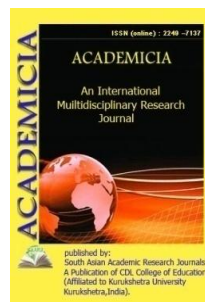
CONCLUSION

Based on the results of the experiments, the tensile strength, which is one of the main quality indicators of the yarn, is set at 683.5 sN for the raw (raw) yarn. As a result of bleaching these raw yarns, it was found that its tensile strength increased by 718.5 sN or 5%, its tensile strength

decreased by 635 sN or 7% when given a black colour, and increased by 715 sN or 4.5% when given a pink colour. These results show that different dyes have different effects on the strength of the yarn during the dyeing process.

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DOI: **10.5958/2249-7137.2021.00595.4**

ON THE SCIENTIFIC BASIS OF FORMING STUDENTS' LOGICAL COMPETENCE

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ABSTRACT

This article is devoted to the study of the scientific foundations of the formation of logical competence of students in mathematics lessons, which describe traditional and mathematical logic, the relationship between them. He was one of the first to develop a scientific understanding of the basic categories of logic, such as concept, judgment, and conclusion. It has also been proved by Aristotle that there are 19 types of correct conclusions in a special form. The constructed mathematical-logical model allows to study the forms of thinking, that is, the forms of thinking are reflected in the formulas in the logic of reasoning and predicate logic. That is, the same logical form can have different meanings. Just the study of form, the disregard for content, the study of the connections between these forms, is the view of logic as a science.

KEYWORDS: *Logical Competence, Intellectual, Mathematics, Traditional Logic, Mathematical Logic.*

INTRODUCTION

The process of teaching all subjects, especially mathematics, should be shaped on the basis of logical competencies, logical knowledge and logical skills. The school mathematics course has a great potential in the development of students' thinking skills, the formation of logical competence. However, research and observations on this topic show that this potential is not fully used. For example, N.Kh. Rozov [1], speaking about the science of logic in mathematics

education, notes that the school mathematics course does not cover the whole course of logic, but focuses on the study of elements of mathematical logic, which is a special part of it. The author argues that the contribution of mathematics in the development of logical skills in students is that mathematics is inseparable from the mathematical foundations of logic, but that it is never emphasized, explained, developed.

Resolution of the Cabinet of Ministers No. 187 of April 6, 2017 approved the State Education Standard for General Secondary Education and the curriculum of subjects taught in grades 10-11, in particular, the curriculum of mathematics [2]. The program took into account the education of mathematics in developed countries and its development trends, and included in the content of mathematics education one of the new topics on the science of logic "Collections and logic." It is planned to study concepts such as collection, actions on collections; filler kit; feedback; denial, conjunction, and disjunction; logical equality; logical laws; implication, conversion, inversion, and counterpoint; predicates and quantifiers; laws of reasoning; paradoxes and sophisms in these topics and 19 hours are devoted to this. The above-mentioned state education standard, a textbook created in accordance with the program of mathematics [3], fully describes the content planned in the program, explains the newly introduced concepts, actions with the examples. However, it should be noted that the issues related to the development and consolidation of the acquired knowledge and skills on logic are not given in the following topics. This has a negative impact on the systematic formation of students' logical competencies. Therefore, there is a need to develop effective ways to develop logical competencies in schoolchildren, in particular, to develop a methodological framework for teaching them to use the knowledge and skills of logic specifically learned in the mathematics course in the study of mathematics and other sciences. To solve this problem, it is important to study the scientific basis for the formation of logical competencies in students.

The Main Findings and Results

This article is devoted to the study of the scientific basis for the formation of students' logical competence in mathematics lessons, which describes the traditional and mathematical logic, the relationship between them.

Logic as a science began with the work of Aristotle (384-322 BC), a student of Plato. Aristotle almost built a mathematical model of the human thought process. This model of his has served the development of European scientific civilization for more than 2,000 years. He was one of the first to develop a scientific understanding of the basic categories of logic, such as concept, judgment, and conclusion. It has also been proved by Aristotle that there are 19 types of correct conclusions in a special form. They are called Aristotle syllogisms. During 2000 years, logic developed on the basis of ideas and methods created by Aristotle. These ideas and methods are not only of historical significance in the present period, but are still in use today.

Even in ancient times, logic entered mathematics and turned it into a science of logic. From the time of the ancient Greeks, the term "mathematics" was synonymous with "proof" [4, p. 23].

Mathematics and logic have evolved over the centuries on the basis of close interactions. Moreover, their interaction has led to crises in these areas of knowledge, and through these interactions, these crises have been overcome, resulting in the effective and progressive development of these disciplines. These crises are due to the fact that the mathematical results accumulated during this period cannot be explained within the existing methods of reasoning. In

order to solve the resulting delays, it was necessary to radically reconsider the general foundations and methodology of almost all mathematical theories and, of course, to analyze the logical methods of proof, the logical foundations of mathematical science. The development of mathematical science put forward more and more criteria for the solidity of mathematical proofs, which in turn led to the development of logic. At the same time, evolving logic has helped mathematicians find ways to get out of the deadlock that arises in logical reasoning.

The development of science and technology in European countries in the XVIII century, especially the development of mechanics and mathematics in connection with practice, paved the way for the emergence of a new direction - mathematical logic on the basis of traditional logic.

The German philosopher and mathematician G. Leibniz (1646-1716) developed a method of mathematical calculation, and applied it to logic. He was able to identify ways to reason logically by applying symbols to forms of thinking (perception, judgment, inference).

By the middle of the XIX century, mathematical logic was fully formed as an independent science, to which the English mathematician, logician J.Bul (1815-1864) and the German philosopher, mathematician G.Frege (1848-1925) made a significant contribution. In their works, the logical model of the thought process created by Aristotle was supplemented with mathematical content. On the one hand, logic applied mathematical methods in the study of the general structure of correct thinking, and at the same time was formed as a branch of mathematics. Logic entered the ranks of the mathematical sciences, and mathematical logic emerged. On the other hand, the subject of its study was the process of proving mathematical theorems, mathematical theories. Thus, logic became one of the real parts of mathematics, mathematical logic. In the twentieth century, conclusions were reached on the methods of thinking of mathematical logic that could not be proved using traditional logic. This applies to the axiomatic method, which is one of the most important, basic methods of mathematics, and the limits of its application. These scientific results were discovered by K. Godel, A. Turing, A. Tarsky, A. Church, and they are among the greatest discoveries in the field of mathematics in the twentieth century.

In the second half of the twentieth century, unusually effective applications of mathematical logic were discovered. Mathematical logic, recognized as purely theoretical and abstract, had a strong influence on computers, their creation and operation. On the one hand, the methods of mathematical logic were used as a mathematical apparatus for computer practice, that is, for the creation of computers, for the construction of connection schemes. On the other hand, it became necessary to create software (applications) for computers.

The great practical importance of mathematical logic is that students are introduced to their understanding of the basics of mathematical logic in high school computer science and mathematics courses. In this case, logic is given by mathematical expressions. But its science of thinking, of reasoning, and of proof is not manifested. Hence, traditional logic should be used in shaping the logical competence of school students. However, logic cannot be imagined without its mathematical component.

The fundamental basis of traditional Aristotle logic is the famous Aristotle trinity, i.e., concept, judgment, conclusion. These trinities constitute the stages of the thinking process and they serve as the methodological basis for building a mathematical model of the thinking process. To

interpret these categories in terms of mathematical logic, the two main sections of mathematical logic: the logic of reasoning and the logic of predicates are used.

The mathematics of logic begins with the passage of the subject of "concept" and continues with the subject of "judgment," and achieves great results in the passage of the subject of "conclusion."

The process of thinking begins with naming the things and events that surround us. These names (terms) refer to concepts, which in turn represent some class of objects of known character. Aristotle developed ideas on how to introduce concepts and how to classify them. It gives the scope of the concept, how to define the content of the concept, how to find them, how to identify them. From the point of view of mathematical logic, characters are one-place predicates: the set of characters representing its content is the resultant predicate, i.e., it is a conjunction of predicates. Finally, the concept size is the set of truth values of the resulting predicate. From this point on, modern set theory is involved in describing traditional logic using mathematical logic. Thus, concepts generalize knowledge about individual objects and events in the world around us.

The second stage of the thinking process is to study the connections among events, processes, and objects in the world around us, to express these connections in the form of judgments. A judgment is a statement that gives a certain judgment about an object or event. This fact can be used to determine whether a statement is true or false. The validity of an opinion in a commentary represents an important characteristic feature of that subject or event. Thus, any opinion will be either true or false, there can be no other case. 1 character is added to each true comment and 0 character is added to the false comment. Thus, in the 1st stage of the thinking process, we move away from the content of the judgment and leave for each judgment one characteristic of it - true or false. In this case we create a set of two elements $\{0; 1\}$.

Aristotle divides judgments into quantitative (general, specific, unit) and qualitative (affirmative, negative) classes. He also divides judgments into simple and complex judgments. A simple judgment is a judgment in which no related part of it is a judgment. A complex judgment can consist of several simple judgments. Thus the relationships between concepts are expressed in judgments.

From the point of view of mathematical logic, complex judgments will be more complex than the simple judgments made by Aristotle. This difference is seen in drawing conclusions from complex and simple judgments. Complex judgments are modeled through the logic of reasoning, the first part of mathematical logic, while simple reasoning is modeled through the logic of predicates.

Logically complex reasoning is formed from simple reasoning using conjunctions such as "but (not)", "and", "or", "if", "if", "then", "only and only", "in this case".

The next stage of the thinking process focuses on the essence of such conjunctions "but" is called negation of the action in which the conjunction participates and is denoted as \neg , "and" the action represented by the conjunction is called conjunction, it is defined as \wedge , or the disjunction is matched to the conjunction and is defined as \vee , the implication operation corresponds to the conjunction "if", "if", "then" and is defined as \rightarrow . In this case, only and only in this case the equivalent of the connector corresponds, it is defined as \leftrightarrow .

These actions are called logical actions, and a truth table is created for each of them. As a result, we come to the following algebraic construction: a set of two elements and one unar given in it, and four binary algebraic operations $\neg, \wedge, \vee, \rightarrow, \Leftrightarrow$. We define this construction as

$$B = \langle \{0,1\}, \neg, \wedge, \vee, \rightarrow, \Leftrightarrow \rangle$$

And we call it the algebra of considerations (Bul algebra).

Aristotle distinguishes between a set of simple judgments about the properties of things - categorical (or attributive) judgments. He divides them into those that belong to a particular thing (unit) and those that belong to a class of things (general), as well as those that affirm and deny them, respectively. The mathematical logic apparatus that models such judgments is called predicate logic.

Thus, in the first two stages of the thought process - the stage of forming concepts and judgments - human actions move from the material world to the realm of consciousness.

The third step in the thinking process is to draw conclusions. In general, drawing conclusions is an intellectual process expressed in judgments, in which a person acquires new knowledge. This knowledge is also expressed in the form of judgment. The initial judgments are called the conclusion condition, and the resulting judgments are called the conclusion result or outcome. Thus, with the help of conclusions, we grow our knowledge without directly referring to the things and phenomena of being, being able to discover the connections and relationships of that cannot be seen with the naked eye.

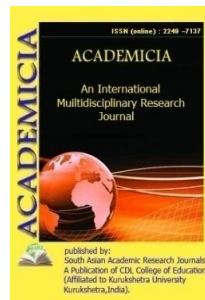
Aristotle was the first to draw attention not only to the content of the judgments, but also to the fact that they bring to new conclusions through the connections between them. Inference theory or proofs are taken as the culmination of traditional logic reasoning.

CONCLUSION

Thus deductive reasoning is the culmination of classical logic, in which a sequence of judgments is given. The constructed mathematical-logical model allows to study the forms of thinking, that is, the forms of thinking are reflected in the formulas in the logic of reasoning and predicate logic. That is, the same logical form can have different meanings. Just the study of form, the disregard for content, the study of the connections between these forms, is the view of logic as a science. Thus, in the formation of students' logical competence, we must rely on the achievements of traditional logic and mathematical logic, and use them.

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DOI: **10.5958/2249-7137.2021.00619.4**

THE INFLUENCE OF TECHNOLOGICAL CHARACTERISTICS IN THE STORAGE OF MELON FRUIT GROWN IN THE CONDITIONS OF KARAKALPAKSTAN

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ABSTRACT

In this article, the information on research on scientific justification of reproduction of products prepared on the basis of technology of processing of melon fruit in the conditions of the Republic of Karakalpakstan was taken as the basis. At the same time, the influence of technological properties and chemical composition of zucchini on the properties of preservatives has been studied.

KEYWORDS: *Melon, Sugar Content, Consistency, Chemical Composition, Cutlet, Hemicellulose, Starch, Pectin Substances, Organic Acids.*

INTRODUCTION

In the tropical, subtropical and temperate climatic regions of the planet earth, melon crops are grown on 6.2 million hectares. In the same area 142.4 million tons are grown melon crops. In order to obtain melon seeds in seed farms in the Republic of Uzbekistan, an average of 15-20 thousand tons of products are spent every year. As a result of such a large amount of melon processing, more than 10 thousand tons of melon can be distinguished. The chemical composition of melon meat includes sugar (sucrose, fructose, glucose), cutlet, hemicellulose, starch, pectin substances, organic acids (lemon, oxalate, Apple acids), various vitamins: C, carotene, B6, B15, B1, E, macro-and micronutrients: magnesium, phosphorus, sulfur, chlorine, manganese, iron, copper, fluorine, zinc.

Purpose of the study: scientific justification of reproduction of products prepared on the basis of technology of processing of melon fruit in the conditions of the Republic of Karakalpakstan.

Research objectives: to investigate the cultivation and ripening periods of melon varieties suitable for storage and processing of crops in zone conditions; to determine the consistency and biochemical composition of the fruit flesh of local melon varieties; improvement of methods of storage and drying of fruits;

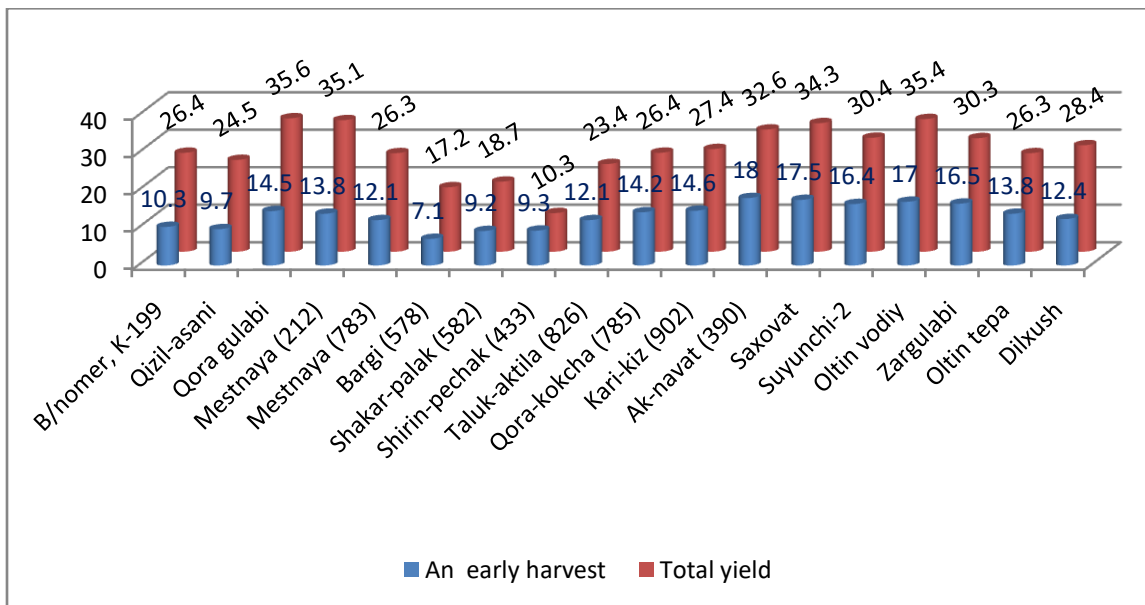
The following are the **scientific novelty** of the researches: for the first time, samples of varieties suitable for storage and processing were allocated from the melon collection; the density and biochemical composition of the fruit flesh of local melon varieties were determined; -the methods used in the preparation of beeswax from melon fruits have been improved; the economic efficiency of processed ishlangan products was determined; -the types of technology for processing melon fruits are improved and introduced into farmer farms.

Researchs on the determination of the specificity of melon varieties. Seeds of melons, which gave low figures in 2018 year, were not sown in 2018 year, and newly brought seeds were sown. The yield of the melon varieties under study was observed to be different in terms of varieties. In melon varieties such as OltinVodiy and Qora gulobi, Mestnaya (212), Saxovat, higher yield in 2017 year compared to other varieties, and in 2018 Qora gulobi, OltinVodiy, Saxovat varieties gave good indicators on productivity (Table 1).

TABLE 1. YIELD OF MELON VARIETIES
(Chimboy district, QQDITI senior Experimental Station, t/ha)

№	Varieties	2017 y.		2018 y.	
		An early harvest	Total yield	An early harvest	Total yield
1.	B/nomer, K-199	10,3	26,4	9,5	22,5
2.	Rizil-asani	9,7	24,5	9,6	21,0
3.	Qoragulabi	14,5	35,6	13,2	30,2
4.	Mestnaya (212)	13,8	35,1	12,4	31,4
5.	Mestnaya (783)	12,1	26,3	8,4	-
6.	Bargi (578)	7,1	17,2	5,8	16,1
7.	Shakar-palak (582)	9,2	18,7	7,3	16,8
8.	Shirin-pechak (433)	9,3	10,3	8,4	10,0
9.	Taluk-aktilla (826)	12,1	23,4	11,2	21,4
10.	Qora-kokcha (785)	14,2	26,4	10,2	-
11.	Kari-kiz (902)	14,6	27,4	12,3	-
12.	Ak-navat (390)	18,0	32,6	17,0	29,6
13.	Saxovat	17,5	34,3	16,8	30,2
14.	Suyunchi-2	16,4	30,4	16,0	27,3
15.	Oltinvodiy	17,0	35,4	15,9	31,5
16.	Zargulabi	16,5	30,3	15,8	28,0
17.	Oltintepa	13,8	26,3	12,4	-
18.	Dilxush	12,4	28,4	12,5	25,6
19.	HoneyOhm	-	-	10,1	27,8
20.	Dotteks	-	-	13,2	26,5

21.	AFX-36068	-	-	12,3	24,7
22.	Kukcha	-	-	11,4	25,6
23.	Qorapuchok	-	-	10,8	26,4



Picture 1. Yield of melon varieties (2017 year)

Biochemical indicators of the freshness and fruiting of melon varieties. The external, internal appearance and taste of the varieties are of great importance when selling the melon crop or delivering it abroad. In cooperation with the scientific staff of the laboratory "selection of carrots and melons" of the scientific research institute of carrots, melons and potatoes, morphobiological signs of melons varieties were studied.

TABLE2. SHELF LIFE AND CONVENIENT TRANSPORTATION OF THE STUDIED VARIETIES, (REPUBLIC OF KARAKALPAKSTAN, QQQDITI, 2018 Y.)

№	Name of the varieties	Thickness	Hardness	Transportability
ҚОВУН				
1.	Qariqiz (K-902)	thick	solid	comfortable
2.	AkNovvot (K-390)	thick	solid	comfortable
3.	Talikaktilla (K-826)	thick	swelling	uncomfortable
4.	Shirinpechak (K-433)	thin	average	uncomfortable
5.	Bargi (K-578)	average	solid	uncomfortable
6.	Saxovat	thick	solid	comfortable
7.	Dilxush	average	average	uncomfortable
8.	Oltintepa	average	average	uncomfortable
9.	Zargulobi	thick	solid	comfortable
10.	Suyunchi-2	average	solid	uncomfortable
11.	Mestnaya (K-783)	average	average	uncomfortable
12.	Qoragulobi (K-246)	thick	solid	comfortable

13.	Shakarpalak (K-582)	thin	average	uncomfortable
14.	Qorakukcha (K-785)	thick	average	uncomfortable
15.	Q\Kizilasani (K-500)	thin	swelling	uncomfortable
16.	Mestnaya (K-212)	thick	solid	comfortable
17.	Beznazvaniya (K-199)	thin	swelling	uncomfortable
18.	Oltinvodiy	thick	solid	comfortable

In the experiments, it was studied that the fruit weight of melon varieties varies over time, the amount in the blood, the soluble dry matter and long-term storage. These signs are of great importance in the cultivation of melon intended for export.

Among melon varieties, sugar content in the Kara asani variety was 12,5%, the amount of soluble dry matter was 15,5%, the weight lost on 52 day was 630 Gramm. It turned out that the indicators of the economic indicators of the Oldinvodiy, Zargulobi, AFX-36068 and Saxovat varieties are higher than those of other varieties.

From the varieties studied during the experiments, 5 pieces of melon were selected to be sent to the laboratory for the purpose of studying the density, appearance, color, shape and biochemical composition of the fruits. Of the studied varieties, Ak novot variety with a high weight was distinguished (4.2 kg.). The minimum weight was included in the fruits of the following varieties: when the sample K-212 was equal to 1.4 kg, the honey Ohm variety was equal to 1.6 kg. The following varieties with respect to the meat Fortress had high indicators: Qorapuchok - 4-5,5 cm, Ak novat 5,0 CM, Zargulobi 4,5 CM.

TABLE 3 INDICATIONS FOR INDUSTRIAL AND BIOCHEMICAL CHARACTERIZATION OF MELON VARIETIES

№	Name of the variety	Fruit weight, kg.			Amount of soluble dry matter, %	The amount of sugar, %	Thickness of meat, CM	Months of storage
		26.08.18y.	09.10.18 y.	Lost weight on 52 days, gr.				
1.	Qizilasani	2,870	2,240	630	15,5	12,4	3,5	Didnotsave
2.	Kukcha	2,180	-	-	8,5	6,8	3,0	Didnotsave
3.	Qorapuchok	4,175	3,790	385	11	8,8	4-5,5	Didnotsave
4.	K-199	3,500	-	-	11	8,8	5,0	Didnotsave
5.	K-212	1,615	1,395	220	11	8,8	4,0	Didnotsave
6.	Bargi	1,505	-	-	13	10,4	3,5	Didnotsave
7.	Shakarpalak	2,855	2,545	315	13	10,4	4,0	Didnotsave
8.	Shirinpishak	-	-	-	-	-		-
9.	Talikaktila	2,500	-	-	14	11,2	4,5	Didnotsave
10.	Honey ohm	1,820	1,610	210	13,5	10,8	3,5	Didnotsave
11.	Dotter-F ₁	-	-	-	-	-		-
12.	Aknovat	5,205	4,180	1025	13,5	10,8	4,0-5,0	Did not save
13.	Saxovat	3,090	2,435	655	13,5	10,8	4,0	Stored
14.	Suyunchi-2	3,035	2,500		16,4	14,5	3,0	Stored (20)
15.	Oltinvodiy	2,600	2,430	170	12	9,6	4,5	Stored

16.	Zargulobi	2,800	2,700	100	13	10,4	4,5	Stored
17.	AFX-36068	2,985	2,870	115	12	9,6	4,0	Stored
18.	Dilxush	3,385	3080	305	12	9,6	4,0	Stored
19.	Qoragulobi	3,180	2640	540	7,5	6,0	4,0	Stored

The weight, shape, sugar content and soluble dry matter of the varieties of melon crops are of great importance in their salinity properties. Especially important is its soundness in overseas exports. All tested varieties of melons are kept in special conditions in the varieties collection of Karakalpakstan Agricultural Research Institute.

In our experiments, varieties of melons, of which high figures were obtained, were grown under the farmer's Farm Act and poured into storage in special rooms for delivery to peasant farms.

CONCLUSIONS

According to the results of laboratory analysis, the sugar content in the Kizil asani variety of melon was 12,5%, the amount of soluble dry matter was 15,5%, the weight lost on 52 day was 630 Gramm. It turned out that the indicators of the economic indicators of the OltinVodiy, Zargulobi, AFX-36068 and Saxovat varieties are higher than those of other varieties. The yield of melon varieties has changed from 17,1 to 37,3 tons per hectare. The highest (from 26.9-36.8 t/ha and quality (dry matter in the composition from 14.0%, confectionery more than 12.0%) commodity harvest melon summer Toshloqli – 862, Novotkalla, L-152, blue tinni – 1087, transverse lace, white-baker, Samarkand obi novvoti, Lazzatli, OltinVodiy, Saxovat, Tuyona, Ich-kizil, Dilkhush, Ok kovun – 557, Kukcha – 588 varieties were obtained. The thickness of the bark of melons is of great importance in transportation and storage in remote areas. Among the melon varieties, the thickness of the bark was black birch, K-199, 4-5 cm in the varieties of OltinVodiy and Zargulobi.

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DOI: **10.5958/2249-7137.2021.00628.5**

GROWTH, DEVELOPMENT AND PRODUCTIVITY IN VARIOUS VARIETIES OF ARTICHOKE (*CYNARA SCOLYMUS* L) IN THE CONDITIONS OF THE TASHKENT REGION

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ABSTRACT

*The article presents the results of research on the cultivation of artichoke prickly (*Cynara Scolymus* L.) in the conditions of the Tashkent region. It is established that morphobiological and economically valuable characteristics largely depend on the variety and method of sowing. As shown, in studies in the conditions of the Tashkent region, a reduction in the growing season, an increase in the height of plants and the number of stems, an increase in the average weight and number of inflorescences and yield occurs in the second year of plant life. It was revealed that the potential productivity of artichoke prickly plants in the conditions of the Tashkent region is high. The yield of the Overseas delicacy variety in the second year of life is 38.0 t / ha, in the Maikop 41 variety-41.0 t / ha.*

KEYWORDS: *Signs, Inflorescences, Vegetation Period, Plant Height, Prickly Artichoke, Cynarin, Phenolic Acid.*

INTRODUCTION

The birthplace of the artichoke seed, or prickly, is the Mediterranean, where its ancestor grows - cardon, or Spanish artichoke (*C. cardunculus*). Both species are cultivated as a vegetable, mainly in Southern Europe.

The thickened bases of scales and fleshy florets of young inflorescences are used for food. The juicy bases of the outer leaves of the wrapper, as well as the bottom of the head, contain a lot of carbohydrates and special aromatic substances that give the product a pleasant taste. The fleshy bloom of a young artichoke, when raw, resembles a fresh, unripe walnut.

The healing properties of artichoke have been known since ancient times. Ancient healers used artichoke leaf juice as a diuretic and digestive aid. [4]

Artichoke leaves contain cinarin, phenolic acids (chlorogenic, coffee, etc.), flavonoids, polysaccharides, proteins, trace elements, vitamins; in inflorescences, carbohydrates in the form of polymers with a low molecular weight, called fructooligosaccharides. The inflorescences of artichokes of the annual crop contain: dry matter 15-27%, sugar up to 15, proteins-2.5, ascorbic acid-2-3, 8%, carotene 0.2 mg%. In addition, inulin and the glycoside dinarin can be found in them [2].

Artichokes contain the chemical cynarin, which in most people disrupts the taste sensation, increasing the sensitivity of the papillae of the tongue to sweetness. In addition, it spoils the taste of the wine. Therefore, it is better to drink cold water with artichoke, which at the same time acquires a pleasant sweet taste.

The artichoke flower contains: 2.5-3% protein, 7-15% carbohydrates, 3-11 mg % vitamin C, 0.4 mg% carotene, vitamins A, B 1 and B 2, PP, 86-88% water. Its seeds contain about 30% fat and are used for poultry feed.

The flower also contains: 2.5% nitrogenous substances, 1% sugars, 2% dextrin, 1.3% fiber, polysaccharide, inulin, carotene, vegetable fats, mineral salts (especially a lot of potassium and iron). Moreover, potassium and sodium salts have a significant alkaline property, which makes artichoke useful for people suffering from high acidity of gastric juice. In the fleshy (lower) parts of the scales, the sugar content is higher (2.2%).

Artichoke is used as a forage (for green food and for silage) and an ornamental plant. It can be used as a source of electricity when burning its bio-raw materials.

It is also used for diabetes, liver and kidney diseases. It is useful for the elderly, as it has a complex of medicinal properties. The energy value of artichoke is quite significant – 290 kJ per 100 g of the raw mass of the plant. It is practically free of lead and mercury, even if it grows in soil with a high content of them.

On the basis of artichoke prickly in many countries, a number of medicinal preparations of raw materials have been obtained.

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According to the researchers [1] according to the FAO [6] for 2013, the cultivated area of artichoke in the world amounted to 0.131 million hectares, the average yield – 13.72 t / ha, and the volume of gross production reached 1.793 million tons. Major artichoke producers: Italy-0.548 million tons, Egypt-0.391 million tons, Spain-0.200 million tons, Peru-0.113 million tons, Argentina-0.106 million tons [3]. The highest yield was recorded in Argentina (24.93 t / ha), Egypt (24.10 t/ha), Cyprus (20.60 t/ha), Kazakhstan (20.0 t/ha), Peru (19.30 t/ha). The main producer of artichoke in the United States is the state of California.

Material and methods of research. In 2017-2018, in the experimental section of the Tashkent State Agrarian University (Uzbekistan).

The object of research was the varieties Overseas delicacy and Maikop 41. The seeds were sown in February 2017 and 2018 in the open ground. Seedlings were planted in the phase of 5-6 real leaves in the first decade of February. The landing scheme is 100x80 cm. During the growing season, phenological observations, morphological description of plants, and crop accounting were carried out according to the methods [3, 5].

Results and discussion. We found that the natural and climatic conditions of the Tashkent region are the closest to the conditions for growing various varieties of artichoke prickly. Literature data have shown that for the successful development of artichoke prickly requires fertile soils with a predominance of carbonates of alkaline and alkaline earth metals, air temperature in the range of 20-26 °C abundant watering. These conditions favor a high yield of the plant [2].

Phenological observations were made for annual plants in the vegetative phase of growth, two plants in the generative phase. The terms and duration of the phenophases for the generative shoots of the first and second year of the plant's life are given in Table 1.

Despite the different calendar dates of sowing and planting seedlings, later dates of sowing in the open ground, vegetating individuals of the first year of life were compared in development by the end of the growing season. In subsequent years, the method of sowing did not significantly affect the biology of plant development.

Despite the lower germination rate and greater dependence on the meteorological conditions of young plants, when sown in the ground, their greater viability was observed, in comparison with seedlings grown in a greenhouse. There was a significant loss of seedlings when transferred to the open ground - up to 35-42 % in different years. In the first year of life, the plants formed one shortened vegetative shoot in the form of a basal rosette.

TABLE 1 GROWTH AND DEVELOPMENT OF PRICKLY ARTICHOKE IN THE CONDITIONS OF THE TASHKENT REGION (2017-2018)

Variety	Plant height, cm	Number of branches, pcs	Number of inflorescences (baskets), pcs	Weight of the inflorescence (basket) in technical ripeness, g	Plant productivity, kg / plant
First year of life					
Zamorskiydelikates	116	2-2,5	12-30	96-100	1,96-1,98
Maykopskiy 41	119	2,5-3,0	13-28	98-110	1,98-2,05
Second year of life					
Zamorskiydelikates	219	2,5-5,0	38-70	125-128	3,10-3,80

Maykopskiy 41	221	2,6-3,2	20-40	215-218	3,50-4,10
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In the second year of life, at the end of March, the sprinkled plants were loosened, and the same agro technical work was carried out that had previously been carried out with seedlings.

In the second year of life, with the beginning of the growing season, the plants resumed the rosette of leaves, and the stem began to grow in height (the stem phase). This phase began from the second half of April to the first decade of May. The active growth of the stem in height continued until the beginning of flowering of the baskets of the first order, after which their height practically did not change. The stemming phase was quickly followed by the budding phase, during which the stem continued to grow.

Mass flowering of artichoke plants of the Overseas Delicacy variety in the first year of life occurs on June 29, and in the second-on May 22. In the second year of life, the onset of this phase occurs 40 days earlier, compared to the first year.

Mass flowering of artichoke plants of the Maikop 41 variety in the first year of life occurs on July 8, and in the second-on May 26. In the second year of life, the onset of this phase occurs 48 days earlier, compared to the first year.

The period from mass germination to the beginning of biological ripeness, depending on the variety, in the first year of life is 238-242 days, and in the second year – 148-157 – is reduced by 94-100 days.

The most significant differences were also in the number of inflorescences (baskets). So, plants of the Overseas Delicacy variety form from 12 to 30 inflorescences in the first year of life, and from 38 to 70 in the second. The number of inflorescences on the plant in the Maikopsky 41 variety is significantly less than in the Overseas Delicacy variety. In the Maikopsky 41 variety, in the first year of life, the plants formed 13-28 inflorescences, and in the second – 20-40. The most important indicator that ultimately determines the yield is the average mass of inflorescences. So, in the variety Overseas delicacy in the first year of life, the average mass of inflorescences in the phase of technical ripeness was 96-100 g, and in the second-125-128 g. These indicators for the Maikopsky 41 variety were 215 and 218 g, respectively. In the second year of life, the plants formed larger inflorescences. Depending on the age of the plants, the yield of artichoke was different. Thus, the productivity of plants of the Overseas Delicacy variety in the first year of life was 1.96-1.98 kg, which in terms of an ideal hectare is 19.6-19.6 t/ha. The same indicators in the second year of life were 3.10-3.80 kg/ha and 31.0-38.0 t/ha, respectively. The productivity of plants of the Maikopsky 41 variety in the first year of life was 2.05 kg, which in terms of an ideal hectare is 20.5 t/ha. In the second year of life, the same indicators were 4.10 kg / rast. and 41.0 t / ha.

CONCLUSIONS

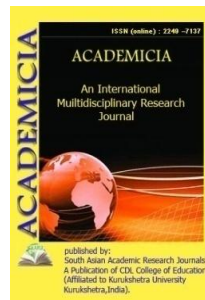
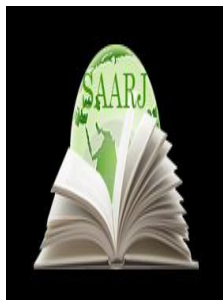
It is established that it is advisable to sow unstratified seeds in the ground in the first half of the ferval. The largest raw material mass (leaves) of the prickly artichoke is in the first and second year of cultivation. After the first year of vegetation, it is necessary to cover the rosettes for the winter period.

It was found that the main part of the biomass of artichoke prickly is made up of basal leaves. The collection of leaves in the autumn period after the fruiting of the baskets for plants of the second year of life provides a yield of up to 410 c / ha.

Recommended dates for collecting artichoke prickly leaves: from plants of the first year of life in the fall; plants of the second life also in the fall, after fruiting the bulk of the baskets.

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DOI: **10.5958/2249-7137.2021.00624.8**

INDIA'S ADVANCEMENT TOWARDS E-GOVERNMENT TO E-GOVERNANCE MOVING FORWARD TO M-GOVERNANCE

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ABSTRACT

Information and Communication Technology (ICT) is one of India's fastest growing sectors. The Government of India and the State Governments are using ICT to better serve citizens and the industry. The government interacts with citizens and other stake holders through ICT-based services called the e-Governance Portals. E-governance facilities are primarily used in urban areas, and are less popular in rural areas due to lack of proper infrastructure, training, and awareness. With the revelation of mobile technology, smart phones are also reaching remote and rural areas. Governments are trying to effectively implement government services for businesses and citizens by combining mobile and Internet technologies. Highly saturated mobile devices, high-speed broadband technologies such as UMTS (Universal Mobile Telecommunications System) and wireless networks etc. provide various opportunities to government administration to better serve citizens. E-Governance is already improving the speed of utility services, but with 24/7 reach and availability of mobile services are directly facilitating to all stakeholders, this can be termed as mobile governance (m-governance). This will allow the government to convert more and more e-governance facilities into m-governance facilities. M-governance has also become a tool for servicing to the last person of society and paying attention to his voice. In this paper, we will elaborate on India's progress towards e-government to e-governance and the move forwards m-governance.

KEYWORDS: *E-Government, E-Governance, M-Governance, G2c, G2b*

INTRODUCTION

The main goal of good governance is to provide more meaningful, timely, reliable and transparent government services. Due to the rapid growth of internet usage in today's era, the government is also changing its way of working from manual to computerization and providing its online service to citizens. Electronic governance refers to the application of information technology (IT) which improves the services provided by the government sector for the benefit of the citizen & businesses. IT is changing rapidly and it is almost essential that the government use IT services efficiently to provide hassle free services to the citizens & businesses. Information and communication technology (ICT) is a versatile tool for the government to bring the public closure to it and it includes all the possible needs of citizens to provide them with the best possible services (Sigdel, 2007). ICT is the best solution for fixing the delays of citizens in obtaining information from the government and is an important tool that helps in giving good governance by the government. E-governance has the ability to govern with transparency and accountability, and to help them reduce the cost of government business operations (Harris, 2000). With the rise in popularity of the Internet, citizens want to access information through government websites. To achieve the goal of e-governance, online services provided by the government to the citizens should be used effectively. The main challenges of e-governance are lack of infrastructure, speed of internet, electricity, low income level, illiteracy etc.

The government can provide e-governance services through mobile devices to alleviate these problems such as lack of infrastructure, internet speed, electricity, low income level, illiteracy. Mobile penetration has increased significantly in recent years in developing countries such as India, and the mobile device offers a variety of features such as Internet access, financial transactions etc. A mobile device is considered a personal device that makes mobile governance (m-governance) more user-friendly and easier to use. The two main factors that impede the implementation of e-governance are the rate of literacy and poor penetration of internet in India. Mobile penetration has increased among rural and urban populations, and the government can redirect the direction of these services. The government may offer government services through computer peripherals or mobile devices. The citizen can use any of these services as per their convenience. India ranks second in worldwide mobile penetration (Wikipedia) and according to a report by the Telecom Regulatory Authority of India (TRAI, 2020), India has total 1173.75 million wireless subscribers at the end of September, 2019. The Government of India can use mobile penetration with the ability to reach more people in urban and rural areas that provide government services through mobile applications. M-governance is an alternative way to provide a variety of services to citizens as well as businesses.

The Government of India is developing more mobile applications on various mobile operating systems to make the service available to all citizens. Mobile devices, small portable devices, and wireless networks provide a platform for providing government services to citizens, called m-governance. This can be considered as the use of all types of wireless and mobile technologies, services, applications, and devices to better serve citizens, businesses, and all government agencies. Governments can use mobile devices as tools to provide citizens with a variety of government services. Governments can provide services on the streets, people's homes, or other convenient locations, rather than citizens visiting government offices or logging in to e-

government portals to access these services. The main success factors for m-governance are convenience, availability, and an easy-to-use interface. Convenience means that citizens can benefit from all government services 24 hours a day, 7 days without having to line up in front of government offices. Clients do not need to purchase technology or devices to use government services. He has access to all services on his mobile device. Mobile devices are considered personal devices and do not require any special skills or training to use mobile governance. Implementing mobile governance does not require additional costs to purchase technologies, devices, or infrastructure such as e-governance. Citizens can benefit from these services via mobile devices.

To implement mobile governance, the government must create an easy-to-use application that a citizen can use to receive government services on their mobile phone. He does not need to acquire any special skills or knowledge to use these services. The mobile control can also be viewed as an alternative channel for electronic control. To bring government closer to its citizens, government agencies can use e-governance and m-governance at the same time. For the fast and efficient provision of public services to the rural population, mobile devices are a better channel than computers, as the mobile penetration rate is very high even in the rural population. E-governance has already improved to speed up the delivery of utilities, but mobile services, with their 24/7 functionality, can facilitate the mobile government's direct contact with citizens as well as businesses.

LITERATURE REVIEW

ICT are an essential part of development strategies in both developing and developed countries. It has great potential to bring about the desired social change by increasing access to people, services, information and other technologies (Dutton et al., 2004). The use of ICT in management processes can be divided into two categories, namely improving government processes and, secondly, building up interaction with and within civil society. Examples of the first category are the diffusion of grievance mechanisms for public information, utility bills and billing services (Mitra and Gupta, 2003). With the further development of ICT, e-government contributes to solving the everyday problems of citizens effectively and efficiently and to reducing costs, time and skills considerably.

Cao and Che (2007) discussed that ICT has been recognized as one of the major torrent products for the telecommunications industry and is used in many fields, such as government, automotive, health and some others. After analysis, they will give some suggestions to the government and telecom operators. Kalsi et al. (2009), this article examines the need for a revolution from traditional governance to electronic governance. Furthermore, it tries to identify the right path for governance. They also focused on the use of e-governance for citizens and the benefits that accrue from it. The result is that the developing country and governance require a joint union between the various major players in the society.

Ghosh (2011) this research presents a brief review of inventive ICT projects for rural development and to what extent they have contributed. The second objective is to deliberate on the achievements and failures of ICT in demonstrating sustainable development. Sharma et al. (2011) in this paper, they study the desirability of e-governance for government enterprises and Indian citizens. They also say that today is the era of electronic communication. Governments around the world are using electronic communications, namely, e-governance, which is used to

control public and private activities in which India is one of them. They explored the areas that benefited from the e-governance approach and who is not benefiting from it at all and what are the reasons behind it that point out the challenges facing e-governance that reduce its usefulness. Padmapriya (2013) focuses on the initiatives taken by India, methods of preparation and delivery of electronic government services, inter-sector cooperation and service delivery and key factors necessary for the successful implementation and ensuring of e-governance. Studied for Study of Mittal and Kaur (2013) the emergence of Information and Communication Technology (ICT) has provided faster and better communication, data retrieval and information usage for its customers. E-Governance primarily applied ICT to provide government services to citizens through the Internet. They highlight the major challenges facing the implementation of e-governance in India.

Srivastava (2015) this paper addresses the challenges facing the implementation of e-governance in rural India, the various e-governance projects undertaken by the government and the government for the successful implementation of e-governance in rural India. Dhillon and Laxmi (2015) say that the author has helped governments and people in the field of ICT. People are able to use the services provided by governments without any difficulty.

E-GOVERNMENT

Using information technology and new business processes to transform government interaction with citizens and businesses - that's e-government. This refers to the use by government agencies of information technology (such as wide area networks, the internet and mobile computing), which have the potential to transform relationships with citizens, businesses and other governments, as World Bank defines. E-government is expected to reduce corruption, increase transparency, improve convenience, increase revenues and reduce costs. The prerequisites for e-government are (a) good functioning of government, (b) functionality of governance processes, (c) availability of infrastructure & resources, (d) consensus on the driving forces of e-government, and (e) strong political will, support and leadership. Government stakeholders include citizens, businesses, government officials, ministries, departments and agencies, labour leaders, community leaders, politicians and foreign investors etc. Governments are the social superstructure of policies formation, implementations of policies and programs. The components of e-government are:

i) Electronic delivery of services

Governments can request, inform and interact with the public through electronic networks. Since people started to use the Internet for leisure and business, governments have gradually shifted their services to electronic platforms. Despite its cost-effectiveness, the problem with this solution was the 'digital divide'. The expectations were as follows:

- Access of the all personal data of those persons that stored in public databases. For now, this is limited by security, privacy and confidentiality reasons.
- Anyone has access to all official documents of all kinds. Storage and retrieval costs are currently prohibited, and there are security, privacy and confidentiality concerns also.
- Information architecture that allows one-stop shopping for all information from all governments in a simple thematic directory. There is also a lack of cost to integrate, index

and search this information, and there is no known technique.

ii) Electronic workflows

There are some user-friendly templates that are currently designed and deployed throughout the government intranet. There should be a standard set for all types of transactions in every government department and agency. Like "business rules", there is the ability to develop "administrative rules" that will regulate information processing and decision making. The key issues in this area are security, privacy and confidentiality. Effective policy analysis and program design using comparative data should be based on evidence. Most additional improvements in policy analysis, program design, and service deployment will come from automated data processing and integrated data repositories.

iii) Electronic voting

Electronic voting machine (EVM) system is working very well in India. In developed countries, security, privacy and confidentiality concerns may be this is more difficult than in other electronic interactions. An elected official in the United States was once unaware of claiming that he knew that every member of his constituency voted, and to prove that his name is on the street after the results! Whether genuine or simply high-profile, this is a fundamental fear of many voters, the reason being that the official went on to explain that he spared no effort to reward his supporters and punish those who did not vote. If candidates are suspected of being able to access the electronic voting record, it is unlikely that voters will trust the process enough to agree to use it. The challenge of any proposal to increase electronic voting is to create sufficient public confidence in the security of the results record.

iv) Electronic productivity

The foundation of e-government is better operations at lower cost, that is, productivity. Despite the predictions of Marxists and anarchists, there seems to be no prospect of the "state withering away" in the foreseeable future. The social need to guarantee public health and safety, national security and the fight against crime, economic prosperity and environmental sustainability, will guarantee the presence of governments and their active participation in our lives, either visibly or "behind the scenes". Spending efficiency should be the goal.

E- GOVERNANCE

Electronic governance refers to the use of information and communication technologies to transform and support the processes and structures of a governance system. It is the use of information technology by government agencies to improve and transform relationships with citizens, businesses, and other departments of government. E-governance involves making and implementing decisions, providing appropriate leadership, making organizational arrangements, securing resources and funding, establishing accountability, and measuring success. Infrastructure needs include telecommunications networks, internal agency systems, intergovernmental systems, service delivery networks: access points, Internet access, and trained personnel. The expected results are better delivery of government services to citizens, better interaction with business and industry, empowerment of citizens through access to information, and more effective government management. The overall benefits are greater transparency,

greater convenience, less corruption, higher revenue and lower running costs. Scope of e-Governance is as follows...

- **Electronic Delivery of Service (G2C):** Delivering information and services and transacting electronically to citizens.
- **Government to Business Transactions (G2B):** Delivering information, services and transacting electronically with businesses including government procurement and infrastructure projects.
- **Government to Government Administration (G2G):** Improving the efficiency, effectiveness and transparency of departmental and inter-departmental interactions within government, with state governments and with government employees.
- **Foreign Trade (G2X):** Allow electronic transactions in foreign trade that include exchange of capital, goods, and services across international borders or territories.

Governance is the societal synthesis of development, changes in politics, implementation of policies, and programs. The components are as follows,

i) Possibilities of electronic participation

The potential for people to participate in the policy process through electronic networks ranges from sending e-mails to elected officials to creating a separate conferencing facility (mail store, document repository, chat rooms, etc.) for each major policy initiative (new policy, or change to existing policy). There are a few examples of globally understood, inclusive, and a mix of each of these elements that you can imagine, although full electronic communications are still not very common. It will outline more effective methods that can be used to shape future efforts. The Organization for Economic Cooperation and Development (OECD) has made a similar proposal. The five stages of OECD policy-making paradigm will guided to policy-makers that are- agenda setting, analysis, formulation, implementation and monitoring.

i) Electronic consultation

This refers to the interaction between public servants and citizens and interest groups, liaison between public service and interest groups. But recent developments have combined to create something extraordinary: (1) Ordinary citizens now have the ability to participate in regulation. And (2) E-consultation in medical field brought revolution. These are some good examples of e-consultation, but there is no clear guidance on how to make better use of electronic media in general government negotiations & services. As a solution, the government is trying to propose an e-consultation toolkit and mandatory guidance for central government departments.

iii) Electronic control

There are two aspects to successful control, which are optimized and integrated to achieve all the benefits, hardware configuration and software customization. For the comptroller to be effective, all the information and telematics hardware must be interconnectable in a single system. The capacity must also be certified. The employee's email mailbox must have the same storage space; All Internet connections must have the same baud rate, and attachments must have the same byte limit in all sizes. Electronic technologies are playing an important role in shaping the mindset of citizens and they want that mindset to be reflected in social governance. Governance software

must also be standardized. Another aspect of software design that requires standardization to complete controls is the use of Extensible Markup Language (XML) for file formats and document layouts. It is used on the Internet and can be included in any software application.

iv) Social networking guidance

The foremost & important question of political analysis is who watches the watchers, who govern the governors. Part of answering this question is the concept of devolution between government branches and jurisdictions within the country. Those who compete for power look to each other to keep everyone honest or to expose rivals' illegal practices. With the rise of mass media, all the news has travelled from mouth to mouth to more quickly and thoroughly informs people's opinions about such violations. Recently, the Internet has become the fastest vehicle for such revelations.

HISTORY OF E-GOVERNANCE IN INDIA

The history of e-governance in India dates back to 1970. In 1970, given the growing importance of electronics, the Government of India established the Department of Electronics. Establishment of the National Informatics Centre (NIC) in 1977 was the subsequent & first important step towards starting of e-governance in India as it focused on "information" and its communication. However, the primary emphasis for e-governance was initiated in 1987 by the NICNET-National Informatics Centre NETwork – NIC network. This was consequent by the starting of the District Information System of the National Informatics Centre (DISNIC) to connect all the district offices in the country through computer network, for which the state governments were offered free hardware and software. By 1990, NICNET was extended to all district headquarters through state capitals. These steps by the Government of India helped to revolutionize e-governance in India. The results of these initiatives can be seen nowadays when we can sit in our living room and register for any government scheme or program. We are a push button for any benefit provided by government schemes or programs. Due to the mobile-friendly nature of the websites, people living in remote areas can also access these services. This is a turning point in governance. Not only services and benefits, but also information is provided. This makes it important and legitimate. We can make up our minds about the government by searching the information provided on government websites and if there is a problem with the content they use, we can easily report it. These days, great care is taken in the feedback of the customer or client. There is still room for improvement. This is now also possible through e-governance, where anyone can provide feedback to the government through online portals, as the government communicates with them.

The Akshay Project was Kerala's first as well as India's first mass e-governance program. This was a district-by-district electronic literacy program aimed at "empowering Kerala." The project involves setting up of nearly 5000 multipurpose community technology centres in Kerala under the name of called Akshaya e-Kendra's. Run by private business people, each center set up at a distance of 2-3 km. The project emphasizes the role of private players in e-governance in India. This helps to make the work of the government transparent and accountable for its work.

E-GOVERNANCE INITIATIVES IN INDIA

Now India has taken a big step towards e-governance program. We have this service in almost all industries. India has shown the world that there is a difference of opinion against it. There are

many programs and programs that are entirely Internet-based and have pioneered the advancement of e-governance, such as:

- Aadhar Enable Payable System (AEPS)
- Digital Cloud For Every Indian
- Digital India Programme
- E-Biz
- E-Courts
- E-Kranti Scheme
- Mobile Seva
- My Governance
- MyGov Citizen Portal

All these programs and initiatives have improved the pace of government. Technology makes it easy and fast, saves lots of time and money. This not only improves transparency, but also accountability, convenience, improved customer service and improved access to information.

E-Government Development Index (EGDI)

The UN E-Government Survey which includes E-Government Development Index (EGDI) reflects the state of e-government development of UN member states. In addition to assessing a country's website development patterns, the e-Government Development Index includes access characteristics such as infrastructure and educational levels, to reflect how a country uses information technologies to facilitate access and integration of its population. EGDI is a global initiative that encompasses three pillars of governance, namely online service delivery, telecommunications connectivity and human capacity.

The survey also highlighted the fact that countries with a population of more than 100 million have made tremendous progress and recorded their efforts to provide e-governance services to their people despite the various challenges they face. Regarding the latest growth in e-government services shown in **Table-1**, India has recorded a decrease of 04 points from the year (Rank 96) 2018 to (Rank 100) 2020. The government and citizens must share the 04 point retrogression fall in the index tally. India has emerged to show its potential in e-governance with increased potential in ICT. The government has taken positive steps to provide valuable and objective information through ICT. Information technology (IT) is the greatest strength of India. While we have highly disciplined wizards in the ICT fields, the purpose and goals of providing simple, effective and accurate services to the public but it hampered due to lack of adequate infrastructure, lack of literacy, poverty, political instability, and high level of corruption, etc. With all these setbacks, India has made undeniable progress in socio-economic context and this further encourages India to do all things through ICT which called impossible.

TABLE 1: E-GOVERNMENT DEVELOPMENT IN LARGEST POPULATION COUNTRIES

Country	E-Government development Index		World E-Government development ranking		Population (in millions)
	2020	2018	2020	2018	
United States of America	0.9297	0.8769	9	11	329
Russian Federation	0.8244	0.7969	36	32	141
China	0.7948	0.6811	45	65	1,394
Brazil	0.7677	0.7327	54	44	211
Mexico	0.7291	0.6818	61	64	128
Indonesia	0.6612	0.5258	88	107	267
India	0.5964	0.5669	100	96	1,326
Bangladesh	0.5189	0.4862	119	115	162
Nigeria	0.4406	0.3807	141	143	214
Pakistan	0.4183	0.3566	153	148	233

Source: United Nations of e-Government Development Database, 2020 & 2018

M-GOVERNANCE

Kushchu and Kuscu (2004) who define m-government as “strategy and its implementation involving the utilization of all kinds of wireless and mobile technology, services, applications and devices for improving benefits to the parties involved in e-government including citizens, businesses and all government units”. Mobile interfaces can be used to bridge the gap between e-governance processes and the government sector. Mobile communications allow governments to operate especially in rural areas with guaranteed results and also helps to reach citizens faster (Hellstrom, 2009). With M-governance services, the government needs to provide services universally to all mobile users but should not force to the citizen to upgrade for new mobile devices to avail m-governance services (Rannu, 2004).

Kaur (2010) advocates that MANETS has potential of continuous connectivity and high transmission quality so that the implementation of MANETS along with 4G in parallel with m-governance projects in India will more useful. Hellström(2011) studied mobile governance initiatives in East Africa and proposed a course of actions to the success of M-governance. The important point is that M-governance services need to provide direct value to end users, and they need to be well marketed and promoted so that everyone can recognize them, and these services are more It needs to be transparent and accountable and build trust in the public. Poblet(2011) says that M-governance could open new avenues for public participation and political debate. Although he focuses on new challenges such as technical options, target population, ease of use, project scalability, implementation costs, and privacy issues. Kumar (2016) critically analyzed the mobile services project initiated by the Department of Electronic Information Technology (DeitY) of India. It is a cloud-based platform for all government sectors and institutions in the country through various channels. Success factors include a national policy framework for m-governance, implementation team accountability, departmental implementation ease, portal effectiveness, performance reliability, transparency, and participatory design. The challenges

identified are lack of technical knowledge and qualified resources within the government departments, infrastructure support, lack of understanding of the project, lack of understanding of the departments, and face-to-face interactions.

M-governance can be defined as a strategy for implementing e-governance initiatives & services, which includes the use of all types of wireless and mobile technologies, services, applications, and devices. This will improve the interests of people involved in e-governance, including citizens, businesses and all government agencies. For example, the following table shows m-Governance applications in different areas for providing multiple services.

M-Governance Initiatives in India

The Department of Electronic Information Technology (DeitY) of India has developed the M-App Store for the deployment and provision of public services via mobile phones. Indian states are developing several mobile apps for m-governance. **Table-2** summarizes these details.

TABLE 2: STATEWISE MOBILE APPLICATIONS

S No.	Service Type (Central/State/UT)	Total No. of Applications	Total No. of Downloads
1	Central Government Service	474	79153218
2	General Application	248	235533
3	Others	48	150726
4	Andhra Pradesh	15	130738
5	Arunachal Pradesh	3	5131
6	Bihar	5	25313
7	Chandigarh	3	10004
8	Chhattisgarh	2	18979
9	Delhi	2	6540
10	Gujarat	2	10480
11	Haryana	5	18350
12	Himachal Pradesh	15	27763
13	Jharkhand	5	162360
14	Karnataka	3	38368
15	Kerala	4	9295
16	Madhya Pradesh	7	40364
17	Maharashtra	22	108243
18	Manipur	6	8722
19	Meghalaya	5	6286
20	Nagaland	1	2248
21	Odisha	5	7374
22	Punjab	18	125657
23	Rajasthan	14	105850
24	Sikkim	13	19920
25	Uttar Pradesh	3	183859
26	West Bengal	14	26662
Grand Total		942	80637983

Source: <https://www.mgov.gov.in/> (Access date 25-11-2020)

As shown in the above table at present total 942 various mobile applications are available for citizens as well as for businesses. The total number of downloads clearly shows the popularity of these mobile applications among the stakeholders.

CONCLUSION

Socio-economic factors such as income, education, age, gender, language differences, lack of infrastructure, and lack of public awareness are major obstructs for successful e-governance implementation. Governments take different directions to implement government services, from e-Forms to mobile apps. Mobile device “always-on” technology enables mobile devices to receive, send, and access a variety of information and services in real time. Governments are using mobile devices as tools to provide services to citizens with a variety of government services. Governments are providing more and more services through m-governance on the streets, people's homes, or other convenient locations, rather than citizens visiting government offices or logging in to e-government portals to access these services. Due to the accessibility of mobile devices, m-governance is more useful and important than e-governance. Mobile penetration is so high even among rural people that mobile devices are better channel than computers to provide government services to rural population in a fast and efficient way. M-governance also be seems as an alternative channel for e-governance. To create a more citizen-friendly government, government authorities are using e-governance and m-governance at the same time.

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DOI: **10.5958/2249-7137.2021.00599.1**

THE ANALYSIS OF "NARROW SPACES" OF THE ENTERPRISE OF THE SHURTAN GAS-CHEMICAL COMPLEX AND WAYS OF THEIR ELIMINATION

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ABSTRACT

In the work given the analysis of "narrow spaces" of the enterprise of the Shurtan Gas-Chemical Complex and ways of their elimination. As well as process, the technology of obtaining polymer granules at the LLC "Shurtan gas-chemical complex" have been presented. The gas chemical industry is important in the southern region of Uzbekistan. The main products, such as Polyethylene granules, produced by LLC "Shurtan gas-chemical complex" are exported and also used within the republic for the production of various types of products. The wide applicability, as well as the purposefulness of the products of Shurtan Gas-Chemical Complex LLC, ensures the sustainable and effective development of various sectors of the economy of Uzbekistan. Serves as a kind of catalyst for the introduction of completely new types of products and technologies.

KEYWORDS: Gas, chemicals, Polyethene, granule, Pressure, Polypropylene, Polymerization, Dimethyl sulfoxide.

INTRODUCTION

The gas chemical industry is important in the southern region of Uzbekistan. The main products, such as Polyethylene granules, produced by LLC “Shurtan gas-chemical complex” are exported and also used within the republic for the production of various types of products.

The wide applicability, as well as the purposefulness of the products of Shurtan Gas-Chemical Complex LLC, ensures the sustainable and effective development of various sectors of the economy of Uzbekistan. Serves as a kind of catalyst for the introduction of completely new types of products and technologies [1-9] It makes it possible to actively develop small and medium-sized businesses, as well as increase export suitability in the republic.

MATERIALS AND METHODS

In industry, high-pressure polyethene is obtained by free-radical polymerization of ethylene at a temperature of 200-280 °C and a pressure of 150-300 MPa. The resulting polyethene has the lowest density of 918 - 930 kg / m³. Getting LDPE is a large-scale production. Polyethene is used for the manufacture of technical products, films, products for agriculture, as well as the manufacture of pipes for cold water [1-4].

The operating LDPE unit produces high-pressure polyethene grade 15303-003. The maximum ethylene conversion is 20.7%. To improve the existing installation, it is proposed to reconstruct the reactor unit, as well as to use additional initiators of the reaction. The operating industrial reactor is a tubular tube-in-tube reactor of piston action, divided into 2 zones, with a single additional input of a cold stream of a mixture of initial reagents. Oxygen is used as the initiator of the reaction on the analogue. A schematic diagram of the flows of an operating reactor is shown in Fig. 1.

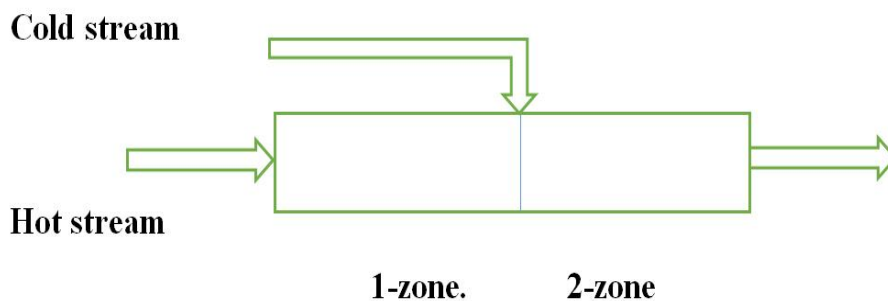


Figure: 1 - Schematic flow diagram of an operating reactor

The construction of additional production facilities will ensure the economic development of the region. An analysis of the bottlenecks of the Shurtan Gas Chemical Complex (SHGHK) was carried out. The focus is on four key units: CHFU, AOP, pyrolysis and polymerization. The main drawback in the CHFU unit was revealed that the required amount of reflux is not created in the ethane column, as a result of which a very fuzzy separation of ethane from the ethane-propane fraction occurs. This, in turn, leads to large losses of ethane with the gas leaving the reflux tank. For greater efficiency of the column, we propose to provide additionally cooled reflux to irrigate the top of the column during the deethanization process. As the reflux temperature for reflux and the top temperature decrease, the ethane content in the liquid on the trays in the reinforcing part

of the deethanizer column gradually increases, and the propane content in the deethanization gases gradually decreases [2-11]. With a decrease in the reflux temperature and the top temperature, the amount of additionally cooled reflux for refluxing the top also decreases, due to which the amount of vapour and liquid in the column also decreases, which makes it possible to increase the feed performance [12-19].

RESULT AND DISCUSSION

When analyzing the AOP plant, the main risk factor was represented by the large flow of raw materials. The installation requires high energy consumption for the process of regeneration of the water-methanol mixture due to a large amount of water and the need for deep regeneration to low residual methanol content in the water.

The solution to the problem is to supply the unit with a mixer for water injection, which will allow organizing the extraction of methanol from the propane fraction stream. The connection of the mixture supply line with the mixer will allow, in the case of a high concentration of methanol in the initial mixture, to reduce it before feeding it to the separation column. Thanks to this, a deep purification of propane from methanol and a decrease in specific energy costs are achieved. To increase the turnaround time, we propose to install a degasser to purify propane from impurities that accumulate and can lead to disruption of the technological process. To increase the driving force of the process, reduced pressure is required, which is created by a throttle installed in front of the degasser.

The pyrolysis unit undergoes frequent decoking processes, which negatively affects the condition of the furnace equipment and the quenching evaporator. Coke deposits significantly impede heat transfer and increase the pressure drop in the pyro tubes. Reduces the reaction zone, thereby reducing product yield. Also, diffusion of carbon atoms from the coke into the wall leads to embrittlement of the metal and the subsequent formation of cracks in the coils. The resulting coke deposits have to be removed periodically. Usually, they are burned out with a steam-air mixture passed through a heated coil; however, damage to the coils is possible due to local overheating due to the high heat of combustion of coke in oxygen. Frequent decoking processes result in reduced productivity, reduced service life and increased operating costs. To increase the turnaround time and ensure an uninterrupted supply of raw materials, we propose the addition of an inhibitor, namely dimethyl sulfoxide (DMSO) [3-7]. It reduces coke formation by 75% and increases the yield of ethylene. DMSO is a by-product of the pulp and paper industry, its involvement as an inhibitor increases the total economic efficiency of production [3-5].

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In polymerization units, it is proposed to increase their efficiency and turnaround time. The Ziegler catalyst has a low performance and is highly corrosive to equipment due to its active chlorine content. As a result, it was decided to replace the second or third generation Ziegler-Natta catalyst with a modern fourth-generation titanium-magnesium catalyst (TMK), use trimethylaluminum as a cocatalyst, and methylcyclohexyldimethoxysilane as a stereoregularity additive.

This replacement leads to an improvement in technical and economic indicators. This will allow improving consumer properties and expanding the branded range of products, improving environmental performance. When using TMC from propylene, up to 40 kilograms of polypropylene per gram of catalyst is obtained, while when using traditional catalysts, no more than 4–5 kg.

CONCLUSION

The problem of creating domestic technologies in the field of gas chemistry is urgent. The demand for petrochemical products will grow every year. Petrochemical clusters are important strategic targets for the development of the country's economy. The modernization of the existing production leads to an increase in the production capacity of Uzbekistan.

ACKNOWLEDGEMENT

Authors acknowledge the immense help received from the scholars whose articles are cited and included in references to this manuscript. The authors are also grateful to authors/editors/publishers of all those articles, journals and books from where the literature for this article has been reviewed and discussed.

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DOI: **10.5958/2249-7137.2021.00601.7**

DETERMINATION OF PRESSURE IN THE PLUNGER DURING THE OPERATION OF OIL WELLS BY SUBMERSIBLE PUMPS

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ABSTRACT

The article discusses the definition of pressure on the plunger during the operation of oil wells with deep pumps. The resulting formulas are of interest, both for calculated purposes and to substantiate the methods of experimental research. Determination of the pressure on the plunger is of interest both for design purposes for the design and operation of oil wells and for substantiating the experimental research methodology. In the mathematical modelling of the process, generally accepted assumptions are used regarding the fluid and its motion.

KEYWORDS: *Pre-image and Laplace transform, Oil wells, Pressure on a plunger, Velocity liquid.*

INTRODUCTION

During the operation of oil wells with downhole pumps with a hydraulic seal, due to the variability of the plunger speed, the movement of fluid in the gap between the plunger and the cylinder of the downhole pump is unsteady, which is reflected in the total pressure on the plunger and on the fluid leakage through the gap.

Relevance and Problem Statement Determination of the pressure on the plunger is of interest both for design purposes for the design and operation of oil wells and for substantiating the experimental research methodology. In the mathematical modelling of the process, generally accepted assumptions are used regarding the fluid and its motion [1,2,3]. During pumping, the change in pressure on the plunger is due to the inertia of the liquid and the total pressure on the plunger will be:

$$p(t) = \Delta p(t) + (L - h)\gamma + p_0, \quad (1)$$

Where $\Delta p(t)$ – pressure loss during unsteady movement of a viscous fluid in an annular riser pipe; p_0 – wellhead pressure; L – the height of the liquid column being lifted; h – immersion depth of the deep-well pump; γ – the specific gravity of the liquid. In the practice of operating oil wells with deep pumps $\alpha = r_2 / R > 0.2$ [1, 2] for such a case, the radial gap between the pipe and the rod column can be considered as a flat pipe [3]. In a non-stationary laminar flow of a viscous fluid in a lifting tube, the velocity of the fluid can be determined from the equation

$$\rho \frac{\partial v}{\partial t} = \mu \frac{\partial^2 v}{\partial y^2} + \frac{\Delta p}{L}, \quad (0 < y < l), \quad (2)$$

$$\begin{aligned} v(y, 0) &= 0, \quad (0 \leq y \leq l); \\ v(0, t) &= v_0(t), \quad v(l, t) = 0, \quad (0 \leq t \leq T), \end{aligned} \quad (3)$$

Where ρ, μ – density and dynamic viscosity of the liquid; T – the period of one cycle of plunger movement; r_2 – radius of the rod; R – lifting tube radius; $l = R - r_2$. Equation is used to define $\Delta p(t)$

$$Q = \pi(r_1^2 - r_2^2)v_0(t) = 2\pi \int_0^l (y + r_2)v(y, t)dt, \quad (4)$$

Where r_1 – plunger radius, Q – fluid consumption Relations (2) - (4) expresses the mathematical model of the process under study;

METHODS

We introduce the following new dimensionless quantities

$$\bar{t} = \frac{t}{t_x}, \quad x = \frac{y}{l}, \quad \bar{v}(\bar{t}) = \frac{v(t)}{v_c}, \quad \bar{v}_0(\bar{t}) = \frac{v_0(t)}{v_c}, \quad \bar{q}(\bar{t}) = \frac{l^2}{\mu v_c} \frac{\Delta p}{L},$$

$$\bar{T} = \frac{T}{t_x}, \quad v_c - \text{the average speed of the suspension point of the rods, } t_x = \rho l^2 / \mu.$$

Then, in dimensionless variables, we have the equation

$$\frac{\partial \bar{v}}{\partial \bar{t}} = \frac{\partial^2 \bar{v}}{\partial x^2} + \bar{q}(\bar{t}), \quad (0 < x < 1) \quad (5)$$

Boundary conditions (3) and balance ratio (4) take the form:

$$\begin{aligned} \bar{v}(x, 0) &= 0, \quad (0 \leq x \leq 1); \\ \bar{v}(0, \bar{t}) &= \bar{v}_0(\bar{t}), \quad \bar{v}(1, \bar{t}) = 0, \quad (\bar{t} > 0). \end{aligned} \quad (6)$$

$$\frac{r_1^2 - r_2^2}{2l^2} \bar{v}_0(\bar{t}) = \int_0^1 \left(x + \frac{r_2}{l}\right) \bar{v}(x, \bar{t}) dx. \quad (7)$$

To solve the problem, applying the integral Laplace transform

$$\tilde{v}(x, s) = \int_0^{+\infty} e^{-st} \bar{v}(x, \bar{t}) d\bar{t}, \quad \tilde{v}_0(s) = \int_0^{+\infty} e^{-st} \bar{v}_0(\bar{t}) d\bar{t}, \quad \tilde{q}(s) = \int_0^{+\infty} e^{-st} \bar{q}(\bar{t}) d\bar{t},$$

$$\text{We get } \tilde{v}(x, s) = \tilde{v}_0(s) \frac{shw(1-x)}{shw} + \frac{\tilde{q}(s)}{s} \cdot \left(1 - \frac{shw(1-x)}{shw} - \frac{shwx}{shw}\right), \quad \text{where } w = \sqrt{s}.$$

Substituting the expression for $\tilde{v}(x, s)$ in the image of the relation (7) we get

$$\tilde{q}(s) = \frac{l}{l+2r_2} \cdot s \tilde{v}_0(s) \cdot f(w), \quad (8)$$

Where

$$f(w) = \frac{\varphi(w)}{\psi(w)}, \quad \varphi(w) = 1 - \frac{shw}{w} + \frac{r_2}{l}(1 - chw) + \frac{r_1^2 - r_2^2}{2l^2} wshw, \quad \psi(w) = 1 - chw + \frac{w}{2} shw.$$

Using the methods of the theory of functions of a complex variable we decompose the function $f(w)$ into a series:

$$f(w) = \frac{4f_0}{w^2} + 4 \sum_{k=1}^{\infty} \left[\frac{1}{w^2 + a_k^2} + \frac{w_k \varphi_k}{\psi_k (w^2 + w_k^2)} \right] = \frac{4f_0}{s} + 4 \sum_{k=1}^{\infty} \left[\frac{1}{s + a_k^2} + \frac{w_k \varphi_k}{\psi_k (s + w_k^2)} \right].$$

Here $w = w_k$ the roots of the equation $\psi(w) = 0$:

- 1) $w = w_k = \pm ia_k = \pm 2k\pi i$, $a_k = 2k\pi$, $k = 1, 2, \dots$;
 - 2) $w = w_k = \pm 2z_k$, $k = 1, 2, \dots$, z_k – Positive roots of the equation $tgz = z$.
- $$f_0 = \frac{3}{l^2} (r_1^2 - r_2^2 - r_2 l) - 1, \quad \psi_k = w_k \cos w_k - \sin w_k,$$

$$\phi_k = 1 - \frac{\sin w_k}{w_k} + \frac{r_2}{l} (1 - \cos w_k) + \frac{r_1^2 - r_2^2}{2l^2} w_k \sin w_k.$$

The original $\Phi(\bar{t})$ corresponding to the $f(w)$ has the form

$$\Phi(\bar{t}) = 4f_0 + 4 \sum_{k=1}^{\infty} \left(e^{-a_k^2 \bar{t}} + \frac{w_k \phi_k}{\psi_k} e^{-w_k^2 \bar{t}} \right). \quad (9)$$

From (8) and (9), using the composition theorem of the operational calculus, we find the formula for: $\bar{q}(\bar{t})$:

$$\bar{q}(\bar{t}) = \frac{l}{l+2r} \cdot \int_0^{\bar{t}} \bar{v}_0'(\tau) \Phi(\tau) d\tau \quad (10)$$

RESULTS AND DISCUSSION

Formula (10) allows you to determine the pressure drop at a given speed of the plunger. Following [1], the speed of movement of the plunger $v_0(t)$ during one cycle of its movement $0 \leq t \leq T$ can be taken as:

$$v_0(t) = \frac{48v_c}{\pi^3} \sum_{n=1}^{\infty} \frac{1}{(2n-1)^3} \sin \frac{2\pi(2n-1)t}{T} \quad (11)$$

The pressure loss in the riser is determined by substituting (10) into the formula $\Delta p(t) = \mu v_c L \bar{q}(\bar{t}) / l^2$, the total pressure is found by the formula (1).

Using the obtained formulas, numerical experiments were performed using the following initial data:

$L - h = 1000 \text{ m}$; $v_c = 0,60 \text{ m/c}$; $T = 20 \text{ c}$, $R = 0,030 \text{ m}$, $r_1 = 0,028 \text{ m}$, $r_2 = 0,010 \text{ m}$, $p_0 = 10^5 \text{ Pa}$. Fig. 1 shows the graphs of the total pressure on the plunger versus time for three types of oil: 1) $\mu = 0.04 \text{ Pa} \cdot \text{c}$, $\rho = 750 \text{ kg/m}^3$; 2) $\mu = 0.07 \text{ Pa} \cdot \text{c}$, $\rho = 800 \text{ kg/m}^3$; 3) $\mu = 0.10 \text{ Pa} \cdot \text{c}$, $\rho = 900 \text{ kg/m}^3$. It can be seen from the graphs that the profiles of the total pressure differ significantly in the initial period and the period of the end of the descent acceleration, as well as at the moment of stopping the plunger.

CONCLUSION

The resulting formulas can be used in the design and operation of oil wells with deep pumps with hydraulic shutters. They allow you to explore the effect of viscosity and oil density for full pressure on the plunger.

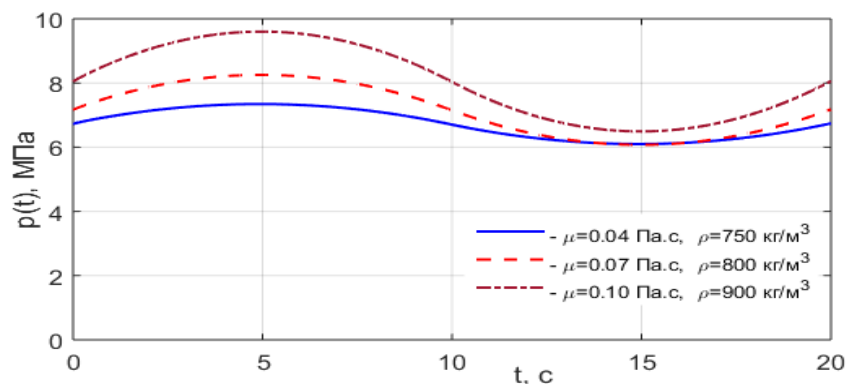
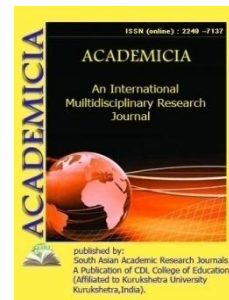


Figure 1 Graphs of dependence on the time of complete pressure on the plunger at different values of viscosity and oil density

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DOI: **10.5958/2249-7137.2021.00602.9**

RESEARCH INTO THE EFFECT OF STRETCHING COUPLES ON THE QUALITY OF THREAD IN A RING SPINNING MACHINE

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ABSTRACT

In the present study, compact melange yarn samples were obtained using a mechanical compact device. The study obtained samples of 800 b / m winding in the combing and snow-spinning systems, with a spinning rate of 14,000 min⁻¹, and a linear density $T = 20$ ($N_e = 30$). The physical and mechanical properties of the obtained yarn samples were compared to those of standard yarn and standard indicators. Comparison of the strength, elasticity and inequality of the compact melange yarn samples obtained in this study was analyzed. The study found that high-quality characteristics of melange yarn obtained by machine-made compact device and melange yarn obtained by re-combing can have the same high quality.

KEYWORDS: *Compact yarn, ring spinning, Hairiness, torsion, Unevenness, Tensile load, Product, quality, Mélange, carded, Combing, Spindle.*

INTRODUCTION

Demand for textile products has always been high in the domestic and global market. There is always a high demand for products that meet the requirements of consumers, have high hygienic, aesthetic and operational properties. The yarns used to make these products should be of high quality. In order to obtain yarns with high-quality performance, several important types of research are being carried out by leading firms to improve the productivity of spinning machines, machine design and yarn quality. Examples of these innovations are the increase in the number of loops on ring spinning machines, the introduction of compact spinning machines and equipment into production, continuous and wasteless spinning. Changes in this appearance are still ongoing in ring spinning machines. In order to further improve the quality of yarn, the designers of spinning machines have recently been actively working on the creation of compact devices that spin the fibre and reduce the hairs on the surface of the yarn.

MATERIALS AND METHODS

Compared to traditional loop yarns, the geometry of the compact yarn has been changed. During the formation of compact yarns, the baking triangle is almost not formed [1, 2]. We can see that the B-width varies in simple and compact ways. In the case of yarn formation in size b , we can see the formation of a baking triangle in ordinary yarns. In compact yarns, the baking triangle is almost lost, as mentioned earlier, and we can see that all the fibres are involved in yarn formation (Fig. 1). In the zone of yarn formation, the fibres become tense at the edges of ordinary yarns. Experts from ROTORCRAFT explained that the fibres in the middle part are less involved in the twist. In ordinary yarns, the tension of the cross-sectional fibres is greater, and the tension of the fibres decreases as they move towards the centre. Given this, because the fibres are of different stresses, the yarn structure is also uneven, with a low resistance to tensile forces. In compact yarns, however, we can see that the fibres are evenly distributed in the cross-section of the yarn. This arrangement of fibres also has a major impact on subsequent stage processes. Normal yarns have low tensile strength and high fluff. These problems have been eliminated in compact yarns.

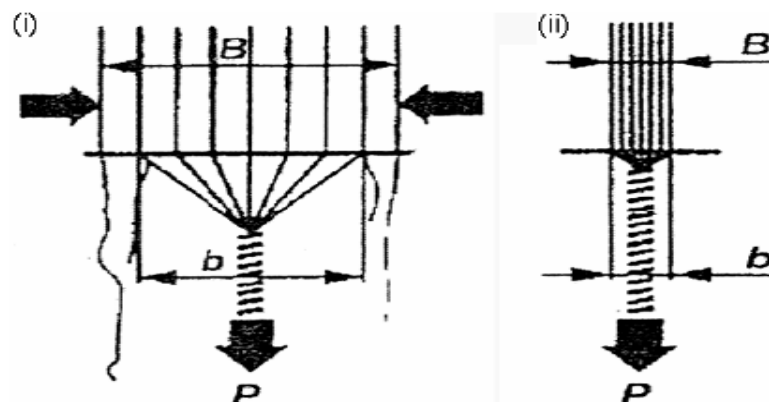


Figure 1 The basic principle of compact and simple yarns. (I) yarn spun in a simple ring method. (II) yarn spun in a compact manner

Some firms use air-sucking devices when making compact yarns, while some firms recommend mechanical compact yarns. The production of melange yarns also plays an important role in expanding the range and producing competitive products. However, during the dyeing and drying processes of cotton fibre, the curl of the fibres increases. It was noted that after dyeing, the strength of yarns decreased by 1.5-4, elongation by 7.5-11, elasticity by 20-40% compared to undyed yarns [3, 4]. In order to study the possibility of improving the quality of yarn as a result of obtaining melange yarns by compact method, compact devices were analysed and Rotorcraft's RoCoS compact yarn spinning device was selected for the experiment. It has been taken into account that this device has a high convenience with no need for additional power, air duct, electric motor, fan, perforated surface plate or drums. This device is placed on the front cylinder of the ring-spinning machine stretching tool. Its feature is that it has two loading rollers on the front cylinder and a seal that seals the width of the outgoing wool. Note that the sealant touches the cylinder because it is on a fixed magnetic plate. As the two loading rollers cover the front cylinder, the height of the cooking triangle also decreases, resulting in changes in yarn formation [5]. In the experiment, three different melange yarn samples were analyzed. The first example is a traditional melange yarn obtained by the snow method. The second sample is a compact melange yarn obtained using a RoCoS device in the snow method. The third sample is a melange yarn obtained in a re-spinning system. In this experiment, using the same selection cotton variety, Zinser 350 ring spinning machine with linear density $T = 20$ (Ne 30), yarn rotation speed 15000, maturity 800 b/m was obtained. The spinning plan is given in Table 1.

TABLE 1. SPINNING PLAN

№	Machine name Shaving machine DK-903	Linear density, tex		Stretching, E	Number of add	Twisting		Speeds	
		T _{in.}	T _{out.}			α_T	K, b/m	V ₁ m/min	n, min ⁻¹
1	Spinning machine HS-1000	-	4916,7		-			145	
2	Pilta Combination E-32 UNILAB	4916,7	4916,7	6	6			450	
3	Re-scraping E-65	4916,7	72000	1,63	24			70	
4	II-transition HSR-1000	72000	4916,7	117,15	8			154	350
5	Wicking	4916,7	4916,7	8	8			400	
6	Zinser-670	4916,7	617	9,08	1		48		1200
7	Spinning	617	20	30,4	1	36,4	800		15000

Uster TESTER4, Zweigle D 314 PRs of physicomachanical properties of the samples were determined and the results were summarized in Table 2. The strength of the thread break is one of the important quality indicators of the thread. Taking into account this, from the results of the experiment obtained, the strength of the thread break was analyzed (Figure 2).

TABLE-2 PHYSICAL-MECHANICAL INDICATORS OF TEKS YARN SAMPLES OF LINEAR DENSITY T= 20 (NE 30), OBTAINED BY THE METHODS OF CARDA TRADITIONAL, CARDA COMPACT AND RE-COMBING.

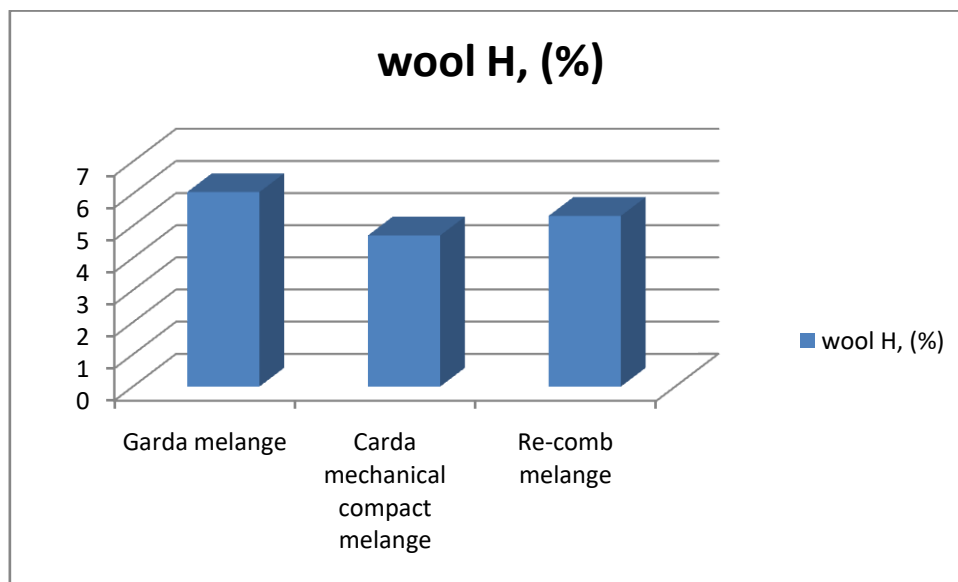
№	Spinning method	Frequency of rotations $\times 10^3, \text{min}^{-1}$	Practical durability, $K_a, \text{b/m}$	Relative tensile strength of the yarn, (Rkm)	Elongation at break, $\epsilon, (\%)$	Hairy, H, (%)	Inequality in breaking strength, CV, (%)
1	Karda melange	15000	800	14,98	4,12	6,05	10,7
2	Mechanical compact melange in the snow	15000	800	17,84	4,22	4,7	7,8
3	Shaving melange	15000	800	17,41	4,25	5,31	8,2
4	Uster statistics 2013	15000	800	5%- 17,1			5%- 7,1
				50%-14,7			50%-8,8
				95%-12,7			95%-10,9

The elongation strength of the samples taken for the experimental test was examined for compliance with the standard requirements. It was found that the tensile strength of the yarn obtained by the re-spinning method (Fig. 2, 3) was 14% stronger than that of ordinary yarn. Experiments have shown that the tensile strength of the compact melange yarn obtained by the snow method (Fig. 2, 2) is 16% higher than the tensile strength of ordinary factory yarn. It can be seen that the strength of the yarn obtained by the simple snow method (Fig. 2, 1) is the lowest. In determining these indicators, quality indicators were identified and analyzed in the USTER TESTER4 device installed at OSBORN Textile.

Picture-2 Carda melange, Carda mechanical compact melange, the relative tensile strength of re-comb melange threads., (Rkm)



One of the important indicators of yarn quality is fluffiness. With this in mind, the fluff performance of the yarn samples was analyzed (Fig. 3).



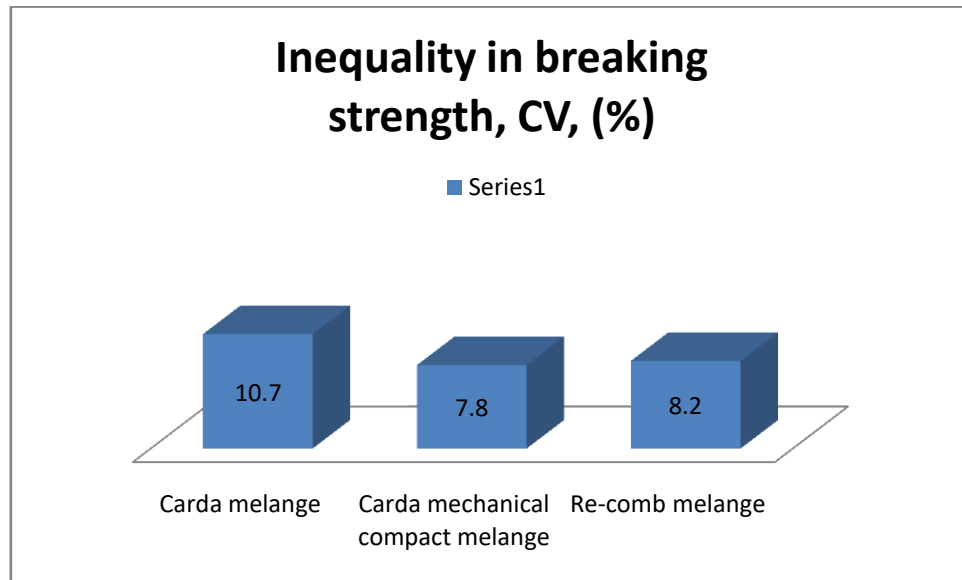
Picture-3 The frequency of rotation of the bitch is 15000 m-1, ripeness 800 b/m, the linear density of the thread is 20 (Ne 30) indicators of the fluidity of the Tex threads (%).

1-Garda melange rope; 2-Carda compact melange rope; 3-Re-combed melange thread.

It became known that the compact melange yarn (Figure 3, 2) obtained by the Carda method is 22% thinner than the ordinary melange yarn (Figure 3, 1), and the combed melange yarn (Figure 3, 3) is 12% less tolerant. In the process of spinning, there will be irregularities in the products of each appearance (Holst, pilta, Wick, thread). It can be said that by the length of the product by making the unevenness simpler, the creamy and thin areas can be repeated. In other words, if we take the desired cross-section of the product, the number of fibres in it will be different. If a deeper analysis of the unevenness of the product is made, it can be seen that it is a complex event. Theoretically, when taken, the unevenness of the product is due to the fact that the fibres have the main properties: they are not uniform in length, ripeness, moisture, creamy, friable, curly, and these basic properties deviate from the average arithmetic value. If the resulting thread is uneven, then the gauze from it also turns out uneven. Therefore, it is best to try to take a straight thread first. At the same time, unevenness is formed in the processes of weaving and finishing.

Therefore, it is necessary to try to reduce the unevenness of the product from the first stage to the last stage of processes in the textile enterprise [6,7]. The samples obtained in the experiment were analyzed in the laboratory and a histogram was constructed using computer software to determine the results obtained on the non-precision index. As can be seen in the histogram, it was found that the unevenness of the Carda melange thread (Figure 4, 1) is higher than that of compact melange and re-combed melange threads. The top of the unevenness indicator indicates that the quality of the thread is poor. Here it became known that the uneven index of compact melange yarn (Figure 4, 2) is less than the remaining yarn [8-17]. The uneven indicator of the

melange thread (Figure 4, 3), obtained by the method of re-combing, is close to the indicator of the compact melange thread.



Picture-4 The frequency of rotation of the bitch is 15000 m-1, ripeness is 800 b/m, the density of the Strip is 20 (Ne 30) uneven of textured threads, CV, (%).

1-Carda melange thread; 2 - Carda compact melange thread; 3-Re-combed melange thread.

The properties of the compact, re-combed, and snow melange yarns analyzed in this analysis are important in improving product quality. The product is subjected to repeated bending, bending, stretching, friction during operation. In such processes, the re-spun yarn retains its shape relative to ordinary yarn. Due to the parallel and gypsum arrangement of the fibres in the re-spinning yarn, all the fibres in it are equally involved in the twist, which leads to an improvement in the structure of the yarn. As a result, the elongation resistance of the yarn increases, and in ordinary yarns many fibers are not fully involved in the twist. Therefore, the tensile strength of ordinary yarn is low, and the fluff is higher than that of re-shearing and compact yarns.

CONCLUSION

In conclusion, it was found that the strength of melange yarn obtained in a mechanical compact device is 16% higher than that of factory yarn, compared with the tensile strength of melange yarns obtained by the simple snow method.

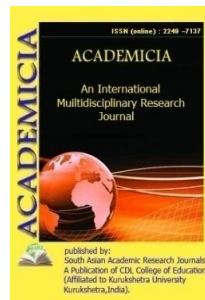
The results of the study showed that the strength of traditional melange yarns obtained by the method of re-combing with melange yarn using a mechanical compact device using the simple snow method is equal.

In the experiment, when the roughness values were compared, it was found that the roughness of the yarn obtained in a mechanical compact spinning machine was less than that of ordinary and re-spun yarns. Experiments have shown that melange yarns obtained in a mechanical compact device have a high potential for the production of competitive products in terms of physical and mechanical performance, good shape, consumer satisfaction and competitiveness.

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DOI: **10.5958/2249-7137.2021.00581.4**

TYPES OF SERVICES TO THE POPULATION

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ABSTRACT

The article analyzes the types of services provided to the population. The article examines the directions and types of services to the population, as well as directions in various spheres of public life in the study of geography. A population is an association of conscious beings who live in a certain area and are fully involved in all spheres of activity. The population participates in production and is a consumer of manufactured products. Therefore, special attention should be paid to public services. It is important to study the structure of their networks. The geography of public services is part of all manufacturing and non-manufacturing sectors. This will improve the state of services and expand their network. Areas of services in the literature are divided into tangible and intangible. All this is aimed at meeting the needs of the population. Improving the social status of the population, such as the formation of medical culture, increasing demand for life expectancy, increasing family income, increasing demand for a better life, the development of recreation, tourism and other cultural consciousness as a product of human needs formed. The services sector, which is the third sector of the economy, includes sectors that are not part of the material production sector. They are divided into areas as follows. These include financial services, insurance, stock exchange, business and professional services, wholesale and retail trade, catering, hotel business, housing and communal services, cultural institutions and public services, etc. lim, health, recreation services.

KEYWORDS: *Geodemography, Geography of material services, Trade, housing and communal services, Transport and communications, Services, consumer services.*

INTRODUCTION

A population is an association of conscious beings who live in a certain area and are fully involved in all spheres of activity. The population participates in production and is a consumer of manufactured products. Therefore, special attention should be paid to public services. It is important to study the structure of their networks.

THE MAIN PART

The geography of public services is part of all manufacturing and non-manufacturing sectors. This will improve the state of services and expand their network. Areas of services in the literature are divided into tangible and intangible. All this is aimed at meeting the needs of the population. Improving the social status of the population, such as the formation of medical culture, increasing demand for life expectancy, increasing family income, increasing demand for a better life, the development of recreation, tourism and other cultural consciousness as a product of human needs formed.

Areas of public services are divided into economic and social groups. If the services in the economic, ie industrial spheres are focused on technical devices and their management, social services will be focused on the needs of the population. In the process of social production, the service sector is of particular importance, as well as the satisfaction of human needs is the most important task and is directly changing in terms of quality and quantity. Consequently, the service sector covers a number of areas. Their territorial organization is characterized primarily by the location of the population, its socio-demographic characteristics. Local authorities are directly responsible for the fact that the service sector is located in a convenient area of the population. This is due to the fact that it is expedient to solve each service area and its problems not in the center, but in the region, which will contribute to the further development of the industry and the convenience of the population. However, today everyone can create a personal service area in their home. For example, it can accommodate hairdressers, beauty salons, markets and other areas.

The issue of territorial organization of public services aroused interest in the field in the 30s and 40s of the twentieth century. In particular, the famous "Central Places" theory was developed by German scientists Walter Kristaller (1893-1969) and August Losch (1906-1945). According to him, the territorial organization of services is determined on the basis of supply and demand, and services are organized in a hierarchical manner. The role of service centers is very important, because the main link for any industry is the center. They, in turn, are divided into network (medical, commercial, etc.) and complex services.

Beginning in the 1970s, the social sphere, especially the service sector, began to be studied geographically. Thus, the development of this industry began to take shape in the 90s of the twentieth century. The first advanced concepts in this field The role of the first meeting of the Geographical Society of the former Soviet Union, held in Moscow in 1974 on the geography of public services, is invaluable. First of all, at the meeting, the results were determined by direct contact with the representatives of various fields, that is, according to the classification of disciplines, it was noted that the geographical responsibility for the regional characteristics and regional organization of the service sector.

The geography of public services began to develop after the 60s of the twentieth century. The contribution of VV Pokshishevsky and SA Kovalev to the formation of this industry is invaluable. This field appeared in the 70's, and its role in the system of sciences and the subject has contributed to the views of several scientists. According to AIAlekseyev, the geography of public services is a unique branch of socio-economic geography, where the needs for services and regional differences in the level of their satisfaction, as well as the natural social, economic, studies issues such as demographic and territorial organization in different forms of population distribution. The essence of the concept of territorial organization of services was first revealed by VV Pokshishevsky, SA Kovalev, YG Saushkin. The territorial organization of YG Saushkin service areas, first of all, their "points" in relation to each other and to the settlements, the location of people in accordance with the direction of daily routine, etc., is the sum of these "points" studied in the sense of fully meeting the needs of the population. At the same time in the scientific study of the social sphere and in particular the sphere of services Abramov MA, Alekseyev AI, Tkachenko AA, Merkusheva L.A., Belenikiy VR, Manak B.A. and other studies.

In Uzbekistan, the study of this field began with the scientific school of A. Soliev. For the first time MI Nazarov conducted a scientific study on the provision of medical services to the population. Later it can be observed in researches of Z.N.Tajiyeva, N.K.Kamilova.

World and Uzbek scientists working in the field of public services: although less work has been done by Uzbek scientists in this field, A. Soliev and M. Nazarov, Z. Tojjeva . M. Bo`rieva, R. Maxamadaliyev, M. Atajonov, L.A. Merkusheva, M.A.Abramov, E.A. Ahmedov, O.A. Saydaminova, R.B. There is research conducted by Kodirov.

According to M. Nazarov and Z. Tojjeva, the service sector is divided into two major sectors. These are: material and spiritual services. At the same time, these services have their own structure.

The structure of public services varies, and the material and spiritual network covers a wide range of areas.

Material services: The system of material services includes financial services (finance, credit, insurance), trade (wholesale, retail), housing and communal services, education, culture, tourism, sports, trade, catering, etc. . . .

Trade (grocery stores, supermarkets, industrial and construction goods stores, various markets), catering (kitchens, cafes, bars, restaurants). Household services (tailoring shoes; shoe repair; tailoring and repair of leather, fur, sewing and hats; tailoring and sewing of knitwear; Repair and maintenance of televisions, radios, tape recorders and radios; repair of refrigerators, vacuum cleaners, washing machines and sewing machines; repair of watches; production and repair of metal products; repair and maintenance of vehicles belonging to citizens; service; repair and maintenance of cars; furniture making and repair; dry cleaning and painting; laundry service; performance of housing and other construction works on the order of the population, etc. construction of houses and repair of houses; construction of general and individual garages; construction works on a contract basis at the expense of citizens; ati; barber shops; photography and film laboratory services; rental accommodation service; gasification, filling, delivery and repair of gas cylinders; transportation of population cargo; delivery of tickets home; cargo storage services; conducting wedding ceremonies; agricultural processing services; ritual services).

Housing and Communal Services: This includes the provision of electricity, natural gas, drinking water and sewerage, which are the most important needs of the population, at the level of everyday life. Medical care is provided to the population in preventive and practical polyclinics.

Transport and communication: communication services include the following services (mail, telegraph, envelope, remittances, money transfer, telegram); telephone service (international and long-distance calls, telephone service in hotels and apartments, telephone exchanges); Transport services include the following services (urban electric transport; road transport; paid transport services to the population), etc.

The services sector, which is the third sector of the economy, includes sectors that are not part of the material production sector. They are divided into areas as follows. These include financial services, insurance, stock exchange, business and professional services, wholesale and retail trade, catering, hotel business, housing and communal services, cultural institutions and public services, etc. lim, health, recreation services. It is also studied in the field of services in accordance with the principles of territoriality and periodicity. The service sector differs from other industries by its geography.

Service is the activity of meeting the needs of customers. The geography of public services is a unique branch of economic and social geography, which differs from the needs for services and regional differences in the level of their satisfaction, as well as the natural social, economic, demographic and studies the issues of territorial organization in different forms of population distribution (Table 1).

THE SHARE OF THE SERVICES SECTOR IN GDP TABLE-1

No	Years	GDP (in bln soums)	Total services, (in bln soums)	To GDP In %	Change tendencies than previous years
1	2011	78764.2	40951.5	51.9	125.0
2	2012	97929.3	51121.1	52.2	124.8
3	2013	120861.5	65524.2	54.2	128.1
4	2014k	144867.9	81901.0	56.5	125.0
5	2015	171369.0	89326.3	52.1	109.1
6	2016	199993.4	92536.0	55.3	109.3
7	2017	254043.1	118811.0	56.5	110.7
8	2018	277056.3	134813.4	57.8	113.9
9	2019	301047.2	157725.1	59.8	115.7

Source Social development and living standards in Uzbekistan T.2020 B-21; 203

According to the table, the dynamics of the share of services in GDP is growing. This is the share of GDP by regions (billion soums) (Table 2)

**SHARE IN THE GROSS DOMESTIC PRODUCT BY REGIONS (BILLION SOUMS)
TABLE-2.**

No	Areas	2016	2017	2018	2019
1	Uzbekistan	145846.4	171808.3	199993.4	254043.1
2	Qorakalpoqiston Respublikasi	4157.3	5046.2	6287.6	8234.9

3	Andijan	8728.5	10172.4	11244.6	14584.9
4	Bukhara	7701.6	9115.3	10514.0	12296.2
5	Jizzakh	3500.3	4180.5	4760.5	5761.04
6	Qashqadaryo	11470.7	13632.9	14808.0	17332.4
7	Navoi	7931.3	9105.3	10198.7	12358.6
8	Namangan	6340.7	7447.0	8777.4	10655.1
9	Samarkand	10278.8	12218.5	14999.9	18133.5
10	Surkhandaryo	6616.8	7802.4	8529.5	10630.6
11	Sirdaryo	3012.2	3648.6	4348.8	4999.4
12	Tashkent	14946.2	17616.8	18728.3	23200.9
13	Fargona	10706.6	12583.5	13929.5	16659.8
14	Xorazm	5061.0	6167.7	6778.8	8155.2
15	Tashkent city	21812.1	26894.5	33087.8	39278.7

Source Social development and living standards in Uzbekistan T.2020 B-21

Service area is the area affected by a particular type of service, the condition of which depends on the quality of service.

Tasks of service geography;

- Identify differences between security and usability;
- Regulation, planning the deployment of new service facilities to meet their needs.

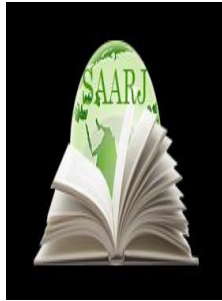
The current tasks are to assess the level of development of the service sector in the regions and cities;

- Analysis of consumer behavior and development of a network of market services;
- Optimization of the network of institutions providing budget services at the local level.
- grouping of public services

Based on the above considerations, we can say that the placement of services to the population is primarily influenced by demographic factors. However, the role of natural, socio-economic factors is important. Also, the characteristics of natural conditions are important for recreation, recreation, development of farms. Historical sites are the most important for tourism. However, in the regional location of public services, the transport factor is in the center of attention.

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DOI: **10.5958/2249-7137.2021.00633.9**

RESEARCH METHODS OF LOCAL LORE

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ABSTRACT

A small area is an administrative district, a collective farm, a small urban area, or a rural area. From the point of view of local lore, events and processes in small areas, accurate data are systematically studied and collected. One of the main features of local lore is that the result of research is not only the state of a place at a certain time, but also the state of its properties and characteristics over many years, as well as the criteria for predicting. Small areas are convenient for observation and inspection, as well as for travel and collection of any information. Whether it is a community or a farm, or a small town or a rural settlement, their properties and characteristics, natural socio-economic conditions, customs and traditions of the population are often associated with the local conditions of the place will be.

KEYWORDS: *Systematically, Socio-Economic, Inspection*

INTRODUCTION

Local lore is a complex of knowledge about one's place of birth and residence, which has existed for a very long time.

Primitive people also knew the nature of their habitats very well, they wrote their simplest knowledge on stones. Much of such paintings have survived to the present day.

With the development of human society, information about the region began to be collected. As a result, written monuments and sources began to emerge. In ancient times and the middle Ages, there were works dedicated to the nature, economy, history and culture of different countries. Information about our country is given in Al-Khwarizmi's book "Kitab-Surat-al Arz"; Our great compatriot Abu Rayhan Al-Beruni in the XI century "India"; "Monuments of ancient peoples"; Zakhridin Muhammad Babur's work "Boburnoma" is a great contribution to local lore.

With the development of science and technology, the scope of local lore became narrower and deeper. By the twentieth century, local lore began to be understood as a place of residence, economy, history and culture. As a result, there are works of local lore dedicated to individual regions, districts and cities. For example, "Khanabad", "Andijan region", "Samarkand region", "Geography of Khorezm" and so on.

Natural and economic maps of each region of Uzbekistan were published. Currently, projects are being developed to create geographical and local history atlases of each region.

The object of local lore is nature, population, economy, history, art and culture. These objects are studied by various disciplines. But the subject of study of all sciences is the same, that is, the region. "Region" is a conditional concept, the scope of which depends on who studies it and for what purpose. For example, for a school, academic lyceum or professional college, the school area can be a neighborhood, village, district, city.

There are the following branches of local lore: natural or geographical local lore, economic local lore, and historical, ethnographic local lore, cultural and artistic local lore.

Natural or geographical local lore is the study of the nature of a region, ie the geological structure, minerals, relief, climate, inland waters, soil, flora and fauna and landscapes of the region.

According to S.V. Kolesnik, local lore is a comprehensive study of a small area. Local lore uses the data of geology, socio-economic, historical and ethnographic sciences in its research.

A small area is an administrative district, a collective farm, a small urban area, or a rural area. From the point of view of local lore, events and processes in small areas, accurate data are systematically studied and collected.

Small areas are convenient for observation and inspection, as well as for travel and collection of any information. Whether it is a community or a farm, or a small town or a rural settlement, their properties and characteristics, natural socio-economic conditions, customs and traditions of the population are often associated with the local conditions of the place. will be. The properties and characteristics of large geographical areas are related to the generality of the properties and characteristics of local areas.

One of the main features of local lore is that the result of research is not only the state of a place at a certain time, but also the state of its properties and characteristics over many years, as well as the criteria for predicting. In this case, the interrelationships and interactions of the components of natural or cultural landscapes in the study area are revealed. As a result, it will be possible to assess the natural, economic, cultural aspects of the place and predict its prospects. It is no coincidence that education and upbringing, love for the motherland begins at the threshold, at home.

The information collected by local historians not only improves the secular outlook of people (schoolchildren), but also greatly contributes to the organization, development and effective placement of socio-economic, cultural, administrative, economic activities. gives (significant).

According to the famous geographer VA Anuchin, in solving any scientific and practical problems, in the creation of specialization in certain territorial units, it is important to take into account local natural and economic conditions from the point of view of local lore.

When studying the country in detail, it is necessary to pay attention to the following;

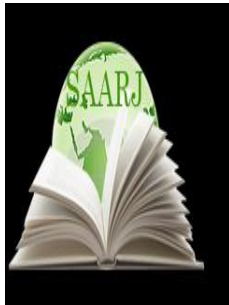
Interdependence, interdependence, interaction of nature and all its elements (geology, relief, minerals, climate, water, soil, flora, fauna, etc.); the impact of human activities on the development of nature, the occurrence of natural processes, natural phenomena (karst phenomenon, landslides, the growth of river valleys, changes in the riverbed, the growth of cliffs, soil erosion, etc.).

Urban and rural ethnography, toponymy, history of their formation, development;

Interdependence of the natural environment and the economy, economic processes, economic life processes; cultural and spiritual, educational and creative activities of the population (folk art, folklore, architecture, etc.) should be studied from the point of view of local lore.

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DOI: **10.5958/2249-7137.2021.00603.0**

APPLICATION OF AUTOMATIC CONTROL AND ELECTRICITY MEASUREMENT SYSTEM IN TRACTION POWER SUPPLY SYSTEM

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ABSTRACT

In that work the methods of organization an automatic control and metering system for electricity (ACMSE) in the traction power supply system of electrified railway transport are presented. We consider the installation of electricity metering devices on an electric rolling stock, similar in their metrological characteristics (accuracy class, minimum interval of reading, etc.). The definition of the level of consumption, specific consumption and unbalance of electricity for the traction of trains is given. Also, consumption of active and reactive electricity, power losses in the traction network, and the magnitude and duration of the regeneration regimes in AC sections are determined. The estimation of the level of power loss in the traction network under various schemes of connection of traction substations (circuits for connecting two-way and one-way power supply of the contact network) is considered.

KEYWORDS: Control, accounting, Traction network, Reactive energy, Alternating current, Block diagram, Functional diagram, Synchronization, Measuring unit.

INTRODUCTION

Today, railway transport is one of the most energy-intensive sectors of the economy of Uzbekistan. Therefore, the cost of energy savings is very high, given the constant growth of the electrified line landfill and the rise in electricity prices.

In this regard, the issue of introducing new technologies comes to the fore:

Firstly, these are technologies for improving electric traction systems, which make it possible to provide both the required load density, and high-speed traffic, and a decrease in energy consumption in operation;

Secondly, it is the implementation of controlled energy consumption, which is directly related to the creation of automated commercial accounting systems and energy-optimal transportation process.

The modes of operation of electric traction systems and external power supply, power flows and power quality, optimization of the power range of traction substations play a significant role in the automatic system for monitoring and metering electricity.

An effective means of reducing electricity bills is a high-tech commercial metering of electricity based on modern high-precision electronic meters, as well as servers and converting modems. This will create a modern 4-level automatic electricity metering system [1].

In general, the commercial metering system allows you to see the real consumption of electric energy in all areas of the railway transport.

Thus, by controlling this process, it is possible not only to significantly reduce the cost of purchased electricity, but also to ensure a decrease in consumption both in operational activities and in traction power supply [2].

To solve the issue of on-line monitoring of the distribution of electricity in the traction power supply system, it is required to carry out technical accounting together with the commercial metering of electricity, namely, to control the consumption of the overhead line feeders (OLF). Such an automated electricity metering system at the overhead line feeders (AEMSOLF) will allow not only to determine the amount of losses and the amount of imbalance, but also to identify power flows between substations that cause additional losses.

MAIN PART

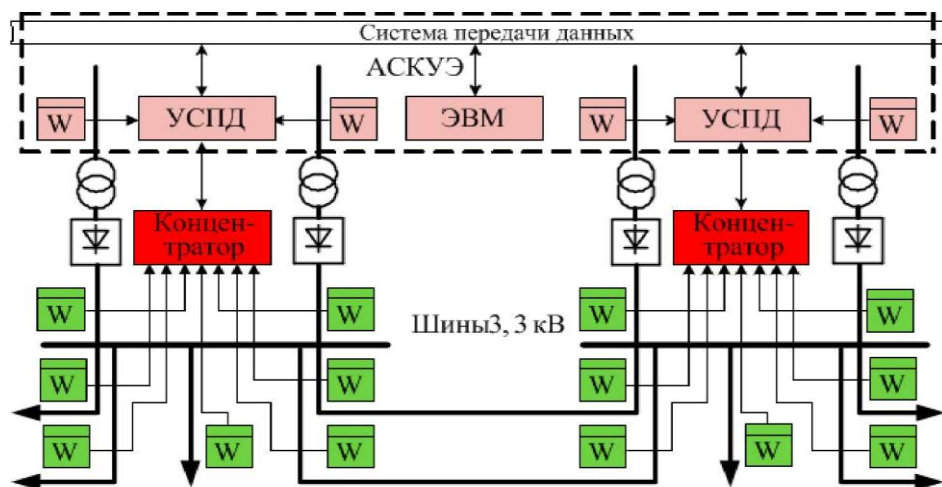
Currently, when analyzing the operating modes of traction power supply systems, analytical and probabilistic-statistical approaches are used. Methodology, theoretical content and information and technological support for the functioning of automated control systems for electricity consumption in terms of traction power consumption are built only on the basis of information received from ACMSE [3].

The development of electricity metering systems at the overhead contact network feeders will make it possible to quickly analyze the operating modes of the traction power supply system as a whole, to compare the current indicators at adjacent substations, which will make it possible to analyze the electrical parameters of the networks.

The network of multifunctional electricity meters, synchronized with each other, located in various nodes of the power system, will provide real-time information about the current state of both individual objects and the entire power system as a whole. The proposed technique can be used both for determining the parameters of electrical modes and for the parameters of equivalent circuits of the traction network [4].

The task of obtaining synchronized measurements, which arises for distributed objects of the electric power industry, can be solved using the standard synchronization system existing in the data transmission system of “АО «ЎТЙ»”. This system provides synchronization accuracy up to 0.1 s. Global systems GLONASS and GPS make it possible to increase the synchronization accuracy by several orders of magnitude.

To implement the electricity metering system, the concentrators are connected to data collection and transmission devices (DCTD), to which AC meters of the ACMSE system are already connected. The use of ACMSE subsystems will allow to synchronously determine the consumption of electricity, both received from the external power supply system and supplied to the load. This approach makes it possible to determine the unbalance of electricity for each substation and to correct the level of unbalance in the contact network.



The block diagram of the electricity metering system on the overhead line feeders (OLF) is shown in Figure.

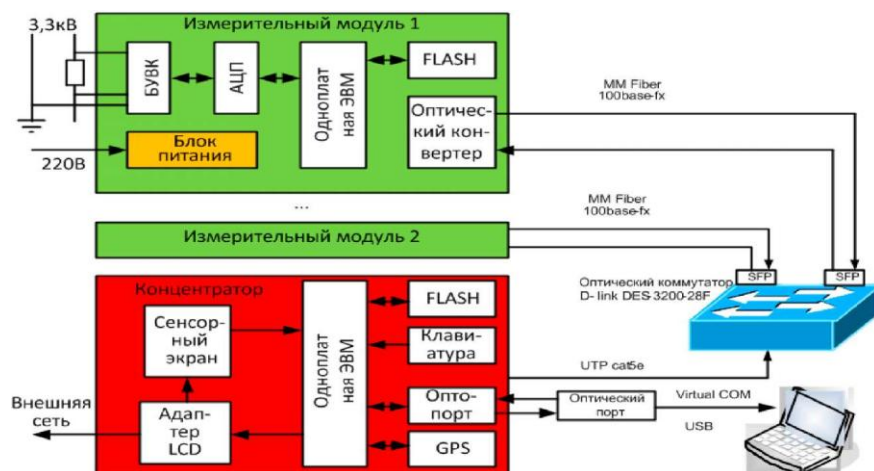


Figure 2 Block diagram of the electricity metering system on overhead line feeders.

The block diagram is built on the principle of a distributed computing system, which is determined by two independent conditions. The first condition is the galvanic isolation of the analog signal input circuits from the digital output circuits of the processed data with high requirements for the breakdown voltage. The second condition is that as the data is processed, the methods of this processing change, i.e. when analog signals are input, a continuous stream of data converted to digital form with uniform sampling is formed, however, after receiving the main calculated values, the task of archiving, managing data transfer protocols and managing the entire system as a whole appears. Therefore, the electricity metering system is divided into two parts.

The measuring unit consists of three parts: an analog-to-digital converter (ADC), a processing unit and an optical interface. The ADC converts signals proportional to voltage and current into digital readings. It provides temperature compensation for the error, as well as periodic correction of the additive error. The ADC is connected to the processing unit via the SPI interface. The measuring unit measures current and voltage signals, calculates active power based on instantaneous values of current and voltage signals, calculates effective values of current and voltage, load graphs. The data output period is 5 s, which facilitates the further calculation of the consumed energy.

The processing unit is implemented on a single-board computer "Tion-pro-28", which provides maximum processing, efficient distribution, archiving of data, and control of the device as a whole and support of exchange protocols via digital interfaces. This microcomputer is a highly integrated device and contains almost all the necessary ports to implement communication interfaces.

Data transmission to the hub is carried out using a fiber-optic communication line. The fiber-optic interface is based on the Net link HTB-1100 optical transceiver and the D-link DES-3200-28F optical switch. Information transfer is carried out using the Ethernet interface, which ensures high data transfer rate. The optical switch allows connecting up to 24 measuring units to the hub.

The concentrator is designed for collecting data from measuring units, archiving, building consumption graphs, and additional information processing, and calculating electricity consumption throughout the substation. Display of current values and local control is carried out using a touch screen. The optical port is a technological one and is intended for loading, debugging and configuring the program in the microcontroller.

The AEMSOLF communication via the existing DCTD with the upper-level subsystem is carried out via the RS-485 interface using the Modbus RTU protocol. The top-level software required for the operation of the system is installed on the same servers that are used in the ACMSE. The structure of the AEMSOLF hardware is given in the work published in the journal "Ecological Systems" [6].

Installation of electricity metering devices on electric rolling stock, similar in their metrological characteristics (accuracy class, minimum interval for taking readings, etc.) to measuring devices installed on the overhead line feeders, as well as providing the possibility of real-time monitoring of the location of electric rolling stock, will allow:

- 1) Determine the level of consumption, specific consumption and imbalance of electricity for traction of trains:

- Within the boundaries of inter-substation zones;
- Within the boundaries of service areas for locomotive crews;
- On the sections of the races of locomotive crews of adjacent railways;
- within the boundaries of tariff zones.

The availability of a database on electricity consumption at these sections, together with information on restrictions on the speed of train traffic, the provision of "windows", areas for the use of regenerative braking and other factors affecting the organization of train traffic will allow the development of targeted measures to improve the main indicators of the efficiency of using electric rolling stock and reduce the specific consumption of electricity for traction of trains according to the meters of traction substations, which in turn will lead to a decrease in the cost of the transportation process.

2) Determine the consumption of active and reactive electricity, electricity losses in the traction network, the magnitude and duration of the recuperation modes in the alternating current sections, which in turn will allow:

- To ensure quality control of the train running by the locomotive crew by monitoring the consumed and recovered electricity at the sections alternating current;
- To determine the standards for electricity consumption for running a train along a route with a complex track profile.

To estimate the level of electricity losses in the traction network for different schemes of connecting traction substations (schemes for connecting two-sided and one-sided power supply of the contact network), which in turn will make it possible to single out the values of equalizing currents (inequality of voltages on substation buses, power transit through the contact network) at different schemes for connecting traction substations and thereby determine the directions of combating them.

3) Obtaining the specified data will make it possible to promptly make decisions on the need to repair sections of the traction network, strengthen the elements of the contact network and develop instructions for locomotive drivers aimed at increasing the efficiency of using electricity for traction of trains.

4) The purpose of organizing electricity metering at the feeders of the catenary traction substations is to accumulate a database on electricity consumption for traction of trains for the development of organizational and technical measures to reduce the specific consumption of electricity for traction of trains, as well as to clarify the structure and reduce the level of unbalance of electricity for traction of trains, adopted by the meters traction substations and consumed by electric rolling stock counters.

FINDINGS

It has been established that the excess of the value of the unbalance of electricity for traction of trains over technological losses is spent on traction of trains uncontrollably, and, therefore, irrationally, ensuring control of this consumption of electricity will reduce the consumption of electricity for traction of trains according to the meters of traction substations.

It is shown that the simultaneous implementation of the AMSE OLF and AMSE EPS projects will make it possible to determine and further exclude from the structure of the unbalance of electricity for train traction the share of the commercial component of electricity losses caused by the error in metering, receiving and distributing electricity on 27.5 kV buses.

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DOI: **10.5958/2249-7137.2021.00592.9**

PECULIARITIES OF EXPRESSING THE CATEGORY OF EMOTIVENESS IN DISCOURSE

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ABSTRACT

The article deals with the emotive means of the language. Based on the works of foreign linguists, the author of the article defines the categorical status of emotiveness and correlates the concept of "emotiveness" with the adjacent category of "expressiveness". It also determines the categorical status of emotiveness, an analytical review of the literature on a given topic is carried out, and an attempt is made to correlate emotiveness with an adjacent category of expressiveness. Proponents of the linguistic stylistic approach consider expressiveness at the level of utterance, exploring ways giving the speech originality and expressiveness. The main question is the choice of means of successful transmission of the speaker's intention. Expressiveness is studied as a functional category that manifests itself in a communicative act and increases the expressive capabilities of discourse.

KEYWORDS: *The category of emotiveness, Communicativeness and expressiveness, discourse.*

INTRODUCTION

In the course of the successive reforms carried out in our country to improve the education system, great attention is paid to strengthening the material and technical base of educational institutions at all levels. The introduction of innovative technologies and advanced educational standards into the educational process ensures a steady increase in the quality of theoretical and practical knowledge and skills of student youth [9, 1289].

Now that the work programs have been drawn up, the time has come to think about what lies behind this concept and what is the difference between training, which aims at the formation of competencies, from the traditional one [8, 91].

The theory of the speech genre dates back to ancient times and still remains one of the key questions of pragmatics. Genres as relatively stable types of utterance are characterized by a variety of forms, being a kind of linguistic reflection of human activity. In the era of the development of mass communication, the concept of a genre has become an object of more detailed study; it became possible to talk about interstyle genres. In this regard, the most urgent is the problem of determining the key characteristics of the genre as a whole, as well as individual genres.

In this article it is planned to show what language means can be used to verbalize a critical attitude to a message. In order to determine the categorical status of emotiveness, an analytical review of the literature on a given topic is carried out; an attempt is made to correlate emotiveness with an adjacent category of expressiveness. Within the framework of the activity paradigm that came to linguistics from psychology, genetic and functional dependence has been established communication from human activities. The study of the text as a product of speech activity is inextricably linked with the concept of a communicative situation, a personality factor and the solution of communicative tasks. In the process of communication, any text acts as a unity of content-semantic and pragmatic principles, being both a product and a result of communication. In the text as an object of research from the standpoint of the activity approach, two aspects are inextricably linked with each other: a set of linguistic means (this includes categories such as coherence, integrity, completeness, communicativeness and expressiveness) and extra linguistic characteristics (the motive and purpose of communication, the character of the author and audience).

ANALYSIS

Proponents of the linguistic stylistic approach consider expressiveness at the level of utterance, exploring ways giving the speech originality and expressiveness. The main question is the choice of means of successful transmission of the speaker's intention. Expressiveness is studied as a functional category that manifests itself in a communicative act and increases the expressive capabilities of discourse.

The emotional state of a person is a very complex phenomenon. Some scientists argue that human emotions can be divided into universal (basic or primary) and non-basic emotions (A. Vezhbitskaya); others reduce all emotions to primary and secondary (cultured) [6,142].

Emotional processes acquire a positive or negative character, depending on whether the action that a person produces and the impact to which he is exposed, in a positive or negative relation to his needs, interests, attitudes. The emotional states that a person experiences are very diverse. It is customary to single out the following as the main emotional experiences:

- Mood - the general emotional state of a person, determined by the meaning of an event for a person in the context of his life plans, interests, expectations and expressed in the system of all its manifestations;
- Emotion - a personal attitude to emerging or possible situations, to their activities and their manifestations in them. Emotions can be triggered by both real and imaginary situations.
- Feeling - the most stable experience of a person of his attitude to objects and phenomena of reality, the result of the generalization of emotions, associated with the idea or idea of the immediate object. The feelings that accompany this or that behavioral act are not even always

realized. A person's emotional experience is usually much broader than the experience of his and individual experiences. Human feelings, on the other hand, are usually very noticeable outwardly.

- Affect - a strong and relatively short-term emotional state associated with a sharp change in life circumstances important for the subject and accompanied by pronounced motor manifestations and changes in the functions of internal organs. Sometimes in a state of passion, anger, fear, joy, etc., a person seems to lose self-control, loses power over himself, all is given to experience. Unlike emotions and feelings, affects proceed violently, quickly, accompanied by pronounced organic changes and motor reactions. Passion is a strong, persistent, long-lasting feeling that captures a person, directs all his thoughts of personality. Passion is the strongest and most vivid emotional state of a person, which for his satisfaction is caused by the desire for vigorous activity.

It can be concluded that the classifications of emotional states (emotions) can be built on various grounds, among which the following are generally accepted:

- 1) According to the sign of emotions - they distinguish positive and negative emotions. VC. Willunas also distinguishes ambivalent, i.e. not belonging to either type. K. Izard clarifies the terms "positive" and "negative" emotion, which are defined depending on the degree of desirability or undesirability of the consequences it causes;
- 2) In terms of such qualitative characteristics as the degree of awareness, duration, intensity, etc. see: emotions, feelings, passions, affects;
- 3) Based on the principle of primacy, basic and derived emotions are distinguished. At the same time, the list of emotions referred to as basic varies depending on the author. It is not only the quantity and quality of basic emotions that causes disagreement, but also the essence of derived emotions, which are distinguished by a mixed character, for example, the emotion of "pride" is a mixture of joy and love or joy and anger;
- 4) The most common ground is based on the type of emotions, for example, love, hate, joy, etc. Such classifications contain more than 150 types of emotions.

The idea of two-way conditioning of emotions (from the side of motives and from the side of objective influences, situations) allows us to consider emotions in two directions: as an object of reflection and as a way of reflecting reality.

The peculiarity of emotions as an object of reflection is associated with their role in the cognitive-reflective process. The object of cognitive attitude and reflection is not only the objective world, but also the subjective reality of a person. A number of specific qualities of emotions as an object of reflection are distinguished. One of the main features of emotions is their dynamic nature: emotional states and experiences are changeable, continuous, fleeting. Another feature is that emotional experiences are among the objects inaccessible to direct observation, objects of the invisible world.

It is not possible for us to draw a clear line between studies of expressiveness in language and speech: expressiveness has a linguistic nature, represented through the means of language, but manifested in speech. Speech expressiveness is broader than the expressiveness of language, since it manifests itself as a result of the use of linguistic means. The expressiveness of the

language is of paramount importance, since it determines the speech expressiveness, which is consciously formed by the author with the help of expressive means of expressiveness and stylistic devices.

DISCUSSION

Representatives of the Prague Linguistic Circle also pointed out the presence of expressiveness both at the language level and in speech, highlighting two types of expressiveness: own, or inherent (embedded in the language unit itself, its form and existing outside the context), and contextual, or adherent (acquired linguistic unit in a certain environment when used figuratively). Definitions of expressiveness in linguistic dictionaries emphasize the presence of expressiveness both at the language level and in speech.

The Linguistic Encyclopedic Dictionary gives the following definition of expressiveness: "The set of semantic and stylistic features of a language unit, which ensure its ability to act in a communicative act as a means of subjective expression of attitude speaker to the content or addressee of speech" [3, 591]. It follows from the definition that expressiveness arises with such a combination of features originally embedded in a language unit, which in a certain way affects our perception of what is said.

In a number of works by foreign authors (B. Charleston, S. Bally, R. Jakobson) these phenomena are identified. R. Jakobson uses them as synonyms to denote one of the six functions of the language allocated to him. Identifying the emotive function with the expressive one, he gives the following definition: "The so-called emotive or expressive function, focused on the addressee, has as its goal a direct expression of the speaker's attitude to what he is talking about. It is associated with the desire to give the impression of the presence of certain emotions, genuine or feigned [7, 198]. S. Bally combines expression and emotions under the general concept of "the affective value of the elements of the language system." On the subject of the study of stylistics, he writes: "Stylistics studies emotional expression elements of the language system, as well as the interaction of speech facts that contribute to the formation of a system of expressive means of one or another language" [1, 17]. Among the tasks of stylistics, he mentions the definition of the emotional nature of a speech fact and the study of the expressive system of speech facts [1, 33].

Some Russian linguists (A. A. Reformatsky, V. A. Zvegintsev, K. A. Levkovskaya) also do not share the concept of expressiveness and emotionality. For example, V. A. Zvegintsev believes: "The word has not only subject-logical content, it is used not only for the transmission of thought - it is also endowed with an emotional or expressive element, through it a person expresses his emotions" [10, 167], and "the expressive-emotional elements associated with the word are not included in its meaning" [10, 175].

The emotional state and emotional attitude can be represented in the language by various means - both direct nomination (fear, love, anger), and direct expression (interjections, invective vocabulary, etc.) and description (posture, speech and voice features, look, movements, etc.). Among the emotive vocabulary, there are words that name emotions and feelings, and words, the emotionality of which depends on associations, reactions to a connection with a denotation. If, when determining emotiveness, we rely on the concept of a situation representing the emotional state of the subject (which is inevitable with an activity approach to communication), we have to admit that there are various means of representing the emotional state and attitude in different communication conditions and depending on the speaker's intentions. Thus, among the means of

achieving emotiveness can be both language means, characterized by a certain degree of expressiveness, and neutral (out of context) linguistic elements.

CONCLUSION

Summing up the review of linguistic literature, let's say that expressiveness acts as a global property of the text, its general expressiveness, realized at different levels through phonetic, lexical and syntactic means. It exists at the pragmatic, semantic and stylistic levels of the text and is created due to the emotive and subject-logical conceptual content of the text. Emotiveness is a component of expressiveness and reflects the impact of the text on the emotional, non-intellectual sphere of the human psyche.

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DOI: **10.5958/2249-7137.2021.00593.0**

THE PERIOD OF RECONSTRUCTION AND RISE OF THE HISTORY OF OUR PEOPLE IN THE YEARS OF INDEPENDENCE

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ABSTRACT

The world is wide, there are many countries in the world, but in this world, our unique homeland, Uzbekistan, is unique. The uniqueness of the country called Uzbekistan is reflected in its unique nature, rich history, hardworking people, as well as the fact that people of different nationalities and ethnic groups live on this land as children of one family. Such harmony, friendship and cooperation have deep historical roots and foundations. When a just national policy is pursued, multiethnicity helps to understand the unity of our goals, the unity of our destiny, the need for solidarity, the priority of universal ideas, and the correct understanding of personal interests. On the contrary, a lack of vigilance and sensitivity in national relations and even a slight disregard for national principles can have a negative impact on peace and stability.

KEYWORDS: *Uzbekistan, World, Independence, Strengthen, Reflected, Dignity.*

INTRODUCTION

The uniqueness of the country called Uzbekistan is reflected in its unique nature, rich history, hardworking people, as well as the fact that people of different nationalities and ethnic groups live on this land as children of one family. Such harmony, friendship and cooperation have deep historical roots and foundations. When a just national policy is pursued, multiethnicity helps to understand the unity of our goals, the unity of our destiny, the need for solidarity, the priority of universal ideas, and the correct understanding of personal interests. On the contrary, a lack of

vigilance and sensitivity in national relations and even a slight disregard for national principles can have a negative impact on peace and stability.

MAIN PART

All of today's reforms serve to further strengthen our independence. Because so many great and honorable people were born in this heavenly country; if we take the example of Imam Al-Bukhari as a great hadith scholar, the hadiths he collected as a great scholar are loved and revered in many countries. Achieving Independence in the Republic of Uzbekistan was of great importance. During this period, the adoption of the Law on the State Language under the leadership of the First President was the first step towards independence. The first focus was on the State Language, and after the adoption, the main goal was to understand national identity and restore statehood. Gave. On March 24, 1990, the post of President of Uzbekistan was established. Now the main task was the adoption of the Declaration on the State Sovereignty of the Republic of Uzbekistan, a document of great importance in the historical destiny of the country and the people, because this declaration was the main criterion for creating freedom and freedom of our people. The next declaration took into account the centuries-old historical experience and traditions of the Uzbek people. The Declaration of Independence, adopted at the 2nd session of the Supreme Soviet of the Uzbek SSR on June 20, 1990, included some clauses related to the formation of the National Army. This declaration consists of 12 articles. From that day, the issues of economic and political life of the republic began to be resolved independently. It was during this period that the first new book on independence was published. The first book by President Islam Karimov, published in 1991, was published in Uzbekistan. "We are doing our best to ensure that our people are no less than anyone else in the world, and that our children are stronger, more educated, wiser and, of course, happier than we are." In this regard, the issue of spiritual education is undoubtedly of paramount importance. If we lose our vigilance and sensitivity, our determination and our responsibility, and leave this very important thing to its own devices, we may lose our historical memory of our spiritual values, which are nourished and nourished by our sacred values. The VI Extraordinary Session of the Supreme Council of the Republic of Uzbekistan of the XII convocation, convened on August 31, 2012, played an important role in the proclamation of Uzbekistan as an Independent State. Because it was the eternal dream of our people;

First of all, do you approve the State Independence of the Republic of Uzbekistan on December 29, 1991? The results of the referendum on the subject are a clear example. The referendum was attended by 94.1% or 9,898,707 registered voters. 9 million 718 thousand 555 people or 98.2% of those who took part in the referendum voted for the state independence of the Republic of Uzbekistan. This event helped the people of Uzbekistan to determine their own destiny and create a political system in society. From the first days of our independence, great attention was paid to the National Idea. As the First President said, I think that if we imagine the best aspirations and hopes of any nation, we will be able to express the essence of such a broad concept. Today, the attention to the national idea has increased more than ever. This is because the teaching of science as a new subject has begun at the Higher Education Institution. This has helped to raise the attitudes of students to the national idea. We have the strength to fulfill the great tasks set before us by President Mirziyoyev in his Address to Parliament. - a national hero who will be a source of power The need for our development has been highlighted. In particular, we need to understand the national identity, study the ancient and rich history of our country,

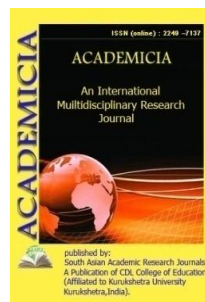
strengthen research in this area, and fully support the work of scientists in the humanities. The assessment of the past must be objective and, most importantly, free from differences of opinion. "There are people who think of the old Soviet ideology as a national idea," he said. This is also true, but if ideology is human, if it serves to glorify human rights and freedoms, why should we be afraid? The basis of all our actions is to please our people, and this is the basis of everything we do in terms of humanity. In this regard, I would like to emphasize that the ideology of the New Uzbekistan we are creating will be the idea of goodness, humanity and humanism"2.

CONCLUSION

In conclusion, national tolerance is achieved through respect for the language, religion, way of life, customs and traditions, national cultural heritage of people of different nationalities, respect for their honor, dignity and dignity. Represents a specific spiritual breadth (tolerance) National tolerance is not achieved at the expense of the contrary, to the detriment of the national interest. It will be strengthened on the basis of a balanced view of the interests of different nations.

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DOI: **10.5958/2249-7137.2021.00594.2**

PROBLEMS OF WATER DEPLETION AND POLLUTION AND THEIR CONSEQUENCES

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ABSTRACT

This article discusses issues related to the causes of pollution and depletion of water resources, their environmental and socio - economic consequences for society, as well as measures aimed at solving such environmental problems. The article deals with issues related to the causes of pollution and depletion of water resources, their environmental and socio-economic consequences for society, as well as the feasibility of solving such environmental problems.

KEYWORDS: Water, Hydrosphere, Pollution, Depletion, Ecology, Industry, Aral Sea.



INTRODUCTION

As you know, water covers more than half of the globe: its role in nature is invaluable. Also, for the economy, water resources are of extreme necessity and require a rational approach to their use. In the context of the global development of industry and STP (scientific and technological progress), intensive use of water leads to its depletion's particular, in such industries as metallurgy, heat and power engineering, and the petrochemical industry, the use of a huge amount of water is required, which certainly affects the volume of water reserves. And there are very few fresh water resources suitable for consumption on Earth – 2% of the entire hydrosphere. In addition, active human activity negatively affects the quality of water, polluting it. Water resources are one of the components of the economic potential of any country. For full-fledged farming, meeting the needs of the population, it is necessary to have a sufficient amount of water reserves. In some countries, water scarcity is considered a major social and economic problem. And the most pressing problems related to water today are its pollution and depletion.

The main “suppliers” of fresh water are rivers, lakes, underground water and glaciers. The total water reserves are shown in the figure. (1)

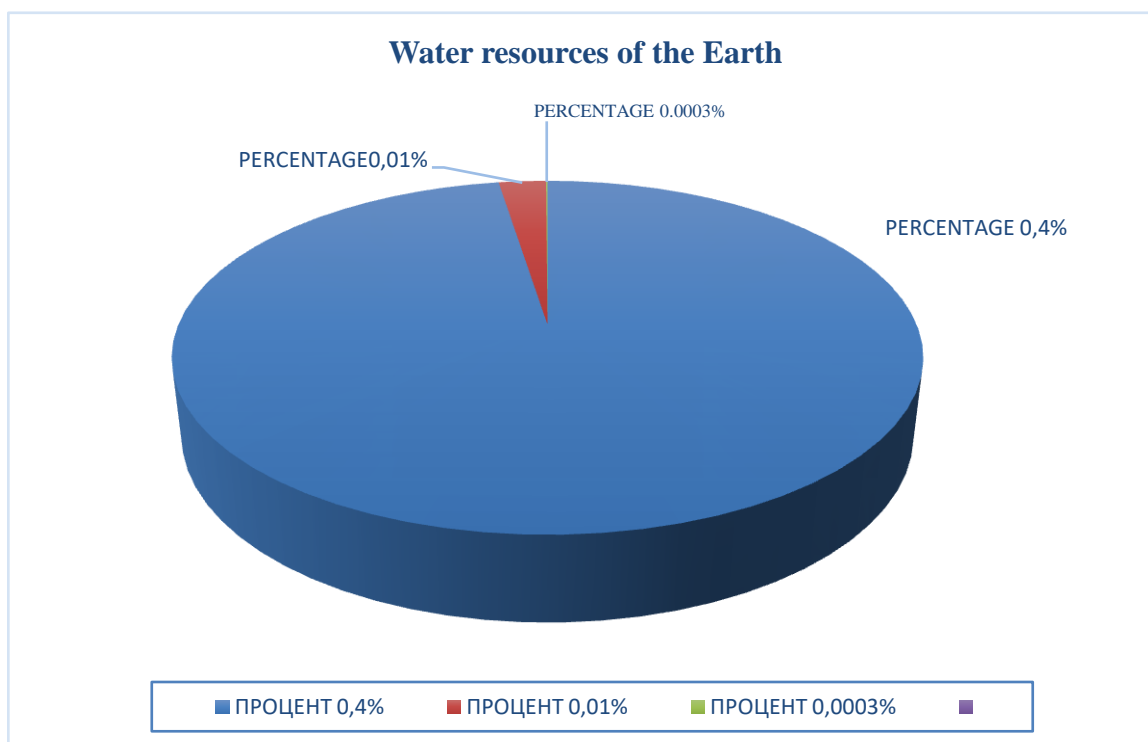


Figure: 1 Water Rapas of the Earth

Earth's Hydrosphere

- ☐ Underground (except for soil water)
- ☐ Ice and snow (mountain– glacial areas)
- ☐ Land surface water (lakes, reservoirs, rivers)

- ☐ Atmospheric water
- ☐ Water contained in living organisms

Every day, as a result of human influence, a large volume of fresh water becomes completely unusable. The sharp deterioration of water quality is caused by its contamination with chemicals, radioactive substances, synthetic fertilizers and toxic chemicals, and sewage. And pollution of the hydrosphere-causing irreparable damage to the environment! Industrial emissions of large plants, especially metallurgical and automobile plants, into fresh water change its composition with various heavy metals – xenobiotics, such as lead, cadmium, mercury, and others. Of course, further consumption of such water by people is fraught with dangerous consequences. The situation is even worse when water bodies are contaminated with radioactive substances, since when the result of the decay of isotopes – particles-enters the body, they cause serious cancer. The flow of water into reservoirs from sewage drains poses a threat to living beings due to the presence of a mass of pollutants in them: food residues, household waste.

In addition to pollution, humanity is also facing the depletion of water resources. The first reason for the decrease in the amount of usable water resources is the increase in their consumption per capita. With an increase in the population, the number of consumers is also growing, which means that the world's water reserves will remain less and less. The improvement of the technology of industrial and agricultural production leads to a significant depletion. The development of mineral deposits leads to large losses of fresh water. The process of urbanization, which covers more and more territories and is expressed by the construction of many structures and buildings-the construction drainage of urban areas leads to water losses in huge quantities.

All the above-mentioned problems have extremely sad consequences not only of an environmental, but also of a socio – economic nature. Special attention should be paid to the World Ocean, because it is known that it plays a primary role in the functioning of the entire biosphere and 70% of the oxygen on Earth is produced as a result of photosynthesis of plankton living in the ocean. The pollution of the World Ocean caused by the release of household and industrial garbage and the localization of large urban agglomerations leads to the fact that various representatives of flora and fauna die out, the water temperature in the ocean rises, some global climate phenomena change their direction and garbage islands appear. In particular, one of these largest plastic islands is the garbage plastic island in the North Pacific Ocean, which arose due to ocean currents collecting plastic waste in one place. Another example is the Aral Sea crisis, which is an urgent problem not only in Central Asia, but also in the whole world. Extreme salinization and a decrease in the area of the sea has created many environmental problems.

What causes pollution and depletion of water resources? First of all, the incidence of diseases among the population increases due to the consumption of polluted water; as a result, life expectancy is reduced, labor productivity and the percentage of able-bodied people of working age fall. The lack of clean water will lead to the dissatisfaction of people's needs. Due to the fact that it is not possible to use highly polluted water, people will resort to further intensive use of the remaining clean water resources. From an economic point of view, the shortage of water forces some countries to import it to ensure the efficient functioning of the economy, that is, there is an increase in water prices. If there is a large shortage of water, individual resource-

intensive factories and factories will cease to exist, and this phenomenon can subsequently lead to a decline in some industries and cause unemployment and a shortage of goods. If it is necessary to purify contaminated water, it may be necessary to implement expensive technologies to achieve the desired result. The costs of restoring natural resources, preventing possible consequences of pollution, recycling and disposal of waste will increase. Such economic consequences can undermine the country's macroeconomic indicators, reduce the level of development of the economy and infrastructure, and reduce the human resources potential.

To overcome the problems associated with water supply, water scarcity and rational use, a number of programs have been implemented and are being implemented, international conferences have been held, and UN resolutions on water law have been adopted. [2]

In particular, special attention is being paid to the problem of the Aral Sea at the present time. Together with the UN, the Program "Strengthening the Resilience of the population affected by the Aral Sea Crisis through the creation of a multi-partner fund for human security in the Aral Sea Region" was developed. On February 10, 2017, an official ceremony was held in Tashkent to launch this Program. In addition, great efforts are being made at the regional level: IFAS (the International Fund for Saving the Aral Sea), whose founders are Kazakhstan, Uzbekistan, Tajikistan, Kyrgyzstan and Turkmenistan. In addition, on January 18, 2017, the Decree of the President of the Republic of Uzbekistan approved the State Program for the Development of the Aral Sea region for 2017-2021, aimed at improving the conditions and quality of life of the population of the region, providing for the implementation of projects with a total cost of 8,422 trillion soums. [3]



Can it restore the former size of the Aral Sea?

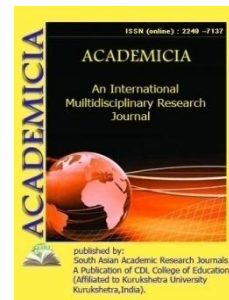
Everything is possible. An example is the United States. They are systematically dismantling the dams. They return the rivers to their natural position. They live in harmony with the environment, and we all build reservoirs. To make such decisions, I repeat, you need to save water. And here there is a contradiction: the state has distributed land to the peasants, who need to be provided with water. But many of them irrigate the land the old-fashioned way, and this is a problem. It is necessary to change the approach: you need to first invest in the development of water management and only then give the land in trust management. The Aral Sea is originally a huge body of water. The sea had a significant climate-forming effect on the environment.

Previously, cyclones did not pass through the territory of the Aral Sea. Today, when the sea is almost gone, they repel the hot air. This has become a continental-scale problem. There are similar problems in Iran and Africa. The drying up of large bodies of water changes the planet. This will eventually lead to its desertification. Therefore, the drying up of the Aral Sea is a global problem. It must be resolved before it is too late.

Solving problems related to water resources requires joint efforts. Coordinated action by all countries of the world to save and expand water resources and ensure rational use will certainly restore the natural balance on the planet.

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DOI: **10.5958/2249-7137.2021.00604.2**

E. ALL WORTH: THE MATIC OF UZBEK LITERATURE

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ABSTRACT

The article provides a comparative analysis of the views of the American Uzbek scholar Edward Allworth on the subject of Uzbek literature, as well as the views of Uzbek literary critics. The scientific basis of these ideas will be explored. The literary process of the last century is analyzed. The views of E. Allworth and Uzbek literary critics on this issue, their similarities and differences, and their reasons are analyzed on a scientific basis. The article argues that the "debates over Uzbek literature during the Cold War" served ideology more than literature.

KEYWORDS: *Uzbek literature, atheistic propaganda, E. Allworth, Uzbek scholar, social system, image, theme, literary policy, Cold War, Cholchayon.*

INTRODUCTION

American literary scholar Edward Allworth's book "Uzbek literary politics" has a separate chapter on the theme and content of the Uzbek literature of the last century ("THEMES AND CONTENT").¹ Allworth tried to study Uzbek literature extensively, but in our opinion it seems to be trying to give a more political character to this issue. According to him, the theme of Uzbek literature after the first five-year plans (1927 / 1928-1932 / 1933) is expressed as follows:

1. Social industrialization;
2. Construction of collective farms;
3. The Cultural Revolution;
4. Women's freedom;
5. The heroic past of Uzbekistan.

The same themes prevailed in many works created during this period.

For a quarter of a century, from early 1928 to 1956, Allworth reflected dozens of special themes in Uzbek literature, including atheism, "interethnic friendship," "Soviet peace," anti-Americanism, respect for Russia, and respect for Stalin. Emphasizes. According to the scholar, the universal ideas of Islam, which influenced the Uzbek and Chigatay literature, significantly decreased after 1924. He noted that religious themes in Soviet-Uzbek literature had diminished under the anti-religious propaganda of Russian communists, and that **"atheist propaganda in modern Uzbek literature had deliberately discredited religion and portrayed Muslim mullahs, eshans, and imams as ruthless looters"**² writes the Uzbek scholar. As an example, Allworth cites an excerpt from Parda Tursun's novel the "Teacher", published in the 1950s (we cite the Uzbek version of the passage): "His eyes were on the white turbans lined up on the porch looking for someone. Here, just like that! The grass of confidence shines in his heart. That's exactly what he's looking for. I have heard a lot about people with such white turbans. One of them is "suf", a cure for death, a word written on a piece of double-sided paper is a tumor that protects a person from any misfortune. He saw "eye tumors", "water tumors" on the shoulders of children, on the necks of women, on the armpits of men. He saw fifty letters written by them being crushed by people. It is called a duo. Here they are! He found what he was looking for now. If one of these turbans goes and says "suf" once, his mother will be resurrected..."³In this passage, Allworth approaches the writer from the perspective that there is irony, criticism, and condemnation of the "people in white turbans." Through this passage, the researcher tries to prove the above idea, that is, he says that such works appeared as a result of atheistic propaganda. In fact, as in this passage, the azimkhan, bakhshi, and kushnoch are not religious officials, but the result of the beliefs of the common people over time. Allworth considered the Azimkhans, the Athenians, to be among the mullahs, eshons, and imams. When the time comes, we will not be able to think correctly, because we are a generation that has grown up under the influence of these beliefs. "The girl drank a handful of tea with the teacher's "sharp breath", blood on a handkerchief, a thin white dress worn on the head (this also touched the "breath" of the teacher!) And a piece of paper with black, dark ink and vice versa, with some letters written on it and a "crusher" that puts "immortal love" in the hearts of both parties, wrapped it in a handkerchief and put it in a certain place so that it would not be forgotten tomorrow."⁴

"After he left, the three of them gathered and discussed the situation of their son-in-law. After much deliberation, it was decided to send Khadijahan to the lame azayimkhan tomorrow morning..."⁵

There are many such examples. Like Cholpon and Oybek, in PardaTursun, the above-mentioned cases show the centuries-old beliefs of the people, not the discrediting of religion and the condemnation of religious leaders. "When Karakhan saw his only child, he tore his collar, brought a neighbor, fed him, brought him a mullah, brought him a mullah, taught him, brought him a donkey and gave him a ring."⁶

Allworth attributed these circumstances to Soviet propaganda, which in fact existed before, during, and now before the Soviets.

Rano in Abdulla Qodiri's novel "Mehrobdanchayon" and Lalikhan in Oybek's epic "O'ch" sometimes deviate from the themes firmly defined in Soviet literature (freedom of women, the inclusion of men in the working class, etc.). tries to explain through. In other words, the portraits of Rano and Lalikhan in the novel "Mehrobdanchayon" show the full portrait of Rano, emphasizing that the symbols of Rano and Lalikhan are depicted as a real charm, graceful

beauty, in general, a delicate creature. Oybek also says that in a number of his works he avoided the proletarian character:⁷

Yoshi o`nsakkizda, ismiLa`lixon.

Qoshdemaganunda: ingichka, asl...

Lablarinaqpishgangilos-qip-qizil.

Oqtiniqyuzlarikulimsarhar on.

Ko`zlariyirik, sho`x, kipriklarquyuq⁸

In English:...eighteen year-old Lala-khan: "...her dark brows deserve praise / her lips like scarlet cherries/ ... hair to her waist and tall/..."⁹

Continuing to talk about the themes of Uzbek literature, Allworth says that the theme of the beautiful Fergana Valley will be repeated in the works of Uzbek poets and writers. Cholpon and Gayrati used this theme in the national proletarian literature. Here we remember that Cholpon's poem "Buzilgano`lkaga" was re-created by Gayrati under the name "Tuzalgano`lkaga" Allworth says that GhayratyCholpon's poems "Fergana" and "Kechkirish" have the same attitude. The author's words at this point seem to be neutral towards Cholpon, but he seems to be sarcastically emphasizing Gayrati's poem "Tuzalgano`lkaga":

"... Ghayraty "answered" a poem by Cholpan titled Buzulghano`lkaga, 1923, with one he named Tuzalgano`lkaga, 1927. Ghayraty's method was to cite passages from the poem attacked, and to add lines giving a new direction to its development or else supplying a parody "¹⁰. Literary critic LazizKayumov's article "G`oyaviykurashmaydoni" shows the opposite: Cholpon, a bourgeois nationalist, called one of the most shameful poems about Fergana during the revolutionary years "Buzilgano`lkaga". In those years, the poet Gayrati struck a blow to Cholpon, writing a poem "To the Healed Land", which sang the happiness of the peoples who broke the chains of slavery in Uzbekistan.¹¹ We see that the approach of both researchers is different. For Allworth, Cholpon is a tool to prove his point. For LazizKayumov, he is a bourgeois nationalist (of course, from the point of view of the time). He called on the national independence fighters to liberate the country through his poem "Buzilgano`lkaga", but because their heads were stuck in a dead end, the poet reconciled with the Soviets and hoped for salvation?!(Blood race to the torn tongues, soul race to the empty needles, thorny gardens to the flower show, The path of truth is, of course, a crossing).In any case, along with many such poems of the fiery poet, the poem "Buzilgano`lkaga" has been an obstacle to his "justification" for years.

The English researcher cites works on the subject of Fergana: Hamza's "Fergana", Botu's "Fergana's Youth", Elbek's "Fergana's Evening", Zavkiy's "Fergana", Mirmukhsin's "Fergana's Spring" and many others.

The English researcher cites works on the theme of Fergana: Hamza's "Fergana tragedy", Botu's "To the youth of Fergana", Elbek's "Fergana evening", Zavkiy's "Fergana", Mirmukhsin's "Fergana spring" "And many other works depict the Fergana Valley and its people.

The researcher says that such an example as Gulkhani's "Scorpion with a Turtle" in "Zarbulmasal" can be found in Hamza HakimzodaNiyazi, as well as the image of a scorpion in

the works of the Persian poet Abdurahman Jami. The author also cites a riddle about this insect to prove that the image of a scorpion already existed among Uzbeks:

“Birotimborajabgina

Dumlariborgajakkina

Hali kelsako`rarsiz;

Kula-kulao`larsiz” (Chayon)

All worth says that scorpions have a negative attitude in Uzbek literature. Here he remembers A. Kadyri's work “Mehrobdanchayon” In 1918 and 1919, there were also Uzbek newspapers Chayon and Cholchayon. It is known that these publications were published in Tatar in Tashkent in the years mentioned by Allworth, edited by KhalifTulakov and Ibrahim Tahiri. “In Uzbek literature the scorpion has played the role of a sinister villain, a crafty fellow , a resistance symbol, a hero, and in some cases the terrible poisonous arachnid which it really is in parts of Central Asia”¹². Translation: In Uzbek literature, the image of the ugly, the negative, the cunning, the symbol of resistance, the hero and, in some cases, the dangerous danger, as in some parts of Central Asia, is interpreted.

For some reason, the author makes an unexpected statement about the "Scorpion": It is not surprising that scorpions appear in Uzbek writings, but it is striking to find that a country so distant and formerly unimportant to Uzbeks as The United States of America comes up in Uzbek literature from time to time. Anti-Americanism has been a Russian propaganda line for many years, of course, and some Uzbek poets emulate the Russians on this theme. In the thirties Hamid Alimjan wrote ‘What we care about America?’. Poems, stories, and prose essays in this vein by well-known Russian writers have been translated into Uzbek: for example, Gorky's ‘On America’, and ‘City of the Yellow Devil’, and Mayakovsky's ‘The America which I discovered’. In 1955, Zulfiya's poem, ‘Saadat's Answer to the American Woman’ was printed in a book of poems. Many Uzbek writers have included in their works stock propaganda phrases like ‘American imperialists’, ‘American warmongers’, particularly in the seasons of active anti Western policy in the USSR. **Translation:** It is not surprising that there is a world image in Uzbek literature, but for Uzbeks it is surprising that the topic of the United States of America, which is far away and insignificant, appears. Anti-Americanism has been the focus of Russian propaganda for many years, and of course, some Uzbek poets are imitating the Russians. In the thirties, Hamid Olimjon asked, "Why America?" he wrote. Poems, short stories and essays by famous Russian writers have been translated into Uzbek, for example: Gorky's "About America", "Yellow City", Mayakovsky's "America I Discover". In 1955, Zulfiya's "Saodat's Answer to the American Lady" was published. During the USSR's anti-Western policy, many Uzbek writers included in their works such works as "American imperialists" and "American warriors."¹³

The author seems to be upset that Uzbek writers are not friendly to the American people. LazizKayumov said that there are poems written with a sincere attitude to the American people, and at this point he wants to see a poem by GafurGhulam dedicated to "Pol Robson". We also found it necessary to quote from this poem:

Qo`ldaborfursatlarning hukmiga bo`yinegib,

Qondagijo`shqinlar-la yozarekanmankitob,

Qalbimningcho`qqisigaumidbayrog`intikib,
 TasavvurgakeladiAmerikadainqilob...
 Harxalqningo`zxohishi, irodasi, huquqi,
 Tuzumivato`zimio`z-o`ziningishidir.
 Qo`shnilardevoridanmo`ralab sir axtargan,
 Xuddishuqo`shnisigadushmanbo`lgankishidur.¹⁴

Hamid Olimjon's "Nima bizga Amerika!" when thinking about his poetry, the poet does not express any negative opinion against the American people and its citizens. We are talking about two social systems, a five-year plan. The poet is very happy with the changes taking place around him. Confidence in the future grows in his heart.

...

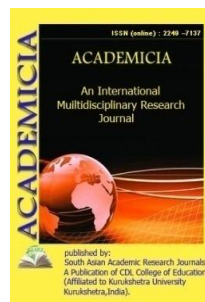
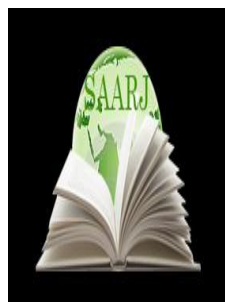
Amerika,
 Nimabizga
 Uningsur`ati
 Uningtezlikligi,
 Kuchi,
 Quvvati.
 Mana biz,
 O`zimiz
 Safargaturib,
 Undano`tibketamiz –
 Yaratib
 Zavodlar,
 Mashinalarni¹⁵

Of course, the socialist system seems to be correct for the poet, and the capitalist system is correct for the American, just as everyone bends to the spring from which he drinks water. In the poem, Hamid Olimjon tries to compare the growth and development of the Soviet state. Edward Allworth may consider this example of Uzbek literature as a poem against American imperialism, but logically, Hamid Olimjon, living in a socialist state, can not sing the capitalist state! This does not occur to any of the representatives of this system, because for each of them the ideas of their society are true. In particular, Oybek says the following about these isms: Capitalism has shown the essence of hunger, slavery, unemployment, decay, decline, decline, resistance to culture, and so on. Socialism is the complete opposite.¹⁶ There are works in the same direction in Zulfiya's work. Not to mention the dozens of poems written by the poet in the 50's under the influence and repression of politics, ideology (for example, "Saodat's response to a foreign lady", "The voice of the Uzbek girl", "Party"). (except for his poems "I greet you", "I am

a communist"), many of his works are true examples of lyricism.¹⁷ We cannot say that there is no example in American literature in which the capitalist system has not been praised and praised as better than other systems. Such views are found in representatives of both systems. From the above, we can conclude that literature and ideology are like magnetic poles. When you move away, it pulls closer, and when you move closer, it pulls away.

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DOI: **10.5958/2249-7137.2021.00625.X**

MICROFINANCE AS A TOOL FOR ALLEVIATING POVERTY: THE JLG APPROACH

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ABSTRACT

Micro finance is relatively a recent approach to financial services but it is the need of the time in many developing countries. Since greater than one fourth of the rural inhabitants of India are beneath the poverty line, they need financial support to run their livelihood and prosper at the same time. But no banks can stand a support as they are unable to provide any collateral facilities. So NABARD has started with the SHG and JLG to provide assistance to these poor and not to be surprised many farmers and micro business from across the globe especially in developing countries. These schemes have benefitted countries like India, Bangladesh to a great extent. This paper makes a humble attempt to review many papers in this context.

KEYWORDS: Joint Liability Group, Micro Finance, SHG, Rural Development

INTRODUCTION

Micro finance is relatively a recent approach to financial services but it is the need of the time in many developing countries. Bangladesh has seen a remarkable rise in the microcredit system and India is no exception. Majority of the rural population in India is beneath the poverty line. From

the total population living in the rural parts of 35 states and Union Territories of India, 25.7 per cent of them are in the beneath poverty line category, according to RBI. Whereas in urban and semiurban areas, the situation is slightly improved with 13.7 per cent of the population living beneath the poverty line. In total, around 22 percent of the Indian population livelihood is under the poverty line. The idea is very simple yet effective. The major objective of microfinance is providing a very small loan to someone who is living below poverty line and it could help them in expanding their small business. The number of people who live in poverty is quite higher in comparison to the affluent people. They cannot avail financial assistance by giving expensive collaterals or cannot do complicated paperwork but their financial growth has a significant impact on the economy.

Government of India has taken various steps for reducing poverty. But it was later realized that efforts on individual level are not adequate. So it started creating groups through which the poor people could get benefit by collective decision making. Such groups are known as Self help group. However the most important limitation of SHG is that the loan amount is attached with the saving of its member which restricted the size of the loan. It is also found that there is another segment of people who are above poverty line but in direct need of credit due to low income level. Hence based on same principles of SHG, NABARD has developed another credit model based on the mechanism of “Joint Liability Group” for all these segment of society.

The lower part of the society are being provided with loans in the form of group or joint liability schemes for developmental activities. This scheme provides loans individuals on basis of confirmation from the other collateral group members. Many of the NGOs and government organizations in Odisha are heavily dependent on the joint liability to serve the lower part of the society.

DISCUSSION

Brickell et al (2020) have found that when microfinance was at its peak, with an estimation of 139 million microfinance customers globally, the COVID-19 pandemic has engulfed us. The microfinance sector in Cambodia is a fastest growing sector and, similar to others in the Global South, has changed from providing entrepreneurial resources to liquidity and relief from on a daily basis. At this point of view, however, it was argued that it should be a matter of concern and not comfort, to encourage microfinance as a market-oriented relief and recovery from this pandemic. Second, credit-taking is supposed to increase further in terms of the number of borrowers and amount of loan as a consequence of the health and economic impacts associated with COVID-19. The dependency on MFIs would leave households undernourished and therefore more vulnerable to their disciplinary and extractive impulses. It was further suggested that the intertwining between over-indebtedness, hunger pre-existing problems and the COVID-19 global health crisis is a chief challenge to gender equity and sustainable growth. For debt relief to be provided, cooperation between the Cambodian government, foreign investors, lenders of microfinance and developmental partners is crucial. In addition, progressive socio-economic policies and programs related to public welfare need to be prioritized to reverse the dependency of too many beneficiaries on the industry of microfinance for survival.

Iqbal et al (2019) have found that strong corporate governance for microfinance institutions (MFIs) has been considered a building slab of success as it is believed to assist them in achieving their financial and social objectives. The paper analyses the relationship between corporate

governance and financial results for MFIs in Asia. For the period 2007-2011, a panel dataset was used which included 173 MFIs in 18 Asian countries. Based on seven metrics relating to composition and board size, CEO characteristics, and form of ownership, a corporate governance index was created. The both-way relationship between this index and each of the five different indices of financial performance was then calculated. A dual-stage least-squares estimation approach with instrumental variables to resolve the potential simultaneity between financial efficiency and corporate governance was performed. The endogenous essence of financial performance and corporate governance was confirmed by the findings. The study concluded that with good governance practices, the profitability and sustainability of MFIs are improved and that more sustainable and efficient MFIs have better governance systems.

Quidt et al, 2018 have said that several authors point to a decrease in microcredit for joint liability and an increase in individual lending for liability. Yet there is a lack of empirical proof, and there has been no systematic study of potential causes. By using the MIX market dataset it was shown that there was a decline. Then it was theoretically demonstrated that marketing pushes business intermediaries to reduce the use of joint liability loan contracts, with increasing competition and a transformation from non-profit to for-profit lending. Further the main predictions of the model were tested and the data supported it.

Sharma and Mani (2016) have shown that JLGs support is a successful business proposal. Simplified documentation, group dynamics, timely repayment culture and credit enhancement prospects for quality customers are required. Taking into account the needs and findings of the studies, NABARD has issued detailed JLG guidelines to banks targeting small and marginal farmers, oral leaseholders, tenant farmers involved in the agricultural sector and other non-farm clients. For the initial three years, NABARD will assist banks in nurturing and funding JLGs.

S. Priya, S. Debabrata (November 2015) made an attempt to study the impact of JLG intervention on sustainable livelihood support and promotion of social capital in the context of East Champaran district of Bihar, one of the poorest states in India. It is found that JLG has significant impact on improvement in land holding under cultivation, improving livestock and inputs for agricultural activities. Credit has also played role in empowering these poor people in decision making process. The study recommends possible solutions that can further aid in long term sustainability of livelihood and use the synergy from social capital in a more productive way.

Vasantrao et al (2014) explained the importance and contribution of microfinance for uplifting rural India. It has come up in India in late 80's to accomplish the need of poor families who are not able to avail Bank loans due to inadequate security/mortgage. Even today more than 60% of the population resides in Rural India and are dependent upon agriculture to satisfy their requirements. From these more than 75% of the farmers are in economically backward condition. So Micro Finance has been introduced by social activists & economics & agriculture experts in order to assist them in developing their condition. Joint Liability Groups (JLG) are formed to meet the financial need of the small farmers. The focus of the study was on the role and performance of Joint Liability Groups of Micro Finance in upliftment of rural India.

Pareek Prashant (2015) tried to point out the success rate of the initiative pilot project started by NABARD in the form of joint liability group in 2004-05 in 8 states of India. Since India is an agrobased economy, there are lakhs of marginally small and tenant farmers, share croppers and

oral lessees, as also as entrepreneurs engaged in various farm and non-farm activities and the biggest problem they face is availing loan as they are not in a position to provide collateral for availing bank loan.

MalgosiaMadajewicz (2004) explained that the importance of joint versus individual liability scheme depends on the strength of society development. The society below poverty is not eligible for the loan scheme for individuals due to the deficiency of the credit rating and therefore would be able to access only throughout the group credit. The joint liability is undertaken in the group credit as the collateral for the loan provision. Whereas in the developed society, every individual can access the higher loan amounts only through individual liability scheme as group credit would not cater to the requirements like progressive increment in the amount of loan.

Hermes & Lensink (2007) described the basic model used to provide loans to the group members once or in parts. However, in case of default by one or more members of the group the critical criteria general laid was nonprovision of further loans to all the members of the group.

Besley & Coate (1991) explained that the local information in the joint liability scheme leads to advantage of lower costs acquired in monitoring of the groups by the lending organization. The members of groups are involved in selection and formation of the groups. These group members also monitor and take responsibility of the group due to availability of local information. During the same time, the members' activities would lead to the downsizing of the costs to the lending organization as informed by Ghatak (2000).

Ahlin & Townsend (2007) explained that shared responsibility works best when the members of the party are extremely familiar and willing to prosecute the member by default. Not every community, however will have the same phenomenon and thus the shared responsibility group credit would only work in societies that will be involved in punishing rather than looking at the individual choice. The joint liability scheme also fails when the group members learn that, irrespective of supervision the other members are defaulting. Then the majority of the members will also default because, because regardless of current results, the additional loan would be refused. At the same time, the presence of insurance for the loan portfolio will also allow consumers to invest in the higher portfolio in the high risk projects and become less bothered towards loan repayment as described by Karlan (2005).

Zeller (1998) stated that it is important to inculcate group forming and the monitoring skills between the microfinance and this requires an investment. As this training program forms the main part of investment at the possibility of moving members to alternative fund providers may put away the private lending organizations in accepting the first timers.

Ahlin & Townsend (2007) Informs that models similar to the Besley and Coate social sanctions model and the Ghatak peer monitoring model were found in an increase in repayments by individuals in the group credit scheme at that time.

Different numbers of models by different authors aim to describe the mutual liability phenomenon. By using these subjects which are titled as moral hazard, adverse selection and peer pressure, the main models can be summarized in the categories as described by Ghatak & Guinnane (1999).

Franklin Simtowe and Manfred Zeller (2006) studied that joint liable community lending is active in Malawi for almost four decades. The major reason of default was solely the inability to repay back loans. They analysed the magnitude of moral hazards taking place and examined the determinants of occurrence among Malawian joint liability loan schemes by using data from group-level of 99 farm and non-farm credit categories. Results revealed that peer selection, control, pressure, dynamic incentives and variables capturing the degree of matching issues explain most of the difference between credit classes in the occurrence of moral hazard. The result showed that lending institutions with shared responsibility would continue to rely upon social stability and dynamic rewards to enhance their performance. This further had a direct impact on the outreach, impact and sustainability of the groups.

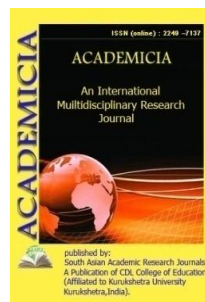
CONCLUSION

Sustainable livelihood support to the poor is provided by different provisions of microfinance. It is observed that credit played a significant role in improving land holding under cultivation, live stock improvement and improvement in agricultural inputs. It also helped in enhancing the power of decision making. Mostly small, marginal and tenant farmers were benefitted by the micro credit system. Though different studies reveal that micro credit through Joint liability group has improved the condition of the poor, further studies may be taken up to find out whether it has a impact in the economic and social development of it's members.

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DOI: **10.5958/2249-7137.2021.00620.0**

FEATURES OF SUITABILITY FOR PLANTING MELON VARIETIES SUITABLE FOR PROCESSING IN SALTED AREAS

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ABSTRACT

This article describes the results of tolerant experiments on the cultivation of melon varieties in laboratory conditions and saline field conditions. Data on melon varieties suitable for planting in the conditions of the Republic of Karakalpakstan are presented on a scientific basis.

KEYWORDS: *Melon, Evening Varieties, Duragay, Fluidity, Laboratory Conditions, Millet, Salinity.*

INTRODUCTION

Currently, the sphere of storage and processing of agricultural products is one of the most urgent. In ensuring food security, this network includes the most important areas. In recent years, special attention has been paid to a radical increase in the volume of food production, their assortment and export potential in our country.

Objectives and objectives of the researches: Scientific justification consists in the reproduction of products prepared on the basis of technology of processing of melon fruit in the conditions of the Republic of Karakalpakstan. Also to examine the cultivation and ripening periods of melon varieties suitable for storage and processing of crops in zone conditions. To achieve this goal, the following tasks are required: to determine the consistency and biochemical composition of the meat of fruits of local melon varieties; to improve the methods of storing and drying fruits; to determine the economic efficiency of processed ishlangan products.

The research was carried out on the fields of farming "Arshan" in Chimbay District of the Republic of Karakalpakstan.

It is known that the fertility of varieties in laboratory and field conditions is one of the important factors in the study and evaluation of varieties in different soil-climatic conditions.

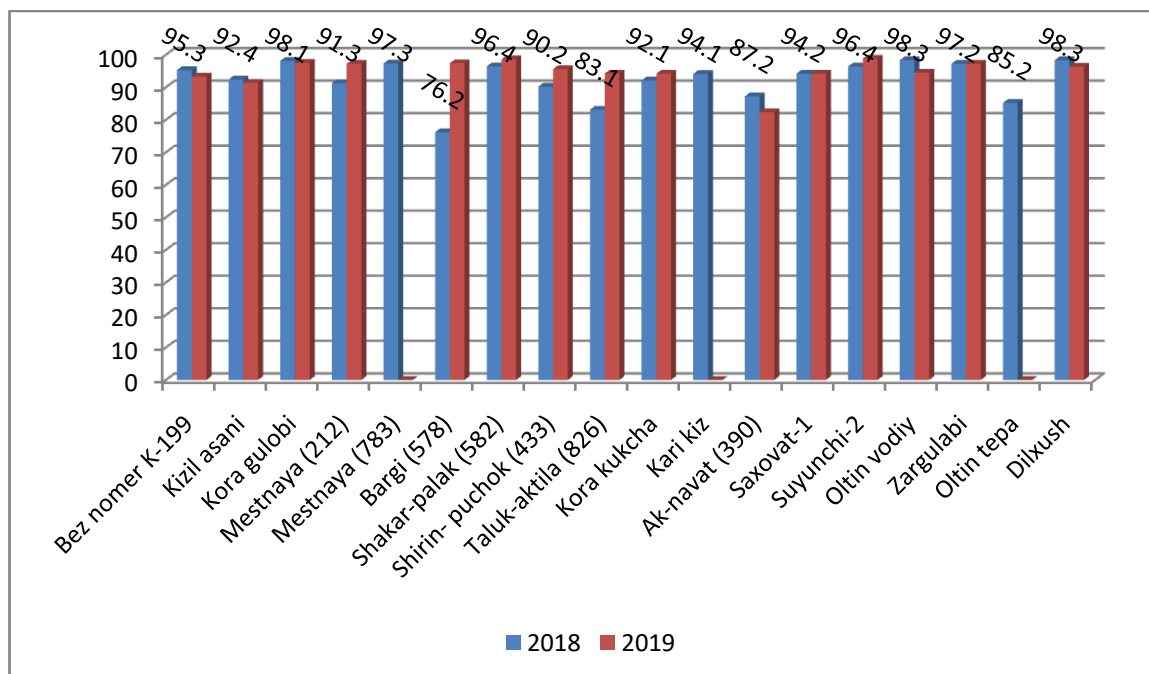


Figure 1. Solubility of melon seeds in laboratory conditions

The yield of the imported melons was studied in laboratory and field conditions. Among the melon varieties studied, the highest indicator in local conditions was revealed in the varieties of rag nomer K-199, Kizil asani, Zargulabi, Suyunchi-2, OltinVodiy and Dilkhush, and in 2018 in the varieties of Shakar palak, Suyunchi-2, Kora gulobi, Bargi K-578, Zargulobi and OltinVodiy. In these varieties, the yield was on average 97-98 % (Table 1.). In all the studied varieties of melon, the yield gained almost excellent indicators.

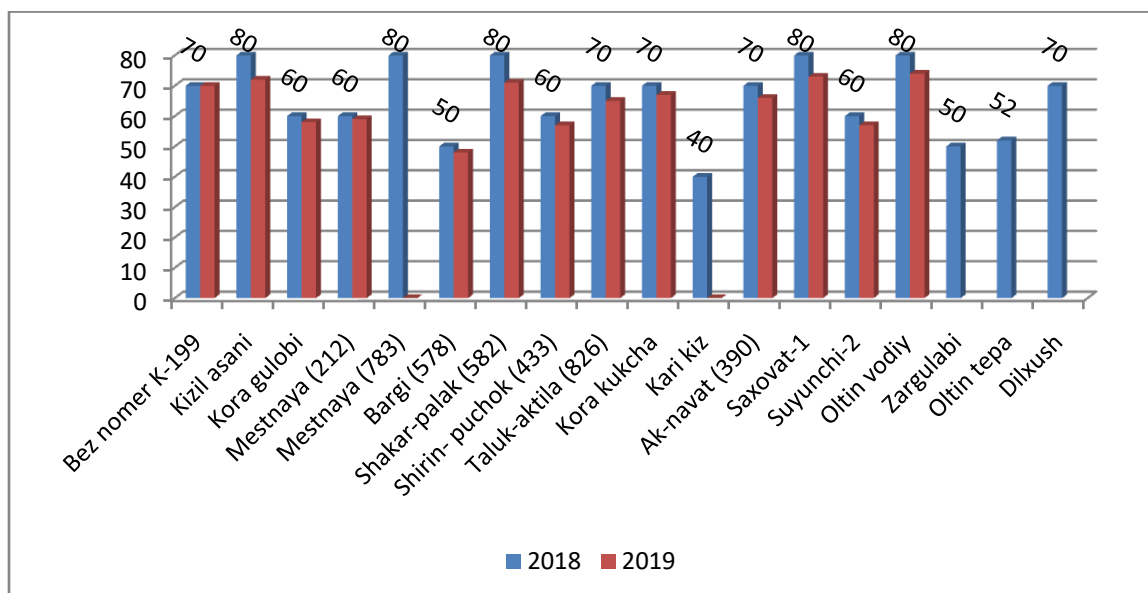


Figure2. Fertility of melon seeds in field conditions

From experience it turned out that the melon varieties studied can be divided into three groups depending on the degree of fertility in the field conditions.

To the first group: the degree of fertility is higher than 70-80%, varieties. (Kizil ani, Mestnaya (783), Shakar-palak (582), Saxovat-1, Oltinvodiy, Dilkhush).

To the second group: melon varieties with a fertility rate higher than 60% (Kora gulobi, Mestnaya (212), Shirin puchok (433), Ak-navat (390), Suyunchi-2)

To the third group: melon varieties (Bargi (50), Kari kiz, Zargulabi, Oltin tepa), whose fertility rate is higher than 57%, were introduced.

It should be noted that in the field conditions of these varieties, we can see that the fertility rate was significantly lower in 2019 year. In our opinion, this circumstance is indicative of the fact that the fields are strongly engaged and the plants are not watered on time.

TABLE 1.FERTILITY OF MELON VARIETIES IN LABORATORY AND FIELD CONDITIONS, %

№	Names of varieties	In laboratory conditions		In field condition	
		2018 y.	2019 y.	2018 y.	2019 y.
1.	BeznomerK-199	95,3	93,3	70	70
2.	Kizilasani	92,4	91,4	80	72
3.	Koragulobi	98,1	97,5	60	58
4.	Mestnaya (212)	91,3	97,2	60	59
5.	Mestnaya (783)	97,3	-	80	-
6.	Bargi (578)	76,2	97,4	50	48
7.	Shakar-palak (582)	96,4	98,6	80	71
8.	Shirin- puchok (433)	90,2	95,6	60	57
9.	Taluk-aktila (826)	83,1	94,2	70	65
10.	Korakukcha	92,1	94,2	70	67
11.	Karikiz	94,1	-	40	-
12.	Ak-navat (390)	87,2	82,3	70	66
13.	Saxovat-1	94,2	94,2	80	73
14.	Suyunchi-2	96,4	98,8	60	57
15.	Oltinvodiy	98,3	94,5	80	74
16.	Zargulabi	97,2	97,2	50	58
17.	Oltintepa	85,2	-	52	-
18.	Dilxush	98,3	96,3	70	68
19.	AFX-36068	-	93,7	-	60
20.	Korapuchok	-	91,3	-	60
21.	Honey Ohm	-	93,7	-	70
22.	DottexF ₁	-	93,5	-	70

23	KukchaK-18	-	94,2		67
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Especially important is its soundness in overseas exports. All tested varieties of melons are kept in special conditions in the varieties collection of Karakalpakstan Agricultural Research Institute.

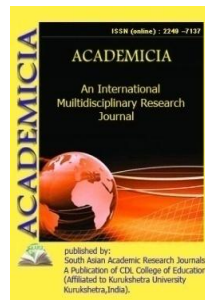
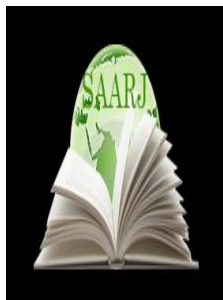
In our experiments, varieties of melons, of which high figures were obtained, were grown under the farmer's Farm Act and poured into storage in special rooms for delivery to peasant farms.

CONCLUSIONS

Among the tested melon varieties, a high indicator of fertility in laboratory conditions was manifested in Karakulobi, Zargulobi, Oltinvodi, Shakar – palak, Mestnaya (783) and Soyunchi - 2 varieties. The highest (from 26.9-36.8 t/ha and quality (dry matter in the composition from 14.0%, confectionery more than 12.0%) commodity harvest melon summer Toshloqli – 862, Novotkalla, L-152, blue tinni – 1087, transverse lace, white-baker, Samarkand obi novvoti, Lazzatli, OltinVodiy, Saxovat, Tuyona, Ich-kizil, Dilkhush, Ok kovun – 557, Kukcha – 588 varieties were obtained. In the cultivation of melon fruit in Saline lands, the most important factor is to take into account its varietal characteristics. In this regard, it is desirable to plant Kara gulabi, Zargulabi, OltinVodiy, Bargi K-578, Saxovat and Dilkhush varieties in the territory of the Republic of Karakalpakstan.

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DOI: **10.5958/2249-7137.2021.00621.2**

FEATURES OF STORAGE OF PUMPKIN FRUITS IN DIFFERENT TERMS AND METHODS

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ABSTARCT

In this article, the results of the research on the conservation of varieties of pumpkin belonging to three cultural species are described. Experiments are based on quality control by organoleptic evaluation of changes in their composition when storing pumpkin fruit in two different ways. As a result of the research, scientifically based conclusions were formed

KEYWORDS: *Pumpkin, Temperature, Storage Mode, Relative Humidity, Slices, Storage Period, Gas Environment*

INTRODUCTION

Storage is a relatively complex and long stage of the technological cycle. Since agricultural crops are seasonal, this area is considered relevant. According to the records of many researchers, zucchini can be stored from 6 months to a year, depending on the variety in controlled conditions (when the temperature of 6-8°C and the relative grade of air is 75-80%). However, there is not enough literature on the analysis of retention in an unmanaged environment and truncated state.

Storage in an unmanaged environment. During the studies, experiments were conducted on the storage of pumpkin fruits, characteristic of different species and varieties, in an unmanaged environment (with a temperature of 14-22°C and a relative humidity of no more than 75%).

When storing pumpkin fruits in an unmanageable environment in the whole state, it became known that their biochemical composition and Consumption Value did not disappear until 180-240 days. Pumpkin fruits are generally considered products that are suitable for long-term

storage. During the experiments, this again found its confirmation. The composition of important components in the composition of pumpkin fruits has also been preserved for a long time. When storing pumpkin fruits in an unmanaged environment, the amount of dry matter contained in fruits of all varieties was constantly reduced. For storage, the fruits of Ispanskaya 73, Volzhskaya Seraya 92, Medovaya varieties, bread kadi, Kustovaya Oranjevaya varieties, 268 and Kashgarskaya 1644 varieties belonging to the cultural type of Muscat pumpkin were selected, belonging to the cultural type of large-fruited pumpkin.

During storage, the biochemical composition of pumpkin fruits was regularly studied. There were also trends in the reduction in the amount of carbohydrates, organic acids and vitamins. The amount of starch sharply decreased over time, by the later periods of storage, and in all other varieties of starch from the 92 variety of Volzhskaya Seraya did not remain at all.

During storage, the qualitative characteristics of the composition were more pronounced than varieties belonging to the cultural type with a hard coat. Especially the fruits of bread kadi varieties were well preserved compared to other varieties.

The composition of pumpkin fruits of this variety initially contained 18,84% of the dry matter, after 60 days it was 17,9%, after 120 days it was 15,88%, after 180 days it was 15,16%, after 240 days it was 14,48%. This means that its composition is relatively stable. In other varieties, there was a decrease in the amount of dry matter more sharply than in the Non-kadi variety.

In turn, the decrease in the amount of sugar also repeated this trend. Only on 240 – th day of storage it became known that there was no starch left in the composition. However, the amount of monosaccharides, sucrose, organic acids and other components did not decrease sharply.

The lowest shelf life characteristics during storage were observed in the Medovaya variety of the yirikmevali pumpkin cultural variety and Kashgarskaya 1644 variety of the Muscat pumpkin cultural variety.

Keeping pumpkin fruits in slices cool. On sale, often there is a high need for realization in the form of slices in the case of zucchini cut - 0,5-1,5 kg mass. This is due to the fact that one fruit of zucchini is usually plural for one use at home. In this regard, it is desirable to put them on sale as a semi-finished product. For this reason, experiments were conducted on the storage of pumpkin fruits as a semi-finished product, cut into slices in a cooled state. The main purpose of this study was to study the optimal period of storage of pumpkin fruits in the state of slices.

TABLE 1. ORGANOLEPTIC INDICATORS SCALE FOR SENSORY ANALYSIS OF SLICES OF PUMPKIN FRUITS

№	Pumpkin slice quality indicator	Important coefficient	Ball	Ball rating description
1.	Appearance	3,0	5	like a fresh pumpkin
			4	Characteristic of a fresh pumpkin, in which there is a change without sensation
			3	Characteristic of the a fresh pumpkin, in which there is a significant change
			2	Not fresh pumpkin

2.	Color	3,0	5	Consistent and uniform, typical a fresh pumpkin
			4	Little has changed
			3	Significantly changed
			2	Is not peculiara fresh pumpkin
3.	Taste	6,0	5	Very sweet, a pleasant taste of melon comes
			4	Sweet
			3	Less sweet
			2	Not sweet, not unpleasant taste
4.	Aroma	4,0	5	Pleasant, bright, melon-like
			4	Pleasant
			3	Lessnoticeable
			2	unknown, odorless
5.	Consistency	4,0	5	Veryfastidious, soft, dense
			4	Sersuv, densityisaverage
			3	Low-water, loose
			2	Numerous

According to the results of the study, it was found that pumpkin fruits cut into slices at home should be stored 3-5 days. But in some cases more time is required for storage. During the storage of pumpkin fruits in the cut state, changes in its biochemical composition, organoleptic properties and other indicators, data on which are not presented in the literature. We also carried out these studies in our experiments.

In order to investigate the variation in the consumption values of pumpkin fruits, we prepared to cut and store no more than 500 Gramm of the varieties under study. Cut pumpkin slices +2 in the cooling chamber...It was stored at a temperature of +4°C and in conditions with a relative humidity of 80-90% of the air. Analysis on the determination of organoleptic and microbiological indicators was carried out 5,10, and 15 days, experiments on the determination of biochemical indicators were carried out between 3,6,9,12,15 days.

The study of organoleptic properties of the fruit slices of the pumpkin varieties under study was carried out on the basis of the following indicators: appearance, color, consistency of the flesh, its taste and aroma. The evaluated indicators were formulated in accordance with the specific characteristics of the research object and consumer demand. These indicators are widely used in organoleptic evaluation of fruit and vegetable products.

In order to ensure the difference levels of score scales, we have developed indicators that allow us to accurately determine the harb one-point rating level due to the characteristics of the fruit tilim. In generalizing the conclusion of experts on each indicator, it is purposefully evaluated at 4 levels, taking into account the coefficient of significance on individual signs. At the end of the evaluation process, the degustation sheets filled out by the expert commission, consisting of 7 people, are summarized.

In this way, we developed a 100-point scale to determine the quality indicators of pumpkin fruits

of the varieties in which the experiment is conducted organoleptic. In this case, on the basis of the coefficient of significance, an assessment of the quality by 4 degree is provided (see Table 1).

The data obtained as a result of organoleptic analysis were summarized and expressed in Table 2.

In this experiment, the standard deviation on each indicator did not exceed 0,5 and was in the range of 0,0-0,45. For this reason, the overall price remained the same. When organoleptic analysis of pumpkin slices, which were cut into slices, significant changes were noted when storing 10 and 15 days in all varieties.

In the first period of storage (5 days), the quality of pumpkin seeds decreased imperceptibly, and this decrease was on average 7,28-8,28 points. The best preserved pumpkin in the form of slices is Kustovaya Oranjevaya (S. pepo L.) observed in varieties. When analyzing the changes in all organoleptic indicators, it was observed that the aroma and taste of fruit meat in all experimental varieties were on average 0,43-0,57 and 0,42-0,71 points respectively. In our opinion, these changes occur due to biochemical changes in the composition of the product during storage.

In general, during the first period of storage, the overall score in the main varieties was 80,29 - 88,57 points and was considered good in itself.

Only in the medovaya variety, which was rated 84,71 points before being put on storage, the total score was 71,14 points and was considered satisfactory. In the second period of storage (10 days), the quality significantly decreased. During storage, the taste and aroma indicators of the samples decreased sharply (0,85-1,14 and 0,71-1,14), which in itself significantly affected the overall price and decreased by 13,86-18,71 points. As a result, the total score of pumpkin seeds was 70,83-78,00 points and was considered satisfactory.

TABLE 2. CHANGES IN ORGANOLEPTIC INDICATORS IN THE STORAGE OF SLICES OF PUMPKIN FRUITS (2016-2018 YY)

Storage periods, days	Кўрсаткичлар					Overall rating, points
	Appearance	Color	Consistency	Taste	Aroma	
	Important coefficient					
	3	3	4	6	4	
Ispanskaya 73 (C. maximaDuch.)						
0	4,71±0,45	4,57±0,49	4,71 ±0,45	5,00±0,00	5,00±0,00	96,71
5	4,29±0,45	4,29±0,45	4,29±0,45	4,57±0,49	4,57±0,49	88,57
10	4,00±0,00	4,00±0,00	3,86±0,35	3,86±0,35	3,86±0,35	78,00
15	3,00±0,00	3,00±0,00	2,00±0,00	2,00±0,00	2,00±0,0	46,00
VolzhskayaSeraya92 (C. maxima Duch.)						
0	4,43±0,49	4,43±0,49	4,86±0,35	4,86±0,35	4,86±0,35	94,57
5	4,14±0,35	4,14±0,35	4,43±0,49	4,43±0,49	4,29±0,45	86,29
10	3,86±0,35	3,86±0,35	4,00±0,00	3,86±0,35	3,86±0,35	77,71
15	3,00±0,00	3,00±0,00	3,00±0,00	2,00±0,00	2,00±0,00	48,00
Medovaya(C. maxima Duch.)						

0	4,29±0,45	4,43±0,49	4,29±0,45	4,14±0,35	4,14±0,35	84,71
5	4,00±0,00	4,00±0,00	4,00±0,00	3,71±0,45	3,71 ±0,45	77,14
10	3,71±0,45	3,71±0,45	3,71±0,45	3,29±0,45	3,43±0,49	70,57
15	3,00±0,00	2,00±0,00	2,00±0,00	2,00±0,00	1,00±0,00	43,00
Non kadi (C. Pepo)						
0	4,29±0,45	4,14±0,35	4,14±0,35	4,57±0,49	4,57±0,49	87,57
5	4,14±0,35	4,14±0,35	4,00±0,00	4,00±0,00	3,86±0,35	80,29
10	3,86±0,35	3,86±0,35	3,86±0,35	3,57±0,49	3,43±0,49	73,71
15	3,00±0,00	2,00±0,00	2,00±0,00	2,00±0,00	2,00±0,00	43,00
Kustovayaoranjevaya (C. pepo L.)						
0	4,14±0,35	4,29±0,45	4,29±0,45	4,43±0,49	4,57±0,49	87,29
5	4,00±0,00	4,14±0,35	4,00±0,00	4,00±0,00	4,00±0,00	80,43
10	3,71 ±0,45	3,57±0,49	3,57±0,49	3,43±0,49	3,43±0,49	70,43
15	0,00±0,00	0,00±0,00	0,00±0,00	0,00±0,00	2,00±0,00	46,00
Palov Kadu268 (<i>Cucurbita moschata</i> Duch.)						
0	4,29±0,45	4,14±0,35	4,14±0,35	4,57±0,49	4,57±0,49	87,57
5	4,14±0,35	4,14±0,35	4,00±0,00	4,00±0,00	3,86±0,35	80,29
10	3,86±0,35	3,86±0,35	3,86±0,35	3,57±0,49	3,43±0,49	73,71
15	3,00±0,00	1,00±0,00	2,00±0,00	2,00±0,00	2,00±0,00	40,00
Kashgarskaya 1644 (<i>Cucurbita moschata</i> Duch.)						
0	4,14±0,35	4,57±0,49	4,57±0,49	4,57±0,49	4,7,1±0,45	90,71
5	4,00±0,00	4,00±0,00	4,14±0,35	4,14±0,35	4,29±0,45	82,57
10	3,86±0,35	3,86±0,35	3,57±0,49	3,43±0,49	3,71±0,45	72,86
15	3,00±0,00	2,50±0,00	2,00±0,00	2,00±0,00	2,00±0,00	44,50

At the end of the storage, there was a sharp decline in quality, especially in all research varieties, 13-15 days, and the total price was in the range of 40-48 points.

The consistency, aroma and taste of all the samples were unsatisfactory, and the appearance and color were satisfactory evaluated. This means that the product is unsuitable for consumption.

The main cause of many losses was the cause of Phytopathological diseases during storage.

As a result of organoleptic evaluation of stored pumpkin slices can be concluded as follows:

- cut pumpkin slices +2....When stored at a temperature of +4°C and in conditions with a relative humidity of 80-90% of the air, the limited storage period is 10 days.

- Slices of fruit of Ispanskaya 73 and Volzhskaya Seraya 92 varieties can be stored up to 10 days qualitatively, slices of fruit of other varieties are recommended to be stored 5 days

- it turned out that the fruits of the Medovaya variety, which belong to the type of large-fruited pumpkin, are completely unsuitable for storage in the conditions under research in the form of slices.

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DOI: **10.5958/2249-7137.2021.00605.4**

POLYMORPHISM OF GENES IS FACTOR EFFICIENCY ANTI ULCER PHARMACOTHERAPY

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ABSTRACT

Peptic ulcer disease is one of the variants of the typological response of the body when exogenous factors of the internal environment interact (type of the nervous system, endocrine system, psycho emotional characteristics, metabolism, biochemical reactions, and cytokine profile) with external exogenous factors. This pathology is one of the most common diseases of internal organs, and among the adult population it occurs in 7-12% of cases [1; 2; 3]. Type II stomach ulcers (Johnson H. D., 1965) or combined stomach and duodenal ulcers account for about 25% of the structure of gastric ulcers [7] According to modern research data, up to 10% of residents of Europe, the USA and Russia suffer from this disease (Ivashkin V.T., Minushkin O.N., 2015). In Uzbekistan, about 14% of people develop stomach ulcers; this disease is most common in men. (Https. // nuz.uz Jun 5, 2018) This review article also contains information on the significant effects of gene polymorphisms encoding biotransformation enzymes of drugs on the efficacy and safety of antiulcer pharmacotherapy. Determination of the polymorphism of the CYP3A5 gene makes it possible to initially determine the tactics of treatment with proton pump inhibitors in patients with peptic ulcer disease.

KEYWORDS: *Peptic ulcer disease, the prevalence of Helicobacter pylori disease, Gene polymorphisms pharmacogenetics, Pharmacotherapy.*

INTRODUCTION

Peptic ulcer and duodenal ulcer continue to be one of the most important medical and socio-economic problems of our society. According to WHO, more than 7 million people around the world are registered with diseases of the digestive tract every year and more than one hundred thousand people die from complications of such diseases [4, 5, 6, and 37] In Uzbekistan in 2017,

13.4% of the population had diseases of the gastrointestinal tract, which ranked second among all diseases of the population [10, 11, 12, 35, and 36].

A peptic ulcer is a disease in which an ulcerative defect in the mucous membrane is formed. The disease is observed when the balance between the factors of aggression and protection of the mucous membrane is disturbed. As a result, under the influence of provoking factors, the submucosal and muscle layers are affected.

Common causes of peptic ulcer disease are *Helicobacter pylori* bacteria. In addition, in a large percentage of cases, this disease is caused by non-infectious factors, among which the administration of drugs is leading: non-steroidal anti-inflammatory drugs, antibiotics, glucocorticoids. Also, etiological factors are a person's lifestyle, nervous overstrain, unbalanced diet with insufficient vitamins and excessive consumption of rough, hot, salty and sweet foods, alcohol abuse, smoking and hereditary predisposition. These factors play an important role in the pharmacotherapy of peptic ulcer disease [7, 8, 9, 13, 14, 34, and 35].

Despite the achievements of medical science and the introduction of a huge number of new drugs, the problems of effective and safe pharmacotherapy remain relevant at the present time. Modern pharmacotherapy in most cases includes numerous drugs of synthetic and natural origin [15, 16, 21, 22, 32, and 33]. From the literature it is known that after the introduction of drugs into the body, the place and role of genetic factors is of particular importance in shaping the response of the human body to these drugs: effectiveness, ineffectiveness, and development of adverse side reactions [17, 18, 23, 24, 30, and 31]. The patterns revealed by pharmacogenetics allow the doctor to individually approach the choice of both the drugs themselves and their doses for each individual patient, providing the most effective and safe pharmacotherapy.

As you know, genetic factors or genetic characteristics of a patient are polymorphic regions of genes, the products of which, in one way or another, are involved in the implementation of various pharmacokinetic and pharmacodynamic processes.

The authors argue that the pharmacokinetic process involves genes encoding biotransformation enzymes and transporters that carry out the absorption, distribution and excretion of drugs from the body. Currently, the role of genes that control the synthesis and work of enzymes of biotransformation of drugs, in particular isoenzymes of cytochrome P-450 (CYP2D6, CYP2C9, CYP2C19, CYP3A5, etc.), enzymes of phase II biotransformation (N-acetyltransferase, glutathione S-transferase) and drug transporters (P-glycoprotein, transporters of organic anions and cations) [19,20,25,26].

Accordingly, the main task of the pharmacodynamic process is performed by genes encoding target molecules of drugs or proteins (receptors, enzymes, ion channels) functionally linked to these structures. Also included are genes whose products are involved in various pathological processes (blood coagulation factors, apolipoproteins, genes of the HLA system, etc.), against which the corresponding pharmacotherapy is directed [27, 28, and 29].

The main task of modern doctors is to develop and apply in practice the safest and most effective method of treating peptic ulcer disease. However, the selection of quality therapy is still an important problem due to the increased resistance of *H. pylori* to antibiotic therapy, the widespread use of non-steroidal anti-inflammatory drugs, and other factors [1, 33, and 34].

With the development of pharmacogenetics, it became clear that the potential reasons for the low effectiveness of pharmacotherapy for peptic ulcer disease should be considered in terms of the genetic characteristics of the organism (Makushina A.A. et al., 2017). Pharmacogenetic studies allow predicting the effect of a drug in each patient and selecting an individual effective and safe dose of the drug.

Previous studies have shown that most proton pump inhibitors (proton pump inhibitors) are metabolized by cytochrome CYP2C19, CYP3A4, CYP3A5 enzymes, which are encoded by genes with polymorphism, which determines the pharmacokinetics, pharmacodynamics and drug efficacy [2]. The enzyme CYP2C19 has the greatest effect on the concentration of proton pump inhibitors in plasma [3]. Based on the combinations of CYP2C19 polymorphisms, several phenotypes are distinguished: normal, intermediate, fast and slow metabolizers of proton pump inhibitors [2].

The results of the study revealed a relationship between the genotype of patients according to CYP2C19, the phenotype and the effectiveness of therapy for peptic ulcer disease, which made it possible to develop recommendations for the dosage of drugs [4]. Proton pump inhibitors are also substrates for the P-glycoprotein (P-gp) encoded by the ABCB1 gene. Since P-gp affects the absorption and metabolism of drugs, the ABCB1 gene polymorphism can also affect the success of proton pump inhibitor therapy in patients with peptic ulcer disease. It was found that the carriage of the C3435T polymorphism in the homozygous variant affects the effectiveness of antiulcer and anti-Helicobacter pylori therapy [1, 5].

The CYP3A5 gene encodes the CYP3A5 isoenzyme of cytochrome P450. The isoenzyme CYP3A5 plays a role in the metabolism of proton pump inhibitors [1]. Studies have shown that the allelic variant of CYP3A5 * 3 (A6986G, rs776746) of the CYP3A5 gene affects the metabolic rate of proton pump inhibitors and, therefore, their pharmacological action [2]. The study of the effect of the carriage of the polymorphic marker CYP3A5 * 3 in patients with peptic ulcer on the effectiveness of proton pump inhibitors may be of clinical importance, since proton pump inhibitors are the first-line drugs of choice in the treatment of peptic ulcer disease [30,31,32,34,35].

Proton pump inhibitors are also substrates for the P-glycoprotein (P-gp) encoded by the ABCB1 gene. Since P-gp affects the absorption and metabolism of drugs, the ABCB1 gene polymorphism can also affect the success of proton pump inhibitor therapy in patients with peptic ulcer disease. It was found that the carriage of polymorphism C3435T in the homozygous variant affects the effectiveness of antiulcer and anti-Helicobacter pylori therapy

It is known to science that polymorphism of the CYP2C19 gene in different ethnic groups for everyone - in Europeans if it is 2-5%, and in Asians these indicators are different: in Koreans, 12%, in the population of the Southwest Pacific, 70%. If the metabolism of inhibitors in the G / G genotype for the CYP2C19 gene is enhanced, and in the G / A genotype, drug metabolism is weaker and this is of particular importance for the effective and safe use of drugs.

Science knows that polymorphism of the CYP2S19 gene is different for different ethnic groups - in Europeans 2-5%, in Asians it is different, for example, in Koreans 12%, in the peoples of the Southwest Pacific 70% []. While the metabolism of inhibitors the proton pump in the G / G genotype according to CYP2S19 is accelerated, the metabolism of drugs in the G / A genotype is reduced, which is important for the effective and safe use of drugs.

According to the literature, in patients with chronic gastritis in the Bukhara region, the G / G genotype for this gene is 79%, which indicates an accelerated metabolism of proton pump inhibitors, which should be taken into account when dosing drugs. A high frequency of CYP2C19 * 17, CYP3A5 * polymorphisms was found. 3, as well as rs1045642 and rs4148738 ABCB1 among patients with gastric ulcer and duodenal ulcer. Further studies of the effect of these polymorphisms on the effectiveness of therapy with proton pump inhibitors in patients with gastric ulcer and duodenal ulcer are required.

A high prevalence of CYP3A5 * 3 polymorphism was found among patients with gastric ulcer and duodenal ulcer. Further study of the role of this polymorphism in the metabolism of proton pump inhibitors is required.

CONCLUSION

It is quite possible that in the near future the knowledge that each patient who is a carrier of a certain genotype and allele of pepsinogen, pepsin, hydrochloric acid, hormones, gastrin, components-factors of immune inflammation, pro- and anti-inflammatory cytokines and others, which, when studied on large samples of patients will show the impact on the development of peptic ulcer disease, as well as the widespread creation of a genetic passport for the entire population will allow us to predict the development of the disease with a certain degree of probability in each individual.

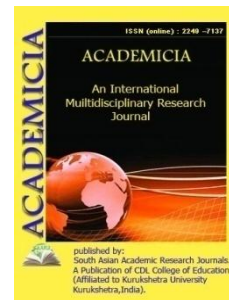
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DOI: **10.5958/2249-7137.2021.00606.6**

IMAM AL-BUKHARI – A BRIGHT SPARK IN ISLAMIC WORLD

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ABSTRACT

This scientific article describes the characteristics and significance of the religion of Islam. The ideology of Islam is set out in the Holy books of Muslims, the Koran and the Sunnah. The Sunnah according to the creed is a collection of sayings of Muhammad and stories about his life. Imam al-Bukhari, this name is one of the most revered in the Muslim world. His name has been celebrated in the Muslim world for more than 12 centuries and the book "al-Jomi-as-Sahih" is considered the most reliable Muslim book after the Koran. "As-Sahih al-Bukhari" will consist of more than four dozen books, different in volume and number of hadiths covered. For his deep knowledge of hadith, the scholars of the ulama gave him the title "Imam al-Muhaddisin" (Lord of the world according to Hadith).

KEYWORDS: Religion, Religion Islam, Quran, Imam al-Bukhari, Hadith, Sunnah, prophet Muhammad, Mecca, Medina, Basra, Kufa, Egypt, "al-Jomi al-Sahih", Imam al-Muhaddisin, Samarkand region, Payaryk district, Imam Bukhari international research center.

INTRODUCTION

Religion, being an integral part of the world culture and history of any nation, has influenced the minds and way of life of people for centuries. It is a tribute to religion that many ethical and universal values, humanistic ideas, moral traditions and customs have survived to our time. The entire centuries -antique history of mankind has immeasurably developed within the framework of national religions over the globe. This applies to morality, customs, rituals, and various types of art: literature, music, architecture, fine and applied arts.

In the religious image of today's world, Islam [4] (translated from Arabic "obedience", "surrender to God") is one of the most widespread religions among the nations. The adherents of Islam are called "Muslims" (from Arabic "Muslim"-"faithful"). A Muslim is a person who

believes in Allah, arranges his life as to the reason given to him by Allah, recognizing all the prophets, messengers of Allah, guided by Muhammad.

MAIN PART

Islam is one of the most widespread religions on the planet. Islam is professed by over a billion people (according to some estimates, up to 1 billion 300 million)[5]. In fact, Muslims, whose communities exist in over 120 countries, constitute the majority of the population in 35 states. In addition to this, in 28 countries, such as Egypt, Saudi Arabia, Morocco, Kuwait, Iran, Pakistan and others, Islam is declared as a state belief. The vast majority of Muslims live in West, South and Southeast Asia, and North Africa. On top of that Islam is the religion of the peoples living in the territory of the Central Asian region: Uzbekistan, Tajikistan, Turkmenistan, Kyrgyzstan, Azerbaijan, and Kazakhstan. The remarkable impact of Islam in Russia is seen in the territory of the Volga and Ural regions with Tatar and Bashkir populations, the North Caucasus, and a number of regions of Siberia. Islam spread to the territory of Uzbekistan at the end of the 7th and early 8th century as a result of the Arab conquests. On the basis of Islamic ideology, Central Asia has become one of the centers of Muslim civilization. Islam, having absorbed most of the local Zoroastrian ideas and values, became the core of the culture and spirituality of the peoples inhabiting in the territory of Uzbekistan. For many centuries, the ancient land of Uzbekistan remained a hearth of education and science, one of the centers of world civilization. In the 9th-12th centuries, immigrants from Central Asia became representatives of the intellectual elite of the Muslim world.

The ideology of Islam is set out in the holy scriptures of Muslims: the Koran and Sunnah [6]. The Koran is handed out by Muslim theologians as the "word of Allah", and the Sunnah is the second source after the Koran. Muslims read the Sunnah, considering it as divine as the Koran.

Sunnah, according to creed, is a collection of sayings of Muhammad and stories about his life. Both the integral semantic sayings of Muhammad and the stories about his life are called hadiths (hadith from Arabic means "story"). Therefore, the Sunnah is also called the collection of hadiths. Muhammad himself is considered the author of the sayings. The authors of the stories about his life are reckoned to be the contemporaries of Muhammad. The Sunnah deeds as a Muslim "sacred endowment". On the basis of the Koran and Sunnah, theologians have developed a set of legal norms of Muslim behavior. These set of rules are called "Shariah" (translated from Arabic, "a clear path") and prescriptions enshrined in the Koran and Sunnah, by which believers should be guided in all life situations in order to achieve moral perfection and peaceful well-being. In the Sunni environment, it was recognized that the six thematic collections contain reliable material and can be considered as the main sources of the Sunnah, which soon acquired the meaning of sacred books. Of the six such collections of the Sunnah, the most authoritative is still recognized as "Al-Jomi-as-Sahih") - (Reliable collection) al-Bukhari.

In the speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on September 19, 2017 at the 72nd session of the General Assembly of the United Nations [2], it was noted: "We consider the most important task to bring to the broad world community the truly humanistic essence of Islam. We honor our sacred religion as the center of primordial values. We strongly condemn and will never reconcile with those who place our great faith on a par with violence and bloodshed. Islam calls us to goodness and peace, the preservation of a truly human principle. I would like to especially note the invaluable contribution to the development of

Islamic and world civilization of a whole galaxy of outstanding representatives of the Central Asian Renaissance. One of them, Imam Bukhari, is recognized all over the world as the author of the second most important book in Islam, after the Koran, "Sahih al Bukhari".

"Imam al-Bukhari", this name is one of the most well-known names in the Muslim world. The greatest hadith scholar managed to put together all the stories related to the Prophet Muhammad, and managed to leave the descendants of valuable knowledge of Islamic studies. His name has been glorified in the Muslim world for more than 12 centuries, and the book "Al-Jomi-as-Sahih" written by him is considered the most reliable Muslim book after the Koran [9].

Abu Abdullah Muhammad ibn Ismail al-Bukhari, known as Imam al-Bukhari, was born on July 19, 810 in Bukhara [7]. Muhammad was shrewd beyond his years, quick-witted, had an extraordinary memory. Already at the age of seven, he studied the holy book of the Koran, and at the age of 10 he knew by heart several thousand Hadith. For ten years he studied the collection of Malik "Al-Muwatto" of 70 thousand hadiths. At the end of the madrasah, sixteen-year-old Abu Abdullah, together with his mother and brother Ahmad, performs the hajj to Mecca. After completing all the rites of the pilgrimage, he went his separate ways from his family and remained in Arabia. Later, he notes in his books that "I set myself a great goal - to collect truly authentic hadith about the Prophet Muhammad". It is not secret that this was important during the period of widespread Islamic religion as the words, deeds and covenants of the Messenger of Allah after his death were spread orally by the companions. In Mecca, Ismail al-Bukhari studied with the great scholars and he visited all the centers of Islamic sciences known at that time. In Baghdad, Ismail al-Bukhari met several times with the hadith scholar Ahmad ibn Hanbal, went to Basra, and repeatedly visited the city of Balkh (which is located on the territory of modern Afghanistan) and Egypt. In Damascus, the future leading thinker studied with Abu Mushir, then studied hadiths with the famous Hafiz Yahya ibn Munhari in Nishapur. He noted that he wrote down and accepted hadiths from 1,800 teachers. During a sixteen-year stay in Medina in the Prophet Muhammad's mosque, he read a collection of hadiths about the actions and words of the Prophet Muhammad and his associates. Famous writings of al-Bukhari include such books as Al-Asma wa al-kuni, At-Tarikh al-kabir, as Sunan fi-l-fiqh, Khalq afal al-ibad, and Al-Qira and Khalfa l-Imam. "But his main creation, on which he worked for 16 years, and collected materials for it during his life, is "Al-Jami al-sahih". The title of this book, in a reliable translation, means "A collection of authentic hadiths with a connected chain on issues related to the Messenger of Allah."

The main reason that prompted al-Bukhari to compile "Al-Jami al-sahih", which included only authentic hadiths, was the fact that the collections compiled by his contemporaries included "weak" hadiths along with the authentic ones. This did not please Imam al-Bukhari as he followed the path of Sheikh Ishaq bin Rahavayhi, who dreamed of collecting only reliable hadiths, which he encouraged his disciples to do. Imam al-Bukhari did a colossal work on this path. Studies show that from the mouths of the ulemas of Mecca, Medina, Taifi, Jiddi, and then Basra, Kufa, Sham (Syria) of Egypt, Khorasan and Nishapur [8], he wrote down and checked six hundred thousand legends and sayings of the prophet. Working on the collection for many years, Imam al-Bukhari put the methods of collecting materials on a scientific basis. Isnad (the aggregate of reference to narrators in the hadith collections of the prophet) became his main methods. Additionally, he was engaged in establishing the chain of transmitters of a certain Hadith by the method from the latter to the original source. He also rewrote the persons who

wrote the Hadith and passed it on. He determined to be reliable only those whose primary sources were people who directly witnessed the actions of the Prophet Muhammad. In fact, the scholar paid much attention to the moral character of the people who transmitted hadiths. If the legend came from a person who was associated with unseemly deeds, then it was excluded from the number of reliable hadiths of al-Bukhari. So he developed methods that created a reliable barrier for the Sunnah of the Prophet Muhammad. Imam al-Bukhari is one of the founders of the typology of dividing hadiths into rejected and acceptable, and also developed a system of reasons why certain hadiths were rejected. "As-Sahih al-Bukhari entered the history of Islam also by the fact that the principle of "musannaf" was used for the first time in compiling the collection: based on it, the hadiths in this collection were classified according to their subjects. The truly titanic work done by Imam al-Bukhari in criticizing and selecting them led to brilliant results.

Al-Bukhari, included only about one percent of the authentic ones out of the the six hundred thousand hadiths that were known to , that is, seven thousand two hundred seventy-five, but these hadiths came from sources that actually entered into a dialogue with the Prophet Muhammad personally.

As- Sahih al-Bukhari consists of more than four dozen books, varying in length and number of hadiths covered. The main part of the collections is devoted to explaining the doctrine, cult prescriptions, and rules of ritual purity. This is evidenced by the titles of the books: "The Book of Faith", "The Book of the Description of Heaven and Hell", "The Book of Divine Providence", "The Book of the Repentance of Apostates", "The Book of Monotheism", "The Book of Prayer", "The Book of Friday", "The Book of Two Holidays", "The Book of Fasting", "The Book of Hajj".

The collection of hadiths "Al-Jami as-sahih" put its author in the highest place among scholars, and also became the most important phenomenon for the entire religion of Islam. Great scholars and theologians of the Islamic world have recognized it as the most outstanding book after the Koran. The book of al-Bukhari, after careful critical study by famous Muslim ulema-theologians, did not undergo any changes and was unanimously recognized by all muhaddiths as the best book on hadith. For his deep knowledge of hadiths, scholars awarded him the title "Imam al-Muhaddisin" (Lord of the world hadith)

Upon his return to his homeland, Al-Bukhari began teaching. In the ancient city of Bukhara, he began teaching at a madrasah. But enemies and envious people, seeing that al-Bukhari's popularity among the people is growing every day, slandered him before the emir of Bukhara Khalid ibn Ahmed al-Zukhali, after which the scientist was forced to leave Bukhara and move to the village of Khartang near the city of Samarkand. After living here for a short time with relatives, he fell seriously ill. On September 1, 870, Al-Bukhari died and was buried in this village.

In 1998, the 1225th anniversary of Al-Bukhari [3] was widely celebrated in Uzbekistan. In the village of Khartang, on the initiative of the First President of Uzbekistan I.A. Karimov, a majestic memorial complex was built, including a mausoleum, a mosque, a library and a madrasah.

On October 18, 2016 [1], at the opening ceremony of the 43rd session of the Council of Foreign Ministers of the Organization of Islamic Cooperation, the President of the Republic of Uzbekistan Shavkat Mirziyoyev put forward an initiative: "In order to study the multifaceted

religious and spiritual heritage of our great ancestors who made an immeasurable contribution not only to Islamic culture, but and in the development of all human civilization "- to create the International Research Center named after Imam Bukhari and the school of hadith studies in the Payarik district of the Samarkand region. The choice of the location for the Imam Bukhari International Research Center under the Cabinet of Ministers and the school of hadith studies nearby is motivated by the role of Samarkand as one of the pearls of Muslim culture, as well as by the special spiritual and moral atmosphere of the village of Chelek, where the resting place of the great thinker of the Muslim world, Imam al- Bukhari. The infrastructure of the center includes an administrative and research building, study rooms, an information resource center, a depository for storing manuscripts, a restoration laboratory, an exhibition hall, a large auditorium for conferences, symposia, including international ones, as well as online videoconferences. In the concept of the Imam Bukhari International Research Center, the main activity is the implementation of a wide range of scientific and educational projects.

In-depth study of the religious and spiritual heritage – “tafsira” (Islamic exegesis) of hadith studies, “kalama” (theology), “fiqh” (law), as well as the exact sciences - mathematics, astronomy, medicine, mineralogy, geography, as well as publish a scientific bulletin in Uzbek, English -Arabic-Russian religious journal of the collection “Imam al-Bukhari saboklari” (Lessons of Imam al-Bukhariy) thematic almanacs.

In the organizational structure - the center of the Board of Trustees from among the authoritative domestic and foreign ulema, public figures, patrons of the arts.

The creation of the International Research Center named after Imam al-Bukhari shows how significant in scale and content the work has been done in recent years in the Republic of Uzbekistan in accordance with the principle of "Enlightenment against ignorance". Particular attention is paid to protecting the consciousness and thinking of young people from destructive ideologies. At the same time, the ideas of the genuine peaceful, tolerant, creative and humanistic essence of Islam are widely used in educational and upbringing processes.

CONCLUSION

Summing up, it can be noted that religion helps in creating ethical framework and also a regulator for values in day to day life and religious heritage of great ancestors as Al-Bukhari has positive impact on people to deeply realize of the principles of morality like justice, honesty, equality, tolerance and others.

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DOI: **10.5958/2249-7137.2021.00607.8**

PROBLEMS IN THE UZBEK INTERNET SUBCULTURE

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ABSTRACT

Rituals and ceremonies by materialistic people can adversely impact on the minds and spirituality of youngsters. A subculture is an anti-traditional culture that affects the level of the knowledge of young people. If we compare main discrepancy between culture and subculture, we should take into consideration the subculture of internet because internet is a rich collection of materials which gives opportunity to people to express opinions in a global information space. And it services as a vehicle for the rapid spread of subcultures.

KEYWORDS: *Subculture, culture, Mishel Mafessoli, Sub, Viktor Dolnik, musical culture, internet subculturei, Uznet, SMS*

INTRODUCTION

The word “culture” comes from the Latin “cultivation” and was used in this sense (“agricultural art”) until the early 18th century. After that it began to be used for humanity who had elegant manners, knowledge, and musicality and so on. Culture is not “common”, each culture unites a particular community, a specific way of doing things in the social practice of people. For instance, although uzbek culture has a long history, it has not become a central Asian culture. [1] Traditional culture communicates with other traditional cultures and aspects of national culture that have overlooked can be appeared. Culture reveals many spheres of our life. For example, culture of clothing, conversation and writing. Unfortunately, some people think that their attitudes towards the life and way of living are right. People consider that customs which are familiar to them are universal and understandable for all and they try to pass them on to others.

And it is still called the culture in quotes. Culture includes not only developing the ability to follow existing norms and cultures, but also encouraging the desire to follow them [2].

MAIN PART

A kind of culture within quotes is subculture. One of the main things is that we will have some questions in terms of subculture including What is subculture itself? What is its originality? What does it mean? The word “sub” is derived from Latin and means “below”, “near”, “beside” [3,619]. The word culture is defined in annotated dictionaries as follows: Culture [a.civilization]1.A set of achievements in the industrial, social, spiritual and educational life of society. *Alifbo- The greatest creation of human life and perfection. World culture, all science, endless artistic, philosophical, moral riches are based on these letters*(K.Yashin, Hamza).2.Degree to which a social group, class or nation has achieved in a given period of time. *Culture of music, culture of speech. The film forum is a major event in the culture of cinema which is held in every two years. (from the newspaper). The names of dignitaries who have made a significant contribution to the development of Islamic culture are known all over the world.* (K.Yashin, Hamza).3.Education, upbringing, enlightenment. Staying without knowledge of the culture. Achieving culture. Behavior, culture of the humans towards the wealth especially bread is measured. *(from the newspaper). Educator must have a culture of verbal communication.* («Fan va turmush»).4. Condition that meets the requirements of a cultured person. Workers are satisfied with the work of the deputy to improve the welfare of the humans, the culture of life. *(from the newspaper).*5.*(the types of plants or crops) delivery, planting, cultivation. In particular, they have advanced in the field of agricultural culture.* (N.Hayitqulov, Yer tafti).[4.604].Thus, subculture is culture against the culture. Let's take a look to the history of subculture. In the 18th and 19th century traditions and cultures began to play the role of “center of norms and customs. Began to be discussed with local subcultures (the culture of Afro-Americans in the United States, the culture of some German lands, the culture of youth and women, as well as the culture of the “third[old]century”). In the 1950s, the American sociologist David Riesman used the term subculture in his research to refer to a group of people who deliberately chose a style or value that was preferred by minority.[5].British sociologist and media scholar Dick Haddidge provides a more in-depth analysis of the phenomenon and concept of subculture in his book “Subculture: The meaning of style”. He considered that subcultures draw people's attention with similar interests and worldviews who are dissatisfied with generally accepted standards and values .[6]. The French sociologist Michel Mafessoli applied the concept of “urban tribes” to youth subcultures in his works. Subcultures are mostly closed and try to separate themselves from the national culture.[7]. Subculture is characterized by aggression and contradiction from the norms of traditional culture. We can say them that they culture against culture. The literature defines subculture as a special form of organizing youth activities, defining norms, values, institutions and the lifestyle and thinking of its bearer within the prevailing cultural traditions in a society that is relatively autonomous and holistic.

There are the following types of subcultures:

1. subculture of music
2. Artistic subculture
3. Internet subculture

Subculture of Music- Actions of youth associated certain genres of music. The image of musical subcultures is mainly formed by imitating the stage image of famous performers in this subculture.

Artistic subculture- It comes from certain type of art or activities.

Internet Subculture-It is the culture of presenting information, the culture of how users interact and write on it. Internet subculture emerged as a global phenomenon because of the internet and has the characteristics of separate social phenomenon within human civilization.

Internet fills with valuable of news, information and it gives opportunity to ones to share their opinions freely. Specialized Internet communities are formed on the basis of different internet cultures, which can be very diverse. For instance, the following table compares Uzbek and Russian internet users with the examples of subcultures.

№	In Russian	In Uzbek
1.	Рунет	Uznet
2.	Майл.ру	editory.uz
3.	ВКонтакте.ру	ziyonet.uz
4.	Авито.ру	edu.uz
5.	Мигрант.ру	zarnews.uz
6.	Яндекс.ру	natlib.uz

Thus, the formation of the Internet in a very short period of time has made the subculture a global phenomenon that reflects life, including youth. But besides that it has own peculiarities, forms, customs. They evolve, change, reach new “stage” over the time. Sms messages is a kind of appeal of internet subculture. Nowadays we are using chats in order to write letters and information. It is significant to remember that these correspondences also have their own culture. For example, on September 2, 1993, the law “on the introduction of a new Uzbek alphabet based on the Latin script” was adopted. On May 15, 2018, an “Plan for the widespread introduction and further improvement of the new Uzbek alphabet based on the Latin script” was developed. It is clear that we should use Uzbek alphabet for writing news or information and promote it. Unfortunately, some messages are written in Cyrillic alphabet.

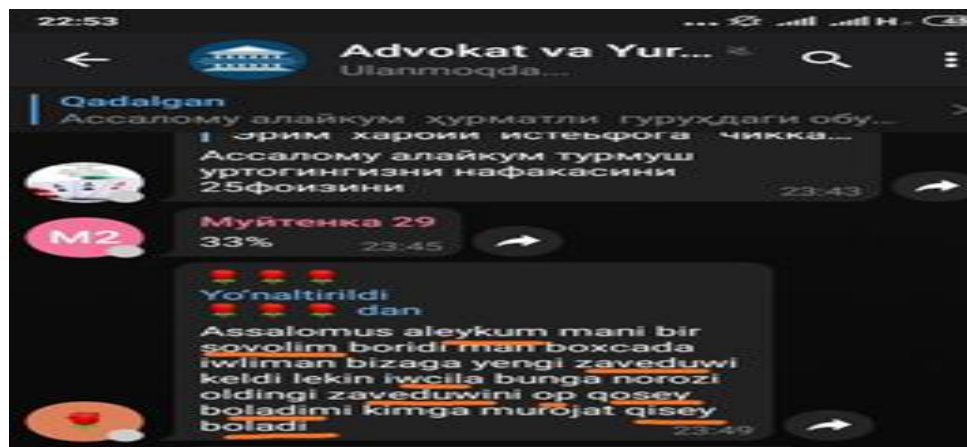
We come across some mistakes in the process of analyzing internet texts.

- 1. Phonetic Errors:** We often come across some mistakes that young people write numbers instead of writing abbreviations and letters in the sms messages. For example, writing number of **6** instead of the letter **o'** , **4** instead of the letter **ch**, **w** instead of the letter **sh** is being common. *Qalesan – qandaysan*. In this example the result of exchanging the pronoun *qanday* to the number suffix to the second person singular-number suffix [-y] and the sound [n consonant to l, vowel a to o]was occurred.



[group of sinfdoshlarimni sog'indim by Zayniddinov Z.]

In the word *aleykum* exchanging sound was occurred because of using *e* instead of *a*. There are two mistakes in the word *boxcada*, here *x* is used instead of *g*'. It is considered a phenomenon of sound inclination. The second mistake is connected with the letter *c* which is used instead of *ch*. *Op qosey - olib qolsak* this compound word is written according to the phonetic spelling rule although it must be written instead with in the morphological spelling rule. Moreover, it is being common that usage of the vowel letter *o*' without " ". For example, in this text diacritical mark is omitted. Following example that taken from the telegram channel, is not suitable for any literary standards. There are spelling, morphological, syntactic, punctuation and methodological errors.



[From the group of the advice of advocate and lawyer]

1. **Lexical Errors-** There are equivalents in the Uzbek language and there are words that are considered barbarism. For example, in Uzbek the word “dekret” has the equivalent of maternity leave.



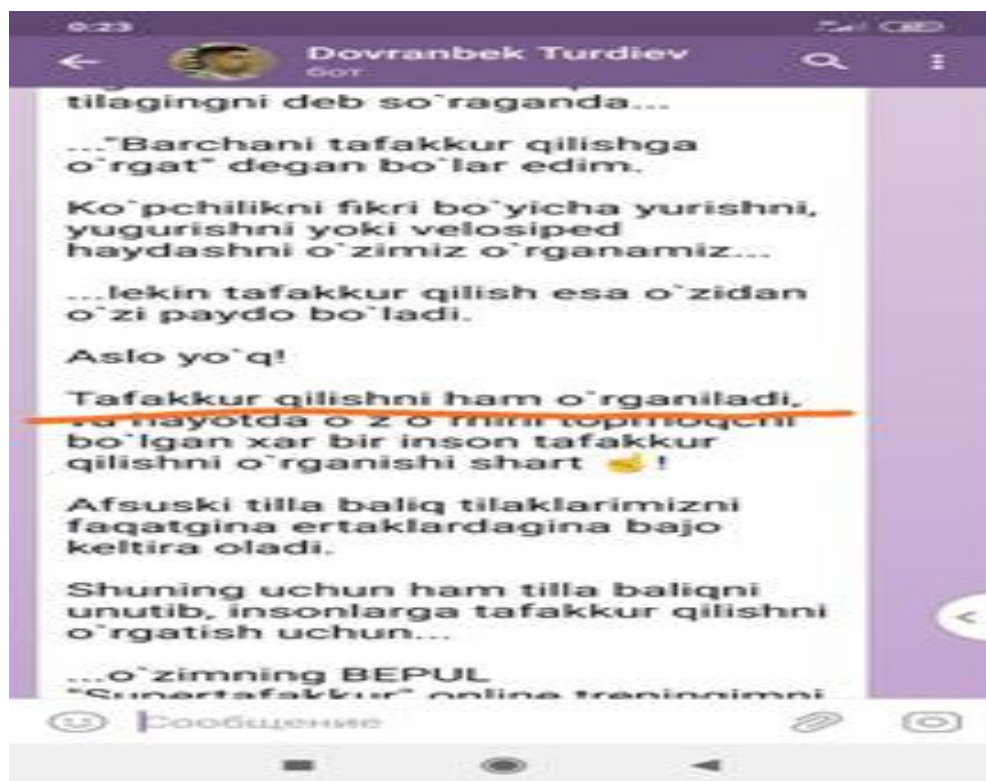
[From the group of the advice of advocate and lawyer]

Morphological Errors- Morphological errors are caused by incorrect word formation. The same errors can be occurred in internet texts. For example, *o'zgarishlarda-o'zgarishlarga*



(Group of the advice for young mothers)

Excessive use of suffixes of case causes morphological mistake. For example, *Tafakkur qilishni ham o'rganiladi* – *Tafakkur qilish ham o'rganiladi*. In this sentence suffix of objective is used in a wrong way.



[Davronbek Turdiev]

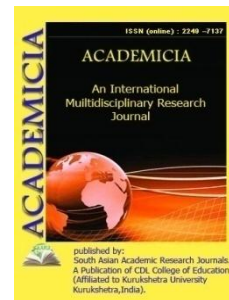
CONCLUSION

In my conclusion I can say that in order to prevent spread of culture against the culture which is being common among the youngsters, we should take into consideration of culture of global internet and its elimination. We cannot imagine our life without mass media, so it is no coincidence that third of the five initiatives launched by our President is dedicated to the organization of effective use of computer technology and the internet among the population and the youth. The so-called “World wild web” must be used appropriately and the culture of use must be observed every time. In XXI century we cannot imagine our life without internet. Because of that the President of the Republic of Uzbekistan SH.M. Mirziyoyev paid attention to the decree of “on measures to radically increase the prestige and status of the Uzbek language as the state language” and we should not do any morphological, phonetic, syntactic, orphographic, punctuation mistakes while dealing with papers. Furthermore, we should use Latin alphabet instead of Cyrillic. It is clear to all that young people are being lazy because of internet texts. It is no exaggeration to say that we have partially proved this by analyzing the texts of the telegram throughout our article.

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DOI: **10.5958/2249-7137.2021.00608.X**

THE EFFECTIVE USE OF TOURIST POTENTIAL OF DESTINATIONS (IN CASE OF NURABAD DISTRICT, SAMARKAND REGION)

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ABSTRACT

This article analyzes tourism potential of Nurabad district that is located in the western site of Samarkand region. The SWOT analyses are used to determine and identify tourism potential of the destination. Moreover, the economic situation of the district and its tourism resources has been analyzed and golden opportunities to develop tourism industry with the base of tourism resources have been studied. Furthermore, article highlights that except cultural, historical and ecological tourism, the district has potential to develop other niche tourism market and attract various tourist segments.

KEYWORDS: *Tourist destination, Tourism potential, SWOT analyses, Samarkand region, Nurabad district, Tourism opportunities.*

INTRODUCTION

Samarkand is one of the most popular tourist destinations of the world, which was the main point at the crossroads of the Great Silk Road in history. The government of the Republic of Uzbekistan is paying a great attention to the development of tourism and hospitality industry in Samarkand region and adopting gradual decrees to improve tourism industry and to promote tourism attractiveness of the region. On June 30, 2017 The Cabinet of the Ministers of the Republic of Uzbekistan adopted the decree “About measures for accelerated development of tourism potential of Samarkand city and Samarkand region in 2017-2019”, where government focused on effective use of tourism resources of the region and to improve tourist facilities and infrastructure in the region [1]. Moreover, on September 30, 2019 the decree “About additional

measures for the effective use and development of tourism potential of Samarkand region” was adopted by The Cabinet of the Ministers of the Republic of Uzbekistan. In this decree the main focus was on the creation of modern tourism infrastructure and analyzing socio-economic situation and tourism potential of the region. Furthermore, approaches and action plans directed to effective use of tourism potential of the region were highlighted in the decree [2].

LITERATURE REVIEW

Tourist destinations may be defined in a variety of ways. According to the Dictionary of Travel, Tourism and Hospitality destination is a “geographic location to which a person is travelling” [3, p.165]. Dickman (1999) states that in the travel industry, a tourist destination refers to the five “A” main components: “attractions, access, accommodation, amenities, and activities” [4, p.118]. Morachat (2003) pluses some extra information to the definition of destination given by Dickman (1999) and says that a tourist destination must have all of these elements to some degree, although they need not be equally balanced on of the same quality and consistency for each potential destination [5, p.42].

It is obvious that destinations must have tourist attractions and resources which signify the tourism potential of the region. Tourism potential can be defined as the natural, man-made, cultural, historical, economic, and social components which show the potential tourist supply of a given area [6, pp. 50-54]. These factors, together with technical facilities and basic and tourism infrastructure, constitute the foundation of a tourist attraction for a given territory and help to deem the destination as either suitable or unsuitable for visiting and receiving visitors [7, pp. 183-186].

“Samarkand region is rich in tourism resources which create endless opportunities to develop cultural, sport, adventure, educational and eco-tourism” [8, p.22]. According to the statistics, in Samarkand located 1105 archeological, 670 architectural, 37 attractive, 18 monumental, 21 memorial, total 1851 tangible-cultural heritage objects [9, p.95].

Study Area

We chose Nurabad district of Samarkand region as a study area for our research which is located 55 km to the western side of the Samarkand city with total area 4 860 sq. km. The center of the district is Nurabad city. The total population is 147 256 people [10, p.5].



Figure 1 Geographic map of Nurabad district

The district was established in 1975 and there are 8 sub-districts (villages) in the area including: Nurdum, Djam, Djarkuduk, Norbulak, Tim, Sazogon, Ulus and Tutli.

METHODS AND METHODOLOGY

For better analyzing and understanding the tourism potential of the destination SWOT analyses is used in order to know the strong, weak points and to take into consideration further opportunities and threats. Usually, SWOT analyses are used in enterprises and companies to determine their power and weaknesses and future prospects. According to Stăncioiu (2009), SWOT analyses may be used also for a tourism destination as well, in order to take into consideration destination's tourism potential [11].

SWOT ANALYSIS OF THE DESTINATION

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ✓ An appropriate geographical location (along the Great Silk Road); ✓ Rich in architectural and cultural tourist attractions (Arab ata mausoleum is in the list of World Heritage Sites); ✓ Growing economy; ✓ Far from urbanism; ✓ Pleasurable weather and climate; ✓ Untouched natural resources; ✓ Regional and governmental support and cooperation. 	<ul style="list-style-type: none"> ✓ Poor infrastructure and tourism facilities; ✓ Lack of tourist accommodation; ✓ Lack of identity (website, image); ✓ Language barrier; ✓ Lack of marketing and promotion activities.

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ✓ Investment opportunities; ✓ Collaboration with regional tourism stakeholders; ✓ Great opportunities to develop tourism industry; ✓ Opportunities to develop niche tourism markets (agritourism, star-gazing tourism services, rural tourism); ✓ Organizing various events in the open field. 	<ul style="list-style-type: none"> ✓ Environmental impacts of tourism; ✓ Socio-cultural impacts of tourism; ✓ Competition amongst other districts; ✓ Lack of funds for investing in further development of tourism industry.

The Pivotal Strength of the Destination

One of the vital strong points of the Nurabad district is its economic development. The economic situation of the district is stable and it is showing increasing results. Limited Liability Companies are dominating in the district amongst enterprises with total number 228, that is followed by private enterprises accounting for 228. It has to be mentioned that nominal average salary in the district is \$156, 3. The main business entitles of the district are agriculture and trade, that made up 27 % and 25 % respectively in 2019 (Figure 2).

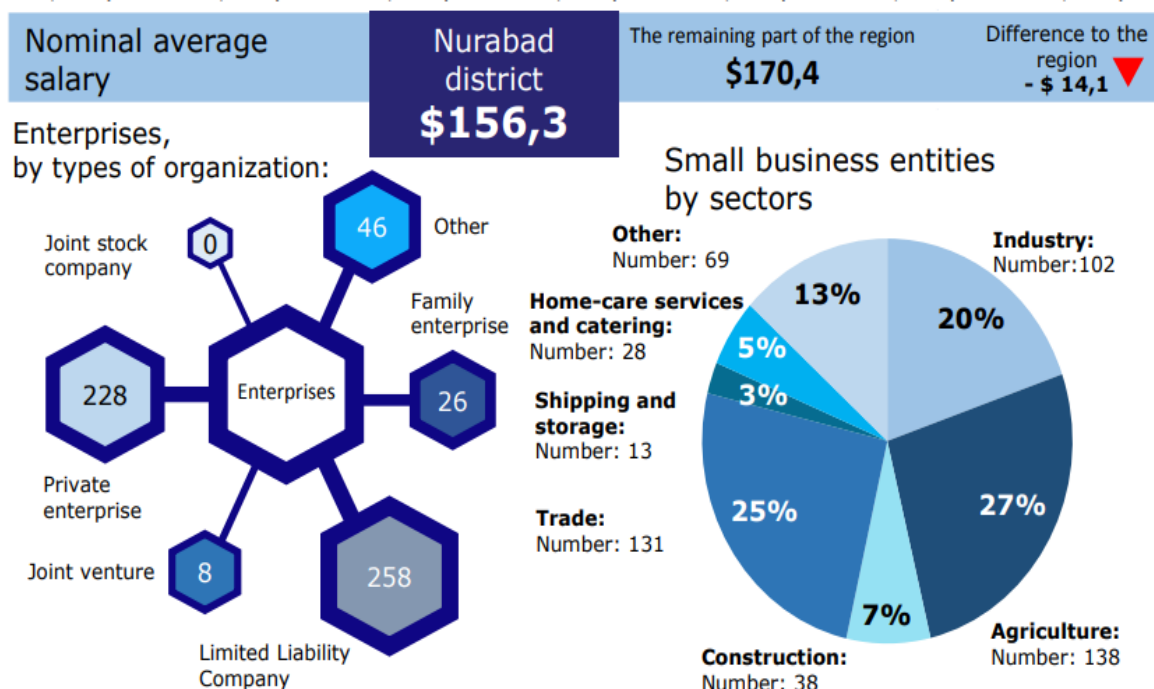


Figure 2 Economic overview of Nurabad district [12, p.7]

Another strong point of the district is there are 50 archeological and 5 architectural and religious tourist attractions, overall 55 cultural heritages cites that are main resources of cultural, historical and architectural tourism [13, p.11]. The most significant architectural tourist site of the district is mausoleum of Arab ata which is able to attract both international and local Muslim visitors.

Arab ata mausoleum which is in the World Heritage list located in the south-eastern part of the district, in the village called Tim. This mausoleum is one square room that occupies 5,60 x 5,60 m. External sides of the mausoleum is 8,0 x 8,70 m. It is analyzed that proportional mechanism was used in the construction of mausoleum which can be clearly seen in façade of the building. The building style and construction is really the same with the mausoleum of Samanids that is located in Bukhara. Arab ata mausoleum keeps its uniqueness and represents type of portal-dome tomb and powerfully entered into the list of the foremost creations of the East. Indeed, the mausoleum is located on the route of the Great Silk Road [14].







Nature-based tourism resources	Cultural, historical and architectural tourism resources
1000 years old fir tree 	 Arab ata mausoleum (XI century)
Picturesque mountains 	Oq masjid (XII century) 
Small rivers (water streams) 	Hazrati Davud ((XVII-XIX centuries)) 

Figure 3 the main tourism resources of Nurabad district

The Golden Opportunities of the Destination

Except the cultural, historical and architectural tourism resources, there are golden opportunities to develop eco-tourism and agritourism in the district. There are all necessary natural and geographical prerequisites, including pleasurable climate, picturesque mountains, small rivers, 1000 years old fir tree, fruit and vegetable production fields that are basics of eco- and

agritourism. According to the statistics, agricultural sector has a great importance in the Nurabad district, accounting for 2,3 % of the region's gross yield of agricultural products [15, page 7].

Moreover, there is also an opportunity to develop recreational and health tourism on the base of available mineral sources (radon water) in the city of Nurbulak, which is widely used in the treatment of arthritis, sciatica, polyneuritis, chronic inflammation of the small intestine, chronic spondylarthrosis (inflammation of the spine).

Furthermore, various types of tourism activities can be organized in the district. For instance, most European tourists are eager to hiking and trekking and they prefer to spend their time in the heart of nature. It is possible to create special hiking trails and to promote it in order to attract tourists who love physical activities.

Indeed, the district is a wonderful and ideal place to organize star-gazing services that is becoming popular in recent years. As a result of urbanization and high rate of air pollution in major cities, contemplating the stars in a pitch-black sky is fast becoming a rarity that tour operators are banking on as a new selling-point. Well-known astronomer and director of the Stars without Borders workshop Harald Bardenhagen stated that "many Europeans have never seen accurately the Milky Way" [16]. Today, most tourist destinations have already organized the proper facilities for this service (Oman, Iceland, Namibia, Norway, Chile, the Canaries, Jordan, Scotland, Swiss Alps, Southampton) [17] and seeing it as a perspective direction in tourism. We also can organize and offer this service for tourists, since we have a clear "open sky" without smokes and harmful gases.

The Main Weaknesses

Region has weaknesses that are main obstacles to the development of the tourism industry in the district. The most crucial problem that should be tackled is bad infrastructure and tourism facilities. Another important one is unfamiliarity of the district for tourism because of less efforts and actions in destination branding. Moreover, language barrier is also an issue which is lowering the development of the district as a tourism destination.

Threats

Environmental degradation and adverse socio-cultural impacts of tourism development, increased competition between other districts of the region and less attention and regional support are the threats to the further development of the tourism industry in the region.

CONCLUSIONS

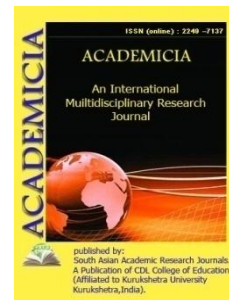
Taking into consideration all aforementioned thoughts, it can be said that Nurabad district is one of the most appropriate destinations of Samarkand region to develop tourism. The district carries golden opportunities to develop cultural and historical tourism. Indeed, niche tourism market can be developed through establishing infrastructure and tourism facilities in the district. Government has to pay attention to reconstruct tourism attractions of the destination and should allocate the fund to increase socio-economic living standard of areas where tourism resources are located. Moreover, regional tour operators have to think about creating new tour products and travel trails which leads tourists to the district. Forming tourism cluster based on available resources can be one of the important factors of economic development in the Nurabad district

and will contribute to raising the income level of the rural population, providing employment, and developing social and engineering infrastructure in rural areas.

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DOI: **10.5958/2249-7137.2021.00609.1**

CHARACTERISTICS OF INFLOW AND SUBSIDENCE TURBIDITY IN WATER INTAKE CHANNELS

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ABSTRACT

The article deals with the processes of turbidity, infiltration and sedimentation of mud, the annual volume of turbidity in the water intake without a dam from the Amu Darya to the Amu-Bukhara Canal. It is established that the decrease in water consumption, turbidity and transparency of the flow along the length of the intake channels is mainly due to the level of water consumption, turbidity of the river and the amount of water flowing through the main ABMC facility. As a result of the reconstruction of the main structure and the ABMC canal with the widespread use of hydro-mechanization devices, it became possible to carry out such water consumption. As the volume of water intake increased, so did the amount of turbidity that came

with the water. A large amount of floating and attracting silt coming from the river will sink into the channel bed, reducing the living cross-section and carrying capacity of the channel.

KEYWORDS: *Amu Darya, channel, river, muddy, water, flow, level, flow, structure, water velocity, muddy subsidence. The Amu-Bukhara machine canal is the main source of irrigation in the Bukhara and Navoi regions of the Republic of Uzbekistan and the Farob district of the Lebap region of Turkmenistan. Over the years of operation, the water flow through the channel has increased several times and now reaches 400 m³ / s.*

INTRODUCTION

As a result of the reconstruction of the main structure and the ABMC canal with the widespread use of hydro-mechanization devices, it became possible to carry out such water consumption. As the volume of water intake increased, so did the amount of turbidity that came with the water. A large amount of floating and attracting silt coming from the river will sink into the channel bed, reducing the living cross-section and carrying capacity of the channel. To maintain the necessary culvert capacity of the channel, the service service has to hire a large number of different tanks and various dredgers for timely cleaning and self-leveling work from the entrance along the length of the water intake channels to the ABMC. the main object. The length of the intake channels varies significantly throughout the year and from year to year, depending on the water content of the year and the location of the river fairway. Sometimes the length of water intake channels in winter increases from one hundred meters to several kilometers. Continuous cleaning of the Amu-Bukhara canal



Fig. 1-Dredger in the ABK-1 channel

Based on the research materials, the analysis of seepage and subsidence of silt in the water intake channel 1 of the ABMC was carried out. The measurement data show that a sharp decrease in turbidity and a decrease in the degree of sedimentation of the flow is observed in the area from the entrance to the water intake channel No. 1 to the main sediment. There is also a decrease in the flow rate with a sharper decrease in the initial sections of the channel. The reduction of water consumption, turbidity and transparency of the flow along the length of the intake channels mainly depends on the level of water consumption, turbidity of the river and the amount of water flowing through the main ABMC facility. The amount of floating silt along the length of the

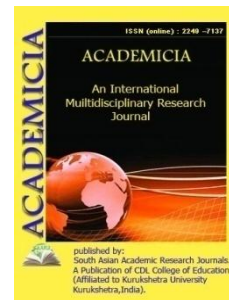
ABMC water intake channel No. 1 is shown in Table 1. As can be seen from this table, the reduction in water turbidity and the transparency of the flow depend mainly on the amount of water extracted. The water flow rate also depends on the length of the intake channel.

1. Months	2. January	3. February	4. March	5. April	6. May	7. June	8. July	9. August	10. September	11. October	12. November	13. December
14. Amount of 15. turbidity m3	16. 7134	17. 11161	18. 23085	19. 32950	20. 31124	21. 55897	22. 91971	23. 51260	24. 16040	25. 7087	26. 5098	27. 6057

Clay particles of floating drilling mud <0.005 mm increase from 15% to 36% from the entrance to the main ABMC facility. $D = 0.05$ dust particles of floating drilling mud also increase from 38% to 66% from the entrance to the main ABMC object. In contrast, sand particles with $d = 0.05-0.25$ mm decreased from 3% to 71%, while turbidity particles $d > 0.25$ mm decreased from 1.3% to 0.15%. No. 1 the accumulation of a large amount of muddy sediments along the water intake channel led to the forced departure of the fairway of the river to the left. Thus, as a result of the increase in water intake from the Amu Darya to the ABMC, large channel deformations occurred in the catchment area. An analysis of the results of monitoring the volumes of water intake, solid runoff and treatment in 2017 at the ABMK main site showed that the maximum of these indicators, according to Table 1, falls on May, June, July and August.

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DOI: **10.5958/2249-7137.2021.00610.8**

SCUTELLARIA COMOSA JUZ LATENT PERIOD IN ONTO GENESIS

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ABSTRACT

This article provides information on the stages of the ontogenetic period of the medicinal plant Scutellaria comosa Juz. In the course of laboratory observations, the features of the latent period of the plant were studied. Such features include the formation or loss of individual organs, the growth of the branch, the nature of branching, the degree of development of the surface mass, the number of vegetative and generative branches, the proportions between the height and diameter of the plant.

KEYWORDS: *Ontogeny, Vegetation, Latent, Virgynyl, Juvenile, Generative, Subsenile, Ecological, Coenotic, Ontogenetic.*

INTRODUCTION

Due to the sharp increase in demand for natural medicinal plant products, their reserves in nature are decreasing. Therefore, it is an important urgent task to study the biological foundations of the process of their restoration in nature, the use of their reserves on a scientific basis. An important indicator is the study of the formation of the place of plant cover, especially in populations scattered in their various ecological environments. Because the main indicator that determines

the position of the plant in the plant cover is their senopopulation state, that is, the property of pressing the periods and stages of ontogenetic development. Therefore, without analyzing the plant species from a senopopulatory point of view, it is impossible to draw a fully scientifically based conclusion about its role in the plant cover, the state of recovery and the use of their reserve.

Natural resources are declining due to a sharp increase in demand for natural medicine products. To do this, it is possible to study the biological basis of regeneration in nature, the scientific basis for the use of their sources. Special conditions have been created to implement the accelerated operation of populations living in different ecological environments. Because the main indicators of the role of operations in the vegetation were the state of senopopulation, the transition to the main ontogenetic treatment processes and processes. On this basis, without analyzing the types of work in terms of senopopulation, it is impossible to draw complete scientific conclusions about its role in the overall movement, the state of recovery and the use of their reserves.

OBJECTS AND METHODS OF RESEARCH

One such plant is *Scutellaria* L., a source of new drugs. Propagation is the reproduction of a plant from seed. Seed propagation techniques are widely used in world practice to propagate perennials and restore their natural aging. The biology of seed germination includes many factors, the main components of which are exogenous (temperature, humidity, light, storage conditions) and endogenous (structure of the seed coat, physiological state during germination). Based on these components, exogenous, endogenous, and mixed sleep patterns are distinguished in seeds.

From this point of view, the study of the biomorphological properties of *Scutellaria comosa* in nature has an important scientific and practical significance.

Scutellaria comosa Juz.- *Scutellaria* is a small shrub of the Lamiaceae family and is a promising medicinal plant. Valuable medicinal flavonoids, glycosides were isolated from species belonging to the genus *Scutellaria* L. (3: 110). In Uzbekistan, a number of scientific studies have been conducted to study the biomorphological properties of perennial grasses, shrubs and shrubs living in nature and in cultivated conditions [4,7]. However, research on *Scutellaria comosa* is insufficient [8].

Ontogenetic groups were identified taking into account the additions of A.A. Uranov (1975) and his students (Plant senopopulation, 1976, 1988). The type of ontogeny has been established based on the classification approaches of ontogeny of perennial plants (Zhukova, 1987, 1995). Ontogeny has been described in a variety of ecological and cenotic conditions. More than 1000 herbarium specimens were analyzed and 100 plants were obtained for quantitative description of ontogenetic conditions.

The data were processed statistically: arithmetic mean, its error, minimum and maximum values of functions, calculated using a computer program. When comparing the values of biometric parameters of plants in different habitats, values with significant differences on the Student's t-test (95% significance level) were used (Zaysev, 1984). A standard table (for $n \leq 0.05$) was used to calculate the critical values of the student t-test (Milnikov, 2007).

In determining the ontogenetic structure of plant senopopulations, the criteria of their periods and stages, O.B. Smirnova et al (1993), L.A. Zhukova (1987, 1995) methods were used.

RESULTS AND DISCUSSION

According to the study of the stages and stages of ontogeny of plants, the duration of the juvenile phase is 35-40 days, and the immature phase is 45-50 days. The total duration of the virginil period is 1-2 years and the generative period is 10-16 years.

(TABLE 1). THE DURATION OF THE ONTOGENETIC STAGES OF SCUTELLARIA COMOSA

Plant ages and stages	Duration per year (days)	Year duration
Latent period		
Virginil period	146 - 165	1 - 2
Lawn stage	16 - 20	
juvenile stage	35 - 40	
immatur stage	45 - 50	
virginil stage	50 - 55	
Generative period	58 - 75	10-16
Subsenyl period	20 - 28	3 - 6

Observations of the stages of *Scutellaria comosa* ontogeny (n = 100 in several plants) resulted in the termination of vegetation during the virginil period in the first year, and in the second year, 10–12% of plants entered the generative period. In the third year of development, the transition of the tubers to the young generative stage is 85-95%. The major life cycle of *S.comosa* ontogeny lasts 14–24 years.

The ontogenesis of the species has been studied in a group of evergreen-stone-wormwood plants found in the stony-gravel soils of the hills of Damkol village, Fergana district, Fergana region. The morphological features of the plant, which change with age, allow us to study different age conditions. Such features include the formation or loss of individual organs, the growth of the branch, the nature of branching, the degree of development of the surface mass, the number of vegetative and generative branches, the proportions between the height and diameter of the plant. According to the classification of S.V. Yuzepchuk (1954), *Scutellaria* species are perennial, orthotropic, anisotropic polycarp, chamefite plants [3].

Based on generally accepted classifications in the study of the major life cycle of *S. comosa*, we will consider the following periods and stages:

In the ontogenesis of *S. comosa*, 4 age periods were distinguished: latent (seeds), virginil (r - grass, j - juvenile, im - immature, v - virginil), generative (g1 - young generative, g2 - medium generative, g3 - old generative), subsenil (ss- senil).

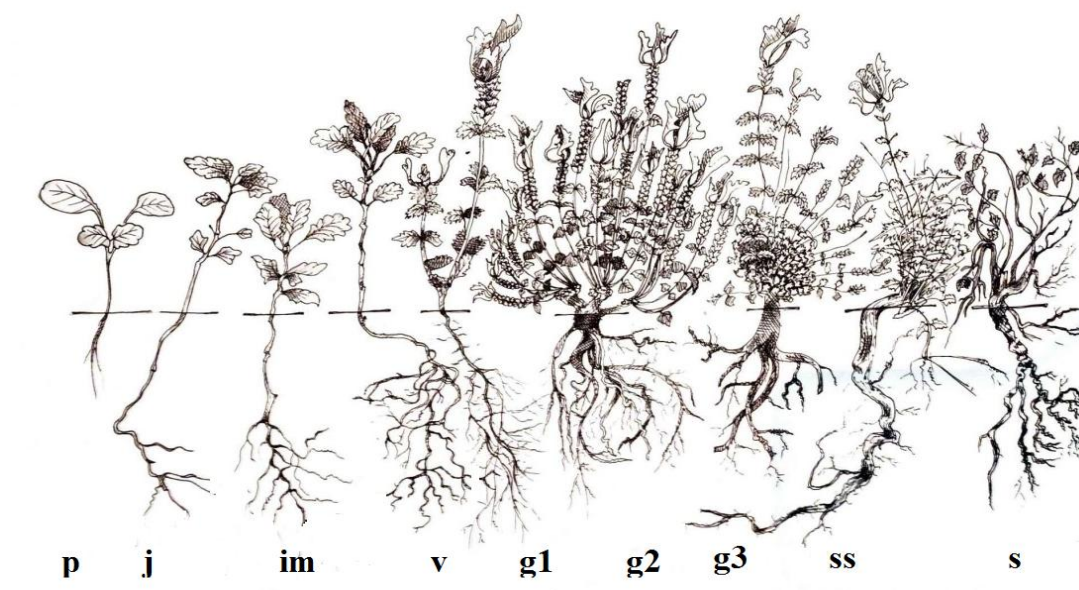
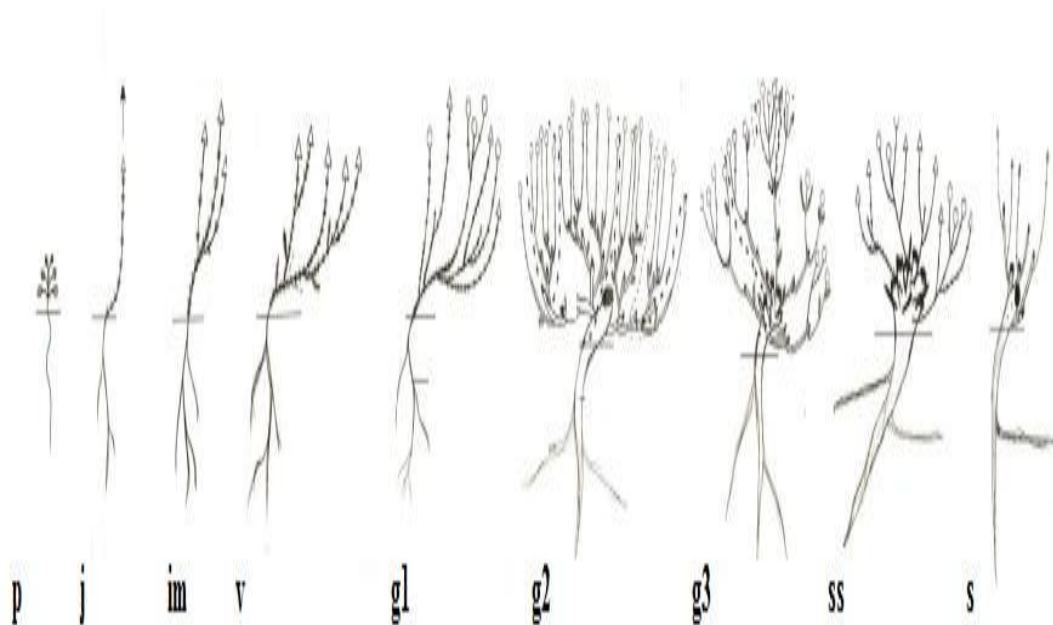


Figure 1. Scheme of ontogenetic cycles of *Scutellaria comosa*



Latent period

One of the main factors determining the regeneration of a plant in the vegetation is the biological properties of its seed state. In order to study the biomorphological characteristics of the seeds of *Scutellaria comosa*, the seeds of medium generative stage growing in the hills around the village of Damkol, Fergana district, Fergana region were used. [7]. The soil of these hills is gray soil, the annual rainfall is 240-250 mm.

It is known that seed yield depends on a combination of internal and external factors. Internal factors include, first of all, the number of sperm in the node, hormonal balance, transport of certain elements, and external factors - the genotype that determines the weather conditions of a particular season and agrophone (Levina, 1980). Potential and actual seed productivity, as well as fertility, reflect the suitability of biological characteristics and living conditions of the population. [5].

Weather conditions during the growing season are important for the productivity of *Scutellaria comosa* seeds. Seed yields increase in favorable weather conditions and decrease in adverse weather conditions. The following indicators were recorded for the growth period in 2018-2019: the average number of seeds in a walnut is 2.7 ± 0.005 , the average number of generative branches in a single plant is 6.73 ± 0.03 formed. [4].

One of the main indicators of the suitability of growing conditions for the biological needs of a species is the presence of seeds. Seed productivity is a quantitative and seed germination is a qualitative feature of a seed. Seed germination is the process by which a seed emerges from a dormant state and sprouts from a vegetative growth sprout. Seed quality is determined by seed size, 1000 seed weight and germination [2].

The seeds of *Scutellaria comosa* are flattened, ovate, 1-1.5 mm long, elliptical in cross section. The color is gray, slightly darker. In order to determine the absolute weight of the seeds, 20 plants of almost the same age of middle generative age were selected and harvested in late September 2018. After the seeds were separated from the fruit, they were counted 5 times out of 1000, and the average weight when weighed was 1.1 g.

Fertility of *Scutellaria comosa* seeds in the laboratory was determined on the basis of the method of MK Firsova at temperatures of $+20^{\circ}$, $+25^{\circ}$, $+30^{\circ}$ [8].

Experiment 100 seeds were placed on Petri dishes and 3 experiments were performed on each temperature indicator. According to the experiment, the maximum forgetfulness of *Scutellaria comosa* was 65.5% at $+25^{\circ}$.

TABLE 2 SEED GERMINATION OF SCUTELLARIA COMOSA IN LABORATORY CONDITIONS (N-100)

T ⁰ C	Days										%
	1	2	3	4	5	6	7	8	9	10	
	1.09.	4.09.	6.09.	8.09.	10.09.	12.09.	17.09	20.09.	25.09.	30.09	
20 ⁰ C	0	2	6	18	32	52	52	55	57	58	58
25 ⁰ C	0	4	10	22	38	56	60	63	64	65	65
30 ⁰ C	0	3	8	19	35	55	59	60	61	61	61

Seed germination capacity was 20⁰-30⁰ 14%. The dormancy period of *Scutellaria comosa* seeds was short, the germination of seeds obtained at the end of September 2018 was 65%, after one year of storage it decreased sharply to 17.6%, and two years later to 2.4%. Therefore, it is recommended to use freshly harvested seeds in the organization of artificial plantations of *S. comosa* [6].



Figure 2. Germination of *Scutellaria comosa* seeds

In order to determine the germination rate of *Scutellaria comosa* seeds in the field, the seeds collected in late September 2018 were sown in a specially prepared experimental field in October, November and March and April 2019. To do this, the soil was loosened and leveled to a depth of 30 cm, and furrows 40 cm wide were taken and 100 seeds per 2 meters were sown 3 times at a depth of 0.5-1 cm. The yield of *S. comosa* in the field was 40.5% in October, 37.8% in November and 43.8% at the end of March next year. Therefore, it is advisable to sow the seeds of *Scutellaria comosa* in the spring in March-April.

In order to determine the role of the latent period in the natural regeneration of *Scutellaria comosa* in the vegetation, the seeds of the plant were found in the soils of Damkol village of Fergana district and Gozalobod village of Turakurgan district of Namangan region. stock was analyzed. For this purpose, in November 2018 and April 2019, an area of 1 m² was identified around the plants belonging to the middle-aged generative stage, and seed reserves were studied in 5 cm thick soil. For this purpose, the soil sample was washed through a special sieve and divided into fractions. It was found that soil samples with a diameter of 0.5-1 mm sieve contained an average of 60-65 seeds per 1m² in November, and 20-25 seeds in the sample taken in April.

From the data obtained, it can be concluded that the germination of *Scutellaria comosa* seeds lasts from 1 to 5-6 months, after which they germinate. This means that the seeds of *Scutellaria*

comosa spend the dormant period in two different environments, that is, the seeds that ripen during September and survive in the construction of the shed and the generative stem, live in February-March next year.

Analysis of the plant's seed stock in the soil showed that the degree of natural regeneration in the vegetation cover, perennial shrubs that dominate the vegetation cover: *Kochia prostrata* (L.) Schrad., *Artemisia sogdiana* Bunge, *Perovskia angustifolia* Kudrjasch., *Convolvulus hamadae* (Vved.) Petrov, *Lagochilus platycalyx* Schrenk, perennial grasses: *Haplophyllum pedicellatum* Bunge, *Ferula lipskyi* Korovin, *Capparis spinosa* L., *Poa bulbosa* L. and annual grasses: *Delphinium rugulosum* Boiss., *Glaucium fimbriigerum* Boiss., *Erodium cicutarium* (L.) L'Her., *Avena fatua* L., *Ziziphora tenuior* L. were found to be lower than larvae [1].

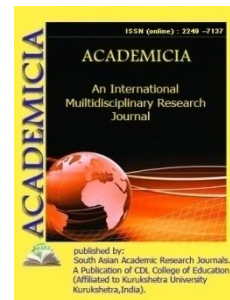
CONCLUSIONS

Therefore, the organization of the *Scutellaria comosa* reserve is carried out in two directions, firstly, the creation of a protection zone in its natural growing areas, and secondly, special planting and reproduction in forestry.

From the results it can be concluded that *Scutellaria comosa* is a promising medicinal plant, the scientific study of its ontogenetic periods and stages is necessary for its natural regeneration and organization in artificial plantations.

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DOI: **10.5958/2249-7137.2021.00611.X**

COMPETENCE DEVELOPMENT TECHNOLOGIES

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ABSTRACT

Methods of using innovations and technologies of competent development in the development of modern pedagogical skill; Acquaintance with the content of theoretical sources showed that there are a number of contradictions in the development of professional competence of teachers in the education system, in particular: among the traditional and innovative methods used in the process of developing the professional competence of the pedagogical specialist; between the mechanism and the laws of development of the process of professional development of the pedagogical specialist with the activity of educational institutions aimed at pedagogical support in the development of the teacher's personality and his professional competence.

KEYWORDS: "Innovation", "Pedagogical process", "case study", "competence".

INTRODUCTION

Our society needs professionals with deep knowledge, skills, ability to make quick and constructive decisions. Therefore, the person-centered interaction between teacher and student has become an important aspect of the educational process, in which the improvement of educational technologies plays an important role. The use of innovative technologies in the educational process helps to improve the quality of training and enhance the role of independent work of students. The introduction of innovative teaching methods in the development of professional competencies of the future specialist will lay the foundation for his future competitiveness in the labor market. Innovation or renewal is inherent in any professional activity of a person. Innovations do not appear little by little, they are among the results of scientific research, advanced pedagogical experience.

The concept of "innovation" means "renewal, innovation, change" in Latin Innovation in the pedagogical process means the introduction of innovations in the goals, content, methods and forms of education, the organization of joint activities of teacher and student. Today, it is

innovation in pedagogy that is becoming the most effective means of increasing the effectiveness of education. Problem-based learning technology, which is gaining popularity today, involves the independent performance of cognitive, creative tasks by increasing knowledge and skills, encourages students to form a certain system of actions, and creates a creative environment in communication. Problem-based learning technology can be implemented in the following stages:

1. Identify the problem that occurred in a given situation (situation).
2. Situation analysis, problem statement.
3. Find a solution to the problem.
4. Determine if the solution is right or wrong

Teaching and student participation in problem-based learning technology is reflected at the following levels:

1. The teacher identifies the problem with the students, finds a solution and discusses it.
2. The student finds little solution to the problem posed by the teacher, and the teacher only gives him direction.
3. The student finds the problem independently; the teacher helps him to find the solution.
4. The student is less likely to identify the problem and find a solution to it independently.

This level is called the "case-study" method of problem-based learning. The use of research methods in problem-based learning technology also develops students' independent thinking. In it, the student expands his knowledge a little, organizes and applies scientific methods, searches for information, sorts it, plans it.

In order to ensure the implementation of the Decree of the President of the Republic of Uzbekistan dated November 6, 2020 No PF-6108 "On measures to develop education and science in the new period of development of Uzbekistan" (hereinafter the Decree):

1. Ministry of Preschool Education:

- a) together with the Ministry of Public Education and the State Inspectorate for Quality Control in Education to take measures to ensure free one-year compulsory primary education for children by August 1, 2021 and to ensure the coherence of primary education curricula;
- b) Together with the Ministry of Information Technologies and Communications Development, the State Inspectorate for Education Quality Control and other relevant ministries and agencies to introduce modern forms of teaching, new pedagogical and information technologies in the preschool education system by January 1, 2022, including: on the basis of international standards and requirements to develop criteria and indicators for assessing the development of children of preschool age; to launch the information management system "Kindergarten" on monitoring of growth of children and coverage of preschool education and to provide transparency of the data entered in it; to introduce electronic payment systems for preschool education services; integrate the information management system in the field of preschool education with the information systems of other ministries and departments.

Acquaintance with the content of theoretical sources showed that there are a number of contradictions in the development of professional competence of teachers in the education

system, in particular: among the traditional and innovative methods used in the process of developing the professional competence of the pedagogical specialist; between the mechanism and the laws of development of the process of professional development of the pedagogical specialist with the activity of educational institutions aimed at pedagogical support in the development of the teacher's personality and his professional competence; in the midst of insufficient use of opportunities for integration of teachers of pedagogical disciplines with general and specialized disciplines in the development of personal and professional competence; scientific and technological progress, the growing demands of a renewed society for a skilled educator, and the unwillingness of teachers to operate in the context of the gradual development of a major part of their professional competence development.

One way to overcome such contradictions is to develop the professional competencies of future professionals. Development of professional competence of specialists, creation of pedagogical conditions necessary for ensuring their professional and personal development in the system of advanced training, retraining and advanced training of specialists.

Concept of development of teaching technology in preschool, general secondary, vocational and higher education systems of the Republic of Uzbekistan Concept of Development Strategy of the Republic of Uzbekistan until 2035, PF-5712 of April 29, 2019 and September 6, 2019 on approval of the Concept of development of public education of the Republic of Uzbekistan until 2030 PF-5812 on additional measures to further improve the system of vocational education and the Concept of Industrial Development of Uzbekistan until 2025 and the implementation of the tasks set out in the Address of the President of the Republic of Uzbekistan to the Oliy Majlis on January 24, 2020.

Defines the main goal of developing the competence of the specialist by modernizing the content and structure of education, determining the psychological and pedagogical conditions and developing a mechanism for monitoring and evaluating its quality. Development of professional competence of specialists, creation of necessary pedagogical conditions for their professional and personal development in educational institutions, modernization of the content and structure of retraining, definition of pedagogical-psychological conditions and development of a mechanism for quality control and evaluation defines the main purpose. If we look at the origins of the concepts of "competence" and "competence", we can understand that they did not arise by chance. In the explanatory dictionary of the Uzbek language "Competence" (lat. Sompetere worthy, worthy):

1. The scope of powers of a particular body or official, defined in official documents; authority.
2. A person's awareness of a field means the level of knowledge of that field. For example, the concept of "competence" is defined in the Kazakh dictionary as follows: "generally the ability to perform a certain task or to do something."

One way to overcome such contradictions is to develop the professional competencies of future professionals. The conditions for the development of professional competence of specialists, the creation of the necessary pedagogical conditions for their professional and personal development in the system of advanced training, retraining and advanced training of specialists are being created.

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DOI: **10.5958/2249-7137.2021.00612.1**

THE ROLE OF DIDACTIC CONDITIONS IN THE USE OF DIGITAL TECHNOLOGIES BY TEACHERS OF TECHNOLOGICAL EDUCATION

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ABSTRACT

Researchers concerned with the digitalization of the K-12 school have contributed insights and understanding of what an increased uptake and use of digital technology in school has meant in terms of possibilities and challenges for school leaders, teachers and students (Olofsson et al. 2015; Nordén, Mannila, and Pears ; Willermark). In this article, the focus is on a central aspect of the digitalisation of the K-12 school – digital competence – and specifically teachers’ digital competence (Krumsvik et al. 2016). In Sweden, the question of digital competence has been put in the spotlight due to the national strategy for the digitalization of the K-12 school system launched by the Swedish Government in 2017 (Government decision I:1, supplement). The strategy consists of three focus areas: (1) digital competence for all in the school system, (2) equal access and use of digital technology and (3) research on and follow-up of the possibilities of digitalization. In the strategy, adequate digital competence is used in relation to children and students and is said to be a concern for everyone in the school system, i.e. children, students, teachers, school leaders and other members of staff. The strategy has led to changes in the curriculum for the compulsory school, preschool class, school-age educare and upper secondary school. According to the Swedish National Agency for Education , digital competence can be divided into four areas: (a) to understand the impact of digitalization on society, (b) to be able to use and understand digital tools and media, (c) to develop a critical and responsible approach and, finally, (d) to be able to solve problems and translate ideas into action. In the national strategy, children’s and students’ digital competence is discussed in terms of “adequate digital competence”. It may therefore be reasonable to expect teachers’ and school leaders’ digital

competence to be discussed in the same terms, although this is not the case in the strategy. However, in earlier preparatory work, the notion of “adequate digital competence” is discussed in relation to children and students and teachers and school leaders (The Swedish National Agency for Education. Here, we argue that it is reasonable to expect that teachers and school leaders will also need to have some kind of “adequate digital competence” in order to be able to support children’s and students’ development at their “level” of “adequate digital competence”.

KEYWORDS: *Children’s and students’ digital competence, Information and data literacy, (b) Communication and collaboration, (c) Digital content creation.*

INTRODUCTION

In a recent study, Fransson, Lindberg, and Olofsson (2018) analyzed the Swedish national strategy for the digitalisation of the K-12 school system with the aim of teasing out the possible meanings of adequate digital competence at a conceptual level. The authors mean that in the strategy the notion “adequate” appears to be both vague and wide, that it can be understood in relation to most aspects of education and thereby be difficult for stakeholders in school to contest or even neglect. The authors conclude that the notion of “adequate” needs further interpretation and discussion, with empirical resonance from school and different representations of how teachers’ adequate digital competence is displayed in practice. Therefore, in this article, the focus is on teachers’ adequate digital competence – in policy and practice – with an aim to explore how enacted digital competence in three Swedish upper secondary schools appears, and thereby provide an empirical account of what “adequate” might mean in practice.

With this approach, this study also contributes to an understanding of how policy is interpreted, transformed and enacted (Ball, Maguire and Braun 2012). In such policy-formation processes, opportunities for different actors to be involved and display agency are important. As agency reflects “the capacity of actors to critically shape their own responsiveness to problematic situations” (Emirbayer and Mische 1998, 971) it should be viewed as something that is achieved rather than given; Agency is achieved in relation to structural conditions, local circumstances, values, personal efforts and resources. Personal resources can be experiences, skills, knowledge about context and how policy operates, or how to perform micro-political negotiations (Kelchtermans 2007). In this article, the resources mainly refer to digital infrastructure and teachers’ competencies, values and experiences related to digital technologies. Hence, teachers’ resources for displaying agency in certain contexts can help to explain what adequate digital competence might mean and consist of and to understand how the notion of “adequate” is used in policy and practice.

The empirical data utilized in this article consists of four narrative sub-case descriptions based on observational data and interviews with 25 upper secondary school teachers in Sweden concerning aspects related to equal access to and use of digital technologies. The sub-case descriptions explore what adequate digital competence in three upper secondary schools in Sweden might mean and how it is enacted. The reason for only addressing this second area is due to the many alignments between its content and suggestions and upper secondary teachers’ everyday lives in school, where digital technology is used for teaching, learning and administration. Hence, with the intention of creating a framework for the narrative case

descriptions that appear later in the article, we first present possible ways of describing teachers' digital competence, including how it is developed and enacted in school.

Teachers' digital competence

"Digital competence" is a concept that seems to be elusive, in that the preconditions, opportunities and challenges, as well as the contextual and societal circumstances, change. The concept can be used differently in different contexts and by different actors. It also seems to depend on what someone wants to highlight, or whether it is conceptualised in a narrow or wider sense. However, efforts have been made to describe what it could mean. For instance, in the DigComp project, five areas of digital competence are identified: (a) information and data literacy, (b) communication and collaboration, (c) digital content creation, (d) safety and (e) problem solving (Carretero, Vuorikari, and Punie 2017). The authors discuss these areas in relation to eight levels of proficiency in order to discern how digital competence could be played out with various levels of proficiency by various actors in different contexts. In the educational context, the DigCompEdu framework for educators (Redecker 2017) is proposed as a "framework for the development of educators' digital competence in Europe" (7) The framework focuses on six areas: (a) professional engagement, (b) digital resources, (c) assessment, (d) teaching and learning, (e) empowering learners and (f) facilitating learners' digital competence, and relates to six levels of proficiency, from newcomer to pioneer. The DigCompEdu framework draws on competences claimed to be of importance for teachers. This can be illustrated by the area of "digital resources", which highlights competences such as identifying, assessing and selecting digital resources, creating, modifying and managing digital resources, safety, protecting resources and information and sharing digital resources safely, correctly and in accordance with copyright rules.

Further, based on a literature review of 76 educational research articles concerning digital competence, Ilomäki et al. (2016) describe digital competence as the skills and knowledge that citizens need to take part in and contribute to a digitalised knowledge society. However, they also contend that despite their current definition, digital competence is a concept that still needs to be more clearly defined (cf. Pagani et al. 2016). This is interesting, especially considering the vague description of adequate digital competence reported on in this article (see Fransson, Lindberg, and Olofsson 2018). In another literature review, Pettersson (2017) describes that teachers' digital competence is not only something for the individual teacher to take responsibility for, but should be seen as part of a school's digitalisation process (cf. Fransson et al. 2019; Pettersson et al. 2019). Pettersson's (2017) conclusion finds resonance in From's (2017) work and his argumentation for "pedagogical digital competence" (PDC) in educational contexts and activities. According to From (2017), PDC comprises three interrelated levels – a micro-level (interaction level, pedagogical interaction with students), a meso-level (course level, design and implementation of courses as well as the infra-structure of education) and a macro-level (organisational level, educational management and the development of the organisation). The importance of the school organisational level for teachers' development of digital competence is also highlighted in the Norwegian "SMIL study", which focuses on the use of ICT in upper secondary schools in Norway and involved 2477 teachers. In this study, Krumsvik et al. (2016) conclude that education authorities need to "... implement strategies that support vulnerable teacher groups in order to increase their individual digital competence (e.g. through continuing ICT education)" (160).

According to Krumsvik (2008), Krumsvik (2014), the why, what and how questions in teaching are generally related to the concept of digital competence and specifically to teachers' pedagogical use of digital technologies. Krumsvik (2008) describes teachers' digital competence as "the teacher/TEs' [teacher educators'] proficiency in using ICT in a professional context with good pedagogic-didactic judgement and his or her awareness of its implications for learning strategies and the digital Bildung of pupils and students" (283). However, matching the description offered by Krumsvik (2008) seems challenging for teachers – both with regard to their own level of digital competence (Olofsson, Lindberg, and Fransson 2017; Sipilä 2014) and when organising learning activities for students' own development of digital competence (Lindberg, Olofsson, and Fransson 2017; Voogt et al. 2013). For example, in a Nordic action research project on the development of teaching in and for a digitalized school, Willermark (2018) shows that teachers are required by school leaders to develop the digitalized classroom, but at the same time are often left wondering what should be developed and how this should be done. Based on the results of a study of Swedish teachers' use of thematic Face book groups, Lantz-Andersson et al. (2017) suggest that answers to such "didactic questions" in a digitalized school context can be sought through social media and that participation in self-organized online learning communities with other teachers can be a rewarding way of continuous professional development (CPD) activity. However, in a Swedish study in an upper secondary school context, Lindberg, Olofsson, and Fransson (2017) argue that teachers often find it difficult to keep pace with the rapid development of digital technology and that the time allowed for CPD to deepen their digital competence, including the practical use of digital technology, is limited. In another Swedish study, teachers' self-efficacy related to the Dig Comp project's five areas of digital competence were researched and the results showed that there was a large spread in the 530 participating teachers' self-efficacy (Mannila, Nordén, and Pears 2018). Higher self-efficacy was related to information and data literacy, while they seemed less confident with competencies relating to copyright, licences and programming. Drawing on the results of a Australian study on the use of digital technology in secondary schools, Bulfin et al. (2016) maintain that it is important for teachers to develop digital capacity and be " ... active in seeking to assume an expert role where appropriate, and to take a lead in positively shaping students' exposure to digital technology" (250).

To sum up, research on teachers' digital competence shows that there are challenges related to (a) defining digital competence in educational policy and practice, (b) teachers' current levels of digital competence and the time and contexts for CPD and (c) the degree of readiness at an organizational level for the digitalized school. In short, although the challenges are different in character, there is a common need for additional research-based knowledge. The intention with this article is to contribute knowledge gleaned from the everyday lives of teachers in three upper secondary schools in Sweden. However, before giving an account of the empirical data, the Swedish policy document relating to adequate digital competence in K-12 schools that was launched in October 2017 is presented.

The question of digital competence has recently been moved higher up on the Swedish political educational agenda, mainly due to the national strategy for the digitalisation of the K-12 school system launched by the Swedish Government. The strategy consists of 14 condensed pages divided into three focus areas: (1) digital competence for all in the school system, (2) equal access and use and (3) research and follow-up of the possibilities of digitalization. In the

strategy, digital competence is often formulated as adequate digital competence that is said to frame the future work in school. On page 7 of the strategy, the reason given is that “... adequate digital competence is also used to indicate that it is impossible to specify an absolute level of digital competence when it successively needs to be developed in relation to society’s requirements and children’s and students’ prerequisites” (Government decision I:1, supplement, 2017).

This article explores the possible meanings of the notion of “adequate” in the strategy by expanding the discussion in the above mentioned article by Fransson, Lindberg, and Olofsson (2018). This is done by using our research-based understanding on the preconditions and activities in three schools in which the teachers display and enact digital competence. We apply this understanding in a reflective reasoning on how the teachers and their students develop digital competence and what the notion “adequate” could mean in the context of the strategy’s second focus area of equal access and use. This is done by using observational data and interviews with 25 teachers giving account for the existing local educational practices in three upper secondary schools in Sweden as preconditions for the possible integration and enactment of adequate digital competence in the respective schools. The teachers’ views have been read in relation to the goal stated in the strategy’s second focus area, which is that: “Children, students and staff should have good and equal access to digital tools and resources in order to improve the education and make it more effective” (Government decision I:1, supplement 10, 2017). This goal is further divided into the following sub-goals: (1) children, students and staff who work with children and students should have access to digital tools based on their needs and prerequisites, (2) appropriate infrastructures and technological and pedagogical support should be in place, (3) the digital learning resources that are used in the teaching should be appropriate and result in the technology being used effectively and (4) digitalisation should be used to simplify the staff’s work situation in relation to teaching and administration issues. Within the scope of this article it is not possible to describe the four sub-goals in detail or even to provide a URL link, since the strategy is only available in Swedish. However, three quotations relating to each sub-goal have been translated into English in order to illuminate the characteristic rhetoric in the strategy’s second focus area (6–13).

Sub-goal 1- Children, students and staff who work with children and students should have access to digital tools based on their needs and prerequisites: (a) “Considering the demands placed on staff in the educational system who work with children and students to use digital technology in teaching and administration, it is important that these staff have a good access to digital tools”, (b) “... the general access to digital tools and the use of them amongst children and young people differs according to socioeconomic background and other demographical variables. This underlines the importance of the educational system giving all children and students equal opportunities to use digital tools and to develop their digital competence”, and (c) “In order for digitalisation to have any effect it is important that the responsible authority is active in the development and for example formulates local strategies that connect to national strategies and goals”.

Sub-goal 2 – Appropriate infrastructures and technological and pedagogical support should be in place: (a) “The technology should not constitute an obstacle for a good education. Support functions must be available in order to guarantee interruption-free connexions and that digital tools and other IT equipment works so that the teaching can be pursued without technology-

related disturbances”, (b) “It is important for the responsible authority to guarantee that in addition to access to digital tools there is an appropriate and functional infrastructure for the use of digital learning resources as well as school administrative system solutions” and (c) “It is important at the local level to ensure that an appropriate infrastructure is in place with regard to access to a wireless network, sufficient broadband capacity and access to other relevant equipment, as well as access to educational support”.

Sub-goal 3 – The digital learning resources that are used in the teaching should be appropriate and result in the technology being used effectively: (a) “Not only is access to digital tools required in the teaching, but also competence to choose the correct tools and knowing how to use them”, (b) “Digital learning resources and their use in the teaching can develop the teaching and contribute to children’s and students’ knowledge acquisition” and (c) “It is therefore it is important that there is a development and supply of digital learning resources of a high pedagogical, interactive, visual and scientific quality and that fulfil the stated availability requirements”.

Sub-goal 4 – Digitalisation should be used to simplify the staff’s work situation in relation to teaching and administration issues: (a) “Through digitalisation tools and methods can be developed that facilitate the staff’s administration, planning, implementation, follow-up, and evaluation of the teaching. In this respect, the potential of digitalisation must be realised”, (b) “Working environments with for example badly functioning digital tools, system solutions or internet connexions risk leading to an increased administrative burden for preschool teachers, teachers and other staff as well as for preschool school managers and principals” and (c) “The digital solutions that are introduced should be user friendly and make the work more effective. Content and methods should be developed for and adapted to work in a digital environment. Another important component is the access to suitable digital tools in order to follow children’s and students’ development and to analyse the teaching with a view to improving it”.

The next section describes how the content in the second focus area of the Swedish national strategy can be related to the observational and interview data in order to arrive at an understanding of what adequate digital competence in three Swedish upper secondary school practices might be and how it is enacted.

Method and analysis

The article draws on data collected from 2015–2016 in a 4 year Swedish research project carried out by the authors. The project explores how digital technology is used in three Swedish one-to-one upper secondary schools, which means that all the teachers and students have access to an individual laptop and a wireless internet connexion. These three schools are “known” for their advanced use of digital technology for teaching and learning. However, the narratives of advanced use have been projected on all three schools due to certain limited contextual circumstances at the schools or in the municipalities, rather than any widespread advanced use (cf. Olofsson, Lindberg, and Fransson 2017). In School A, this refers to the reputation of the municipality regarding the uptake and use of digital technology in its K-12 schools, in School B to a specific Centre of Technology within the school and in School C to the school’s reputation for its remote teaching and mixture of educational on-site and distance practices. The empirical data used in this article is illustrated in the form of four narrative case descriptions (Eggen and Stobart 2015). These have been constructed from observational data in the classroom and

interviews with 25 upper secondary school teachers in the three schools mentioned above (A, B and C). In Sweden, the upper secondary school is organised into twelve national vocational programmes, six national higher education preparatory programmes and one introductory programme in preparation for one of the national programmes. The teachers who were observed and interviewed were from the Technology Programme (TP), the Natural Science Programme (NP) and the Electricity and Energy Programme (EEP). Most of the teachers taught in one of the three mentioned programmes, but some also taught in two or three of them and some in other programmes. The 25 interviews were semi-structured and focused on issues such as access to digital technologies, the current opportunities for and challenges of using such technologies in teaching, learning and administration, the teachers' professional development, support and infrastructure, as well as the future use of digital technology in school. All these issues are included in the Swedish 2017 national strategy for the digitalisation of the K-12 school system. The teachers were interviewed individually, with either one or two of the three researchers in the project present during the interview. The interviews lasted between 38 and 110 minutes, with an average of 60 minutes. All 25 interviews were recorded digitally, transcribed verbatim and then coded and thematically analysed (Creswell and Plano 2007) with the aid of NVivo11® software. In the first step of the analysis, the following 10 themes reflecting the teachers' views of their current digitised local school practices were constructed: (a) the infrastructure of and access to digital technologies at the school, (b) collegial learning and examples in the teaching teams of the good use of digital technologies, (c) examples of own use of digital technologies in teaching and learning, (d) continuous and professional development with regard to the use of digital technologies in teaching and learning, (e) the level of ICT support at the school, (f) possibilities with digital technologies in teaching and learning, (g) challenges with digital technologies in teaching and learning, (h) the use of digital technologies in administration and communication, (i) the future of digital technologies in school and (j) the most important things for students to learn in school and the role of digital technologies in that learning. The teaching practices of all 25 teachers were also observed. At School A, 21 lessons were observed for a total of 24 hours. At School B, 18 lessons were observed for a total of 21 hours and in School C 8 lessons were observed for a total of 12 hours. The observations focused on the everyday practices and activities in the classroom, with extra attention paid to issues related to digital technology, such as the infrastructure and the teachers' and students' use of the technology. The observations were documented as field notes. In a second step, the interview- and observational data from each school was analysed and used to construct a narrative case description (Boyatzis 1998). This main case description was then thematically organised into four sub-cases reflecting each one of the four sub-goals in the second focus area in the Swedish 2017 national strategy for the digitalisation of the K-12 school system accounted for above. In step four, these case descriptions were then analysed in relation to adequate digital competence as described on page 7 in the national strategy. More specifically, the case descriptions represent our understanding of the contextual preconditions and circumstances in which the teachers are expected to display and enact their digital competence as well as they can. Thus, in the fifth step of the analysis we applied this understanding to a reflective reasoning of what adequate digital competence might mean and how it is enacted, based on the contextual circumstances emerging in the four narrative sub-case descriptions.

Discussion

In recent years the question of teachers' digital competence has been in focus in research, policy and practice. From the above, at least three different themes of teachers' digital competence can be identified in former research conducted in this field. These themes display challenges related to (a) defining digital competence in educational policy and practice.

In this article, four empirical sub-narrative case descriptions have been constructed, all of which are strongly aligned to teachers' enacted digital competence as described in the strategy's second focus area of equal access and use. When elaborating on what the term "adequate" might mean in practice, it is clear that teachers are expected to show and enact adequate digital competence in relation to at least (a) technological challenges, (b) technological-pedagogical challenges, (c) CPD and challenges related to time, identifying needs and networks and (d) technology-mediated communication and administration. The insights gained in the four descriptions are below assimilated into one possible understanding of what an adequate digitally competent teacher in the Swedish upper secondary school context accounted for in this article might be.

The empirical findings show that teachers with adequate digital competence can use a laptop and various digital learning resources in a good way. They are at ease with the functionality of different educational software and digital tools and know what kind of value digital technology will add to students' learning. They will also have the competence to anticipate possible challenges in students' use of digital technology and be able to negotiate established rules and routines with the students that reduce a non-educational use of the digital technology. As a consequence of limited economic resources, they will know which digital technology the school should buy and why, and how to search for free digital learning resources and programmes on the internet. Due to a centralised IT-support, they will have developed the competence to solve minor technological problems in the classroom and, if the problems cannot be solved, or if the internet is down, will be able to rapidly turn a digital mediated teaching plan into an analogue plan. In these Swedish school contexts teachers can also combine and enact technological and pedagogical competences in order to plan and organise subject-specific teaching- and learning activities. This includes the democratic aspect of organising learning activities that provide students with a rich use of digital technology as a preparation for their future lives as Swedish citizens. Even though the time in school for continuous professional development (CPD) is limited, the teachers can formulate their own needs for CPD, have solid networks and the competence to engage in informal collegial learning activities with teachers both within and outside their own school with the aim of learning how best to integrate digital technology in teaching and learning. Furthermore, they are creative in their administrative and communicative manoeuvres within and perhaps also beyond an LMS with several downsides with regard to functionality. They have the necessary competence to use the LMS for educational purposes, mostly as a digital repository for assignments. In addition, they can deal with the additional work of documentation and administration that digitalisation brings with it. Not least, they have the competence to balance aspects such as GDPR issues and ethical practices in the wake of an increased transparency and parents requesting digital access to school-related material in a way that has not happened before. Finally, due to the shortage of local policy documents with strategies relating to the digitalisation of the school, they have the competence to navigate in an educational context without clear local guidelines and to contribute locally to the development of such policy documents and routines.

As this possible understanding of “adequate” in terms of digitally competent teachers covers a number of aspects it will be a real challenge for any one teacher to live up to them all with the excellence that is expected by policymakers and other stakeholders. In that sense, the above description may be more about an ideal teacher than a general teacher. Further, the designated competences are also expected to be displayed at different levels, depending on the level of competence that is needed in the local school context at any one time. Notably, it is in relation to the local contexts that the meaning of the term “adequate” becomes clear and operative.

Conclusion

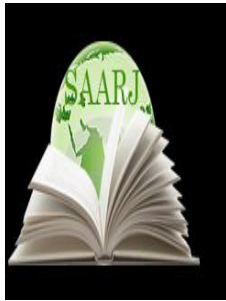
Adequate digital competence in the Swedish upper secondary schools reported on in this article seems to be flexible in meaning, is determined by the local contextual conditions and is enacted in various activities, understandings and decisions based on the teachers’ own framework of values. If it is thought that a high level of adequate digital competence in school requires an exemplary digital school practice, it can be concluded that such a practice can at least be characterised by good technological infrastructure, teachers with a high level of technological-pedagogical knowledge, ongoing teacher CPD and a well-functioning technology-mediated communication and administration. However, at the same time, it can also be concluded that the elaborated understanding of “adequate” in this study does not always seem to clarify the formulations used in the national strategy for the digitalisation of the K-12 school system in Sweden. This also leads to the conclusion that different conditions in the schools, potential variations in meaning, agency and the enactment of adequate digital competence – in line with the our areas of digital competence as well as the new formulations in the revised Swedish curriculum for the upper-secondary school – can create unequal possibilities for students to develop an active citizenship in the (hyper) digitalised Swedish society of today and tomorrow that the policy seems to expect.

A variety of concepts are used to describe digitization in terms of investment, adoption, and use of newer technology in educational practices and educational research. These concepts include digital technology, information technology (IT), information and communication technology (ICT), and educational technology, to name a few. In general, these concepts are used interchangeably, as a clear distinction between them does not exist. As newer and more modern technologies are central to the scope and aim of this research, this section aims to provide an overview of a number of the variations of the concepts used by previous studies and authoritative reports Swedish authorities, i.e., the National Agency for Education, the School Inspectorate, publish a number of yearly reports addressing the status of digitalization in Swedish schools and national education. The concepts and acronyms used in these reports on digitalization varies between Information Technology, IT, and Information and Communication Technologies, ICT. In reports and websites published in Swedish, the word IT is often used. However, in one report, the distinction between the concepts can be clearly identified. The last digital agenda for Sweden distinguished the use of IT for the Swedish version (Näringsdepartementet, 2011a) and ICT for the English version (Näringsdepartementet, 2011b). As for the Swedish authorities’ websites, they use the concept of IT in Swedish while for the English webpage Introduction 8 the concept of ICT is used. This can be seen in the webpages for, e.g., the Swedish National Agency for Education^{10, 11}, as well as the Swedish Digital Commission^{12,13}, which are responsible for analyzing progress in meeting the objectives of the Swedish IT policy. However, in a Swedish report published by the Swedish Digital Commission addressing the digital transformation of the

society (Digitaliseringskommissionen, 2015), the concept of technology is used rather than the concept of IT. The use of IT and ICT interchangeably can be identified in scholarly work as well. For example, Grönlund (2014) uses IT and technology interchangeably in his report published in Swedish. Other scholars (e.g., Fleisher, 2013; Tallvid, 2014; Tallvid, 2015) used IT in Sweden, and ICT in English. In addition, the concept of digitalization and digital tools used to a large extent in Swedish published work, both authorities' reports and other publications, and scholarly works and publications (e.g. Digitaliseringskommissionen, 2015; Grönlund, 2014; Tallvid, 2015). In English publications by scholars outside Sweden, the acronyms and associated concepts used varies. In general, based on a limited number of publications, the most common concepts used are ICT (e.g., BESA14, 2015) and technology (e.g., Mishra & Koehler, 2006; Ertmer&Ottensbreit-Leftwich, 2010; Bates, 2015). ICT is defined as the utilization of IT and technology. However, in addition to IT and ICT concepts such as educational technology (Bates, 2015) are also used. Mishra and Koehler (2008) further make a distinction between advanced and standard technologies, referring to standard technologies as books, chalkboards, and blackboards, and advanced technologies as the Internet, digital video, operating systems, standard software, web browsers, email programs, and word processing programs. In agreement with Bates (2015), this research considers digitization to include all tools used to support teaching and learning considered to be, and referred to as technology, regardless of whether they are in the form of computers, software programs, or printed books. For this dissertation, the concept digital technologies will be used to refer to newer technologies used in the digitalization of the schools and into school teachers' everyday practices.

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DOI: **10.5958/2249-7137.2021.00632.7**

CORPORATE SOCIAL RESPONSIBILITY OF MULTINATIONAL OIL COMPANIES AND CONFLICT RESOLUTION IN COMMUNITIES OF NIGER DELTA REGION, NIGERIA: THE ROLE OF THE FEDERAL GOVERNMENT

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ABSTRACT

The emergence of oil exploration in commercial quantity in the Niger Delta region in 1956 came with great excitement and huge hopes for rapid development and accelerated civilization in communities, in the region. Although most multinational oil companies (MNOCs) have found the Niger Delta a fertile ground for business, the region remains backwards, poor and underdeveloped. The host communities in the region represent a sordid tale of its squalor and underdevelopment in centre of its tremendous wealth, which include deforestation, noise pollution and other ecological damages, which has presented serious humanitarian challenges with implications for security, development, human right, social justice and poverty. To address these issues, the MNOCs have engaged in some programmes intended to benefit the oil bearing communities in the area of corporate social responsibility (CSR). This paper is focused on the role of the federal government in regulating the activities of the MNOCs with regards to CSR in the development of communities in the region and its contributions to conflict resolution.

KEYWORDS: *Community, Corporate Social Responsibility, Conflict and Conflict Resolution.*

INTRODUCTION

Recurrent oil conflict has affected the Niger Delta region since the past five decades since the commercialisation oil exploration from the Niger Delta in 1958. The region's conflicts are blamed on the negative effects of oil exploration activities, which have impacted negatively on the relations amongst MNOCs (Shell, Chevron and Agip), the Nigerian State, and oil producing

communities. The problem in the Niger Delta stems from the alleged neglect; oppression, marginalization and environmental dilapidation occasioned by oil exploration and production activities (Ifedi, 2011). After a long period of frustration over the appalling conditions created by the economic activities of the MNOCs, the communities of the region, according to Ibeanu (2000) in Nwankwo (2018), took up arms against petrol-business and its political allies in order to draw attention to their situation. The resulting conflict, which has degenerated and defied several measures aimed at its resolution, could inherently be related to the failure of the MNOCs CSR projects and policies in the Niger Delta in general.

The contradiction that generates conflict in the Niger Delta could be traceable to the haphazard nature and failure of the various multinationals' corporate social responsibility projects and policies (Ako, 2013). In spite of the attempt by the trans-nationals and government at various levels to mediate the crisis through interventionist strategies and programmes as measures towards managing or addressing the issues, conflict in the region has remained unabated. The tension in the Niger Delta continues to pose serious challenges for good governance and livelihood for the people in the region. That the militarisation of the region has not helped in restoring the much-desired stability in this regard raises a question of the government's conflict management style. Key socio-economic indicators reveal that there will be further devastating consequences if the crisis is not managed through inclusive policies derived from democratic and participatory processes. Without doubt, restoring peace in the region would require political will (Epelle, 2010) and determined effort to bring about the physical development of the region. The formulation and implementation of CSR policies and the establishment of a new and positive culture of social, economic and democracy can support this. In this regard, a multi-stakeholder joint problem solving approach is required for timely implementation of CSR.

In spite of the interventionist measures adopted, the aggrieved communities seem not to be appeased by the Nigerian oil industry. On the other hand, the MNOCs in a bid to rebrand their image with the international community spent millions of dollars investing in the Niger Delta as part of CSR. Thus, according to Okodudu (2008), Shell's annual expenditure increased from \$25m in 1994 to \$60m in 2000. Despite these concerted efforts, Shell has continued to be blamed by the host communities with consequences including insecurity and public safety breaches.

The dependency mentality within the host communities has been fostered by the failure of most CSR programmes, which does not involve the local people in the initiation, planning and implementation process. Since, the construction of buildings and other development projects do not genuinely involve the local people, these social initiatives are seen, as gifts from outsiders and the local people do not claim ownership of the projects. Schemes introduced in this way cannot remain functional without the continued support of the owners/users, and this contravenes a basic principle of development. Thus, as stated earlier, while the MNOCs claim to be actively engaged in CSR and to have invested extensively (huge amount of money) towards the development of the oil producing communities, the latter contend that the MNOCs have not done enough. In this regards, this study is focused on evaluating the reasons why increases in CSR funding by the MNOCs, correspondingly produces intensive communal resistance.

Conceptual Clarification

The Concept of Community

The term community has various meanings from different scholars. There are communities such as rural, urban, religious, racial or ethnic, economic, organized labour, industrial, academic etc. One could only grasp the concepts of these different communities with a better understanding of their dynamics. However, the basic ideology which is found in all communities is the shared interest. Hence, Egenti (2012) identified a community as a group of people living within a legally established area, communicate together and living in a given geographical environment, have common needs and problems, such as the family, village, town or clan, tribe, state or nation. A community, therefore, is a social group, occupying a more or less defined geographical area and based on the feeling that people have for one another.

In a similar view, Umezulike (2003), observed that a community involves a conscious organization of individuals within a geographical area with definite legal boundaries who support some basis of primary institutions, use some common facilities within this geographical area, and have a common legal as well as political identity. Hence a community can be described as constituting those residing in a given locality who shares certain interest, common backgrounds or goals. The common feeling of a community recognizes attributes and common sentiment which make the people believe in one destiny and have a strong bond holding the people together (Abiona, 2009).

Community creates a feeling of brotherhood, in all members to the extent that what affects a member of the community or an event that concerns a group attracts a common feeling in the community. Moreso, community has the ability to share a recognized way of life. This can be manifested on culture, dressing, language, education, politics etc. for example, the pre-colonial communities of the Igbos, Yoruba's, Hausa's, Ijaw's, Ibibio's etc. The modern Nigeria is also a community because of their share political, economic and social interest. The way of life is peculiar to a given community and such people attract certain values to the system. A breach in the social order is frowned at and a social sanction is enforced in order to curb the occurrence of such acts.

Corporate Social Responsibility (CSR)

The business of social responsibility has gained attention in recent years, especially since the 1990s thereby demonstrating a nexus between businesses and society (Idemudia, 2010). At the heart of every CSR programme is the need to satisfy the aspirations of the people in the community where the business is located (Alfred, 2013). Obi (2010) asserts that CSR is effective when corporate behaviour is aligned to the needs and expectations of not only the organizations, but also the communities where the company is situated. By implication, the social and environmental welfare of the people must be considered as are responsibility of the company, even while making a profit (Obi, 2010). The foregoing means that the companies are obliged to plan towards enhancing the human and environmental conditions of the communities where they carry out their businesses as friends of the people and not their foes. Such obligations are identified by Jones, Hillier and Comfort (2009) as protection, improvement and consideration of the welfare of all the stakeholders in the communities.

There are different views on CSR. One of which is the classical perspective, which focuses on the economic benefits of business. Another one is the stakeholder view, which, in line with the stakeholder theory, states that corporations must live up to the expectations of being socially

responsible to the people and the entire environment (Lantos, 2001). In line with the “constrained profit-making view,” Manuel Castelo Branco, Lucia Lima Rodrigues (2007) in Nwankwo (2018), averred that the profit making goal of companies overshadows some of their basic obligations owing to the fact that the ethics of business does not receive the desired attention. Also, Friedman (1998) maintains that the high level of honesty in their dealings with the people would enhance corporate image while generating and maximizing profit.

Concept of Conflict in Niger Delta Region, Nigeria

Conflict conveys many meanings and carries many connotations. Accordingly, Heraclites, an ancient Greek philosopher, describe conflict as the defining property of human community. To function properly, the social order, as a necessity becomes a conglomerate of cleavages. It is from such disagreements that the society derives its own vibrancy. It is a circle that runs forever (Orluwene, 2008), conflict can also be defined as actions that contending parties take toward each other due to the incompatible objectives in what they are attempting to achieve. The Niger Delta conflicts that lead to organized violence emerges from a combination of several factors directly related to their grievances, demand and struggle aimed at redressing their disadvantages and deprivations. Otite (2001) sees conflict from the pursuits of divergent interests, goals and aspiration by individuals and, or groups in a defined social and physical environment, he further notes that conflict generally entails struggle, competition, rivalry for objects to which individuals and groups attach value. From this definition, conflict does not necessarily have to be violent. But when conflict turns violent, it becomes detrimental to the growth and stability of the system.

From the foregoing, it may be drawn that conflict is a natural consequence in any situation where the parties involved do not see the same issue from the same point of view. Otite (2000) argues that conflicts are conscious processes of interaction. Stedman (1991) cited in Peterside (2014), explains further that conflicts result from incompatible human interactions where the ability to satisfy one's needs depends on the choices, decisions and behaviour of others. The behaviour exhibited by the others may not be what the other complaining party or parties want, and indeed, may escalate the conflict. Hocker and Wilmot (1998) agree with Stedman on the incompatible factor, but add that there must be at least two interdependent parties who perceive that the other party is interfering with the achievement of their own goals. Hence, conflict is the violent manifestation of incompatibility.

Basically, four major conflict situations have been identified by Ugbomeh (2008) in the Niger Delta Region these include:

i) Community/Oil Companies Conflict: This conflict situation can be caused by several factors such as incursion into community land; a threat or perceived threat to the continual existence of a community, ineffective communication between communities and oil companies; nonpayment of compensation for occupied land, nonpayment or inadequate payment or unduly delayed payment of compensation for polluted land and water resources, abject poverty due to displacement and loss of livelihood arising from pollution of farmlands or fishing waters. This disputes between communities and oil companies are therefore often of long standing nature and difficult to resolve.

ii) Community/Government-Federal, State or Local Government

Conflict: The causes of community and government conflict are many. Some of which include:

- a. Low level and quality of development in the region.
- b. Perceived low level of government presence in the region.
- c. Non-chalant attitude of government towards the plight of the people of the Niger Delta.
- d. Marginalization by government.
- e. Creation of local government by the federal and state government.
- f. Boundary adjustment by federal government.
- g. Use of force in conflict management by the police and military force.

iii) Inter-Community Conflict: This conflict situation is a result of long disputes between two or more communities, unsettled boundary problems, disputes over oil-bearing land or incursions into community land.

iv) Intra-Community Conflict: This conflict situation may be due to long standing disputes between individuals within a community, political marginalization by a ruling class, ethnic groups or class, an unacceptable traditional ruler or embezzlement (real or imagined) of compensation by community leaders.

Pursuant to the above, it has been observed that generally, conflicts in the Niger Delta region are becoming increasingly frequent and intensely violent leading to incessant loss of lives and properties. Furthermore recent management and resolution strategies such as the Oil Mineral Producing Area Development Commission (OMPADEC) and the Niger Delta Development Commission (NDDC), the creation of local government Areas/councils, the provision of social amenities and payment of compensation for land, have failed to arrest conflicts in the Niger Delta. If anything, the violent conflicts have taken a new turn for the worse. Thus, there is a need to re-examine the resolution strategies in relations within and between communities and oil companies and communities and government, with a view to instituting conflict management procedures that would lead to peace and sustainable development in the Niger Delta Region.

Sources of Conflict in Niger Delta Region

It is not difficult to fathom the proximate, causes of the conflicts in the Niger Delta region. The origin and fundamental causes of the present Niger Delta Crisis were laid in the colonial period within the context of the inability of then government to address the issue of the minorities. The region lost its power to control their destinies with the amalgamation of the southern and Northern protectorates by Lord Lugard and every successive federal constitution was reluctant to address the fears of the minorities in the region. The minorities fear was centred on political and socio-economic rather than cultural or linguistic in nature. The fear of the minorities was confirmed by the Willincks Panel Report of 1958, (Peterside, 2014). The apparition of violence in the Niger Delta is attributable but not limited to the following.

1. The Distorted Structure of the Nigeria Federation

Historically, conflict in the Niger Delta region can be traced down to federal system of government that is being practiced since independence which from the very beginning was at

variance with the expectations of many minorities in the nation. It has been argued that the federal constitution that was drafted suffered from two fundamental and destabilizing setbacks. The first, was the classification of the country into unequal regions. The second is the political and demographic domination of the Northern, Western and Eastern regions, being the majority ethnic groups and the marginalization of the minority ethnic groups. The Niger Delta people are the largest group amongst the minority groups spread over the South-South geopolitical zone (Akporaro, 2008).

The skewed structure of the Nigeria State has precipitated fiscal centralization in favour of the Federal Government and ethnic majority. The overbearing domination by the federal government has made it difficult for the oil-bearing communities to gain equitable access to wealth derived from their resources. Thus, the people of the Niger Delta have led a wave of agitation for greater control of their resources. Such agitation has more often than not, assumed violent dimensions. Therefore, it can be said that resource disparity in access, control and wealth distribution has been the bases of the conflicts between the oil companies and the Nigerian government and communities and the various ethnic groups in the Niger Delta for decades.

ii. Activities of the Oil and Gas Companies

From all indication, oil exploration and exploitation have unleashed far-reaching consequences on the environment. Oil-related activities have done much damage to the fragile Niger Delta environment as well as the health of the people (CASS, 2005 in Peterside, 2014). Notable impact of oil extraction, have been the loss of biodiversity; ecological devastation/degradation and destruction of mangrove forests. The popular perception in the region has been that the operations of the oil companies have led to the gradual destruction of the region's ecosystem. And whenever the oil companies fail to take responsibility for the damage done to the environment, the stage is invariably set for conflict between the people of the community and the oil companies.

Also, the trend of violence and compulsive appropriation by communities, groups and youths was as a result of decades of reckless environmental degradation, barefaced economic exploitation, arrogance, insensitivity and mistreatment of the communities by multinational oil companies. According to Ikelegbe (2005), communities and community groups and militants have had to threaten or actually destroy and disrupt multinational oil companies operations before any benefits are extended to them. Also potential benefits from the oil economy and revenue to community leaderships and grouping whether solicited or compelled are quite enormous and a major element in the struggle for the benefits and control of the oil revenue including the ownership of land and water in which oil fields are located. According to Ikelegbe (2005) this has fuelled inter family, group, communal and ethnic contestations of indigeneity and ownership of oil rich land and water which has tended to involve ferocious, highly destructive and vicious fighting. Apart from issues of ownership of land and water, there have been conflicts between and within communities over the distribution and control of payouts and compensations by both the multinational oil companies and the Nigerian State for appropriated and polluted land and water and related benefits.

iii. Militarization and Proliferation of Small Arms and Light Weapons

The militarization and proliferation of small arms and light weapons in the Niger Delta have been one of the causes of conflicts in the Niger Delta region. Successive governments have

sought to contain the impasse in the oil-producing region through troops and weapons deployment. The aggrieved communities have in turn, taken up arms against the security forces to dislodge what they have long regarded as an unwarranted siege on their communities. The militarization of the region by the government finds expression in the several cases of military invasion of restive oil producing area (Akoraro, 2008).

iv. Retention of Legislations Widely Perceived as Obnoxious

It is widely held that the people of the Niger Delta have been disempowered and disinherited of their land through the instrumentality of legislations such as the land use Act, the petroleum Act, lands Act and some sections of the petroleum Act. These legislations vest ownership and control of lands, waters, and the resources found there in the hands of federal or state government. Environmental activists in the region argue that these legislations stifle local initiatives at protecting the environment and the reluctance of the government to accede to such requests have all intensified the activism for resource control, protests, brigandage and violence (Akoraro, 2008).

Conflict Resolution Strategies

There are different strategies adopted to resolve conflicts. While some people adopt a non-adversarial approach, others adopt confrontational strategies or even the total avoidance of the conflict. This section will discuss alternative dispute resolution, confrontation and arbitration as conflict resolution strategies that are adoptable in the Niger Delta.

Alternative Dispute Resolution (ADR)

Miller (2005) argues that alternative dispute resolution (ADR) aims to address conflicts in such a way that the outcome would be mutually acceptable to the parties involved. ADR does not involve litigation (which lasts longer and seems to be a more complex method of conflict resolution). The nonviolent approaches or ADR approaches have been discussed by Hadi (2010) in Nwankwo (2018), to include negotiation, mediation, reconciliation and arbitration. Otite (2001) adds that the joint-problem solving approach, which involves constructive listening by both parties in a conflict, so as to comprehend the elements in the conflict with the aim of addressing them.

Otite (2001) asserts that it takes two parties that are willing to actualize a win-win outcome for the joint problem solving approach to be successful. In addition, Albert (2010) gives an example of joint-problem solving, with the argument that the best way to deal with the herdsmen and farmers conflict is by assisting both parties to appreciate the opportunities offered by joint problem solving. However, joint problem solving entails that parties collaborate to address their problems (Onyima and Iwuoha, 2015).

Confrontation

Confrontation could be a direct expression of a group or a person's view, thoughts or feelings regarding a conflict situation. Confrontation could be an invitation to actors in conflicts to express their views on a particular conflict. Confrontation as a conflict resolution strategy is basically concerned with exploring and clarifying issues of conflict, but it can be aggressive.

When it becomes aggressive, those involved in the conflict attack each other, either physically or emotionally, sometimes in verbal form (Otite, 2001). An example of confrontation

is the Federal Government of Nigeria's approach to resolving the Niger Delta conflict. The Nigerian state adopted the option of the military intervention principle (Etekpe, 2007). This intervention strategy was utilised by the Obasanjo administration between 1999 and 2007. It deployed Nigerian soldiers to contain the restiveness of youth and criminal gangs that sought to hinder oil production and distribution without taking into consideration the reasons for their grievances (Etekpe, 2007). Before the establishment of the Joint Task Force in 2003, the Federal Government had adopted the principle in Ogoni, in 1990; Umuechem, in 1990; and Odi, in 1999. The confrontation strategy caused the Federal Government to spend billions of naira to sustain the presence of security forces in most Niger Delta communities to protect oil installations and oil workers (Okolie-Osemene and Tor, 2012).

Arbitration

Arbitration is a form of alternative dispute resolution that requires third-party intervention in conflict situations. This requires disputants to appoint arbitrators to hear evidence and take a decision on the issue (Hadi, 2010 in Nwankwo 2018). An arbitrator is a third party that seeks to address the source of the prevailing conflict. According to Zartman (1991), "third party decision-making methods occur when third parties acting on behalf of the larger society such as a court of law, pronounce mandatory judgments to resolve the conflict." The impact of arbitration is felt when the decision of an arbitration tribunal is enforced, like the judgment of a court, and such an award is usually binding on all the parties involved (Hadi, 2010 in Nwankwo 2018).

Linking Multinational National Oil Companies Corporate Social Responsibility and Conflict Responsibility

Many studies have linked CSR with conflict (Idemudia, 2010). The environmental unfriendly activities of MNOCs are contributory to conflicts, whereas their genuine CSR involvement can prevent and quell conflicts. He observed that conflict-sensitive organisations and their managements symbolize a necessary part of a combined effort to achieve a more peaceful world. In other words, the CSR commitment of businesses would definitely influence changes or the outcome of conflicts within the local communities and society, at large. However, businesses cannot stay neutral in conflict situations, as the advocates of CSR suggest that organisations seem to have focused on the enhancement of a peaceful business environment in their host communities (Idemudia, 2010).

Paradoxically, it is still disputable that CSR and conflict have a close nexus, especially in the context of conflict de-escalation. Allen, (2014) argues that there is no adequate empirical evidence to decide whether or not the involvement of businesses in CSR could prevent or reduce conflict. However, recent studies have been directed towards this direction (Idemudia, 2010). The scientific community is hesitant in establishing the scope of sincere corporate citizenship on security and its contributions in either triggering or quelling intra-state conflict in particular. It is, therefore, possible to conclude that given the expected growing role of businesses in conflict mitigation, there appears to be a necessity to examine the situation and scope to which these roles can be fulfilled, hence businesses are perceived as effectual vehicles for conflict mitigation (Idemudia, 2010).

Concrete CSR reduces the negative impact of business activities on the environment; society reserves the right to a healthy and clean environment irrespective of corporate practices. The theory of the right to a liveable environment was established in Blackstone (1988), who notes

that the right to a clean, safe environment is a human right. Therefore, MNOCs are expected to act responsibly to protect this human right. This is, particularly, important nowadays owing to the danger of the lack of a liveable ecosystem essential for human existence. Aghalino & Okolie-mene, (2014) have also demonstrated the importance of this theory by arguing that it is not possible for humans to flourish in an environment that is chemically toxic while at the time experiencing freedom or being content with the quality of the air they breathe. Most importantly, the right to a liveable environment is enshrined in the constitutions of most countries; therefore, this is an inalienable right. In other words, a distortion of this right is capable of causing conflict.

In the Niger Delta region, for example, when building a pipeline, the MNOCs would engage the communities with another project, which ends as soon the pipeline is completed. This implies that projects in the realm of CSR in the region are only peace projects, because the oil companies have realized there would be conflict otherwise. On the problems with CSR projects in the Niger Delta, Idemudia (2010) argues that the failure of MNOCs in CSR involvement was the major triggering factor for the Ken Saro-Wiwa-led protest that resulted in massive human rights violations in Nigeria in the 1990s. Frynas (2005) alleged that, most businesses get involved in CSR for selfish reasons; such as that of maintaining a stable working environment. Apparently MNOCs involvement in CSR with the Niger Delta has not been carried out as obligation but haphazardly. Put differently, as a measure of managing the regions conflict.

Federal Government Role in the CSR Related Conflict and the Success of the Strategies

The government's involvement in oil exploration and exploitation makes it necessary for it to be actively involved in the resolution and management of oil related conflicts between different stakeholders. To this end, the Federal Government of Nigeria has played a number of roles in both the resolution and management of oil related conflicts in the Niger Delta. It has achieved these by strengthening the legal framework needed to regulate the activities of the MNOCs, through third party intervention, the establishment of committees and the creation of commissions to accelerate the development of the area.

Specifically, several meetings have been held between government officials and representatives of militant groups and sometimes directly with the militants themselves. A case in point is the series of meetings held with the militants (sometimes referred to as 'the boys in the creeks' meeting with stakeholders) in July and August 2007. The meeting was attended by the then Vice President, Good luck Jonathan, Senator David Brigidi, key actors in the Warri creeks, and some representatives of the oil states' Peace and Rehabilitation Committees (Watts, 2009). The meetings offered the opportunity for them to discuss possible ways of brokering peace, the demilitarization of the Niger Delta and as a corollary, a truce between the Joint Task Force and the militants. The National Assembly's (Nigeria's central legislature) House Committee on Environment also provides a platform for mediating between stakeholders in the Nigerian oil industry. This can be achieved by organizing public hearings on oil and environmental related matters.

Other efforts by the government to resolve conflicts between the host communities and the MNOCs include the establishment of the National Oil Spill Contingency Plan (NOSCP) and the National Oil Spill Detection and Response Agency (NOSDRA) in 2004. The Federal Ministry of Environment in compliance with the International Convention on Oil Pollution Preparedness Response and Cooperation (OPPRC) initiated NOSDRA (Ugochukwu & Ertel, 2008). This

intervention by the Federal Government, which has enormous legislative significance, is intended to help in regulating the activities of the international oil companies in the country. 18 NOSDRA evaluates and determines the causes of spills and respond appropriately; it also allows NGOs, CBOs and communities to send representatives to ensure transparency during oil spill investigations.

From the above, it is clear that there are legal mechanisms in place to regulate the relationship between MNOCs and the host communities. However, the implementation of the laws is the problem. For instance, in the investigation of the incidents of oil spills of the MNOCs, it is interesting to point out that the Nigerian government largely depends on MNOCs such as Shell to provide the technical expertise and/or to authenticate issues of spills (IDI, Environmental Rights Action, 2013). How then do you enforce sanctions on a company that provides you with the requisite technical expertise to investigate an oil spill? This 19 Senior officer in the Environmental Impact Assessment Department of the FME, 2014 demonstrates a conflict of interest and it is a limitation on the part of government to effectively represent the interests of the host communities (Epelle, 2004).

The effectiveness of the federal Government's intervention strategies in the oil industry would have been strengthened within the framework of the Petroleum Industry Bill (PIB) (now Petroleum Industry Bill Governance (PIBG)) if it had been passed into law as the Petroleum Industry Act (PIA). The PIB aims to increase local content in the oil sector; introduce a participatory approach of the people in the industry and; give indigenous people more sense of belonging. The PIB, which is about 223 pages long, has as one of its objectives to develop indigenous manpower and encourage the use of local resources and services, thus contributing to economic empowerment. It would also address what Evoh (2009) calls 'unsustainable patterns of resource exploitation and community relations that contributed to the destruction of the foundations of traditional economy in the Niger-Delta, as well as end decades of lethal ecological war'.

Most peace-building workers in NGOs believe that the Federal Government has indirectly fuelled the conflict by not attending to the people's immediate needs. Such needs include the passage of the PIB, which they believe would have helped to economically empower the indigenous people, and hence reduce the problem of unemployment. For them, the non- passage of this bill explains why there is a high rate of anti-social activities in most oil producing communities.

Hence, it is no surprise that joblessness has heightened the host communities' frustration especially amongst graduates. The majority of able bodied young men are seen all over the Niger Delta cities riding 'keke napep' (a tricycle transport vehicle) in order to raise money needed to meet some of their basic human needs. This trend further discourages most youths from acquiring higher education. The crisis in the Niger Delta is worsened by the failure of the Federal Government to directly empower the people. Most youths in the region hold an opposite view. They believe that government officials do not get to the grassroots to identify the basic needs of the people. They also believe there is corruption and impunity in the NDDC and the duplication of the NDDC roles by the Ministry of Niger Delta reduces each agency's responsibility, and therefore should be able to undertake the needs of the region.²⁰ From the interviews conducted, it was observed that employment generation and everything that gives priority to empowerment of the youths and women are the main basic needs that should never be downplayed by the

government and MNOCs. The implication of this finding validates the third hypothesis that if MNOCs and government embark on programmes and projects that stimulate the local economy (like employment generation and youth empowerment), then incidences of social conflicts in oil bearing communities will lessen (Nwankwo, 2018).

Summary

This paper reviewed the relevant literatures on the subject matter of the study. It began with the concepts of CSR; conflict and its dimensions, causes and strategies for its resolution; oil conflicts in the Niger Delta and the role of MNOCs managing the conflicts. In the next chapter, This study has critically investigated whether or not the current CSR strategies of the MNOCs operating in the Niger Delta have contributed to the perennial conflicts in the region. The background information on the perceived exploitation of the Niger Delta people from the pre-colonial palm oil period to the current era of oil exploration as well as the attendant resistance by militants in the region. The conflict in the region became aggravated in the 1990s when the host communities, became more conscious of the wealth accruable from the oil beneath their land, and felt deprived of their resources largely due to the previous colonial laws and ordinances. The inability of the MNOCs, operating in the Niger Delta region, to stick to MoUs signed with host communities, and the government's inability to discipline the MNOCs on their environmental abuses, contributed to the escalation of the conflicts. All these factors are underlined by the Government's failure to reinvest the tax paid by the MNOCs into the region: together they exacerbate the host communities' current impoverishment and underdevelopment. The paper also examined the relevant literatures relating to oil conflict and the MNOCs' CSR approach in the region. It also conceptualised the term "conflict" by analysing its different connotations, management, and resolution as well as arguments for and against it. The conflictual relationship between the communities, the MNOCs and the Government, was examined to establish the major causes of the conflict. The relationship between ineffective CSR and conflicts in the Niger Delta region and the role of Federal Government was examined.

Recommendations

The paper offers the following recommendations:

- I.** MNOCs should be sensitized with regards to the importance of adhering to the signed General Memorandum of Understandings (GMOUs) with host communities since deviation from this is normally what triggers most of the CSR conflicts in the Niger Delta region. They must also ensure that their CSR projects are timely, relevant and aimed at meeting the genuine socio-economic needs of the local people.
- II.** MNOCs should embark on environmentally friendly processes of oil exploration and maintenance as well as replacement of antiquated oil pipelines, some of which have not been changed since oil was discovered in commercial quantity in 1958. They should as a matter of obligation guard against staff negligence and equipment failures that result to oil spillage.
- III.** The host communities should be included in the joint venture agreement with the MNOCs rather than the existing 60/40 partnership between the government and the oil companies. A percentage should be set aside for the host communities. It is believed that the Petroleum Industry Bill (PIB) now Petroleum Industry Governance Bill (PIGB), which was not passed by the last National Assembly (2011-2015), would have

addressed this problem. The PIB was said to have reserved 10% share of the oil business for the host communities. If this is done however, the latter will now see themselves as stakeholders in the oil exploration and exploitation process and will play their part in protecting and preserving the mutually beneficial oil business. It will also help in reducing their demands for resource control.

- IV. Attempts should be made to identify the traditional economy of the oil producing communities and revive them; they should be arranged in clusters depending on what they produce. These cluster communities should then be provided with agro- allied cottage industries with funds and technical supports provided by the government and the oil companies whilst the communities themselves would manage its funds. The Government should, as a matter of urgency, review upwardly its revenue allocation formula from the present 13% to the 1963 (50%) derivation formula level.
- V. The Government and the MNOCs should employ a sustainable development model that will examine the local people's needs for not just electricity but constant electricity, the provision of accessible healthcare, the construction of good road networks and the availability of drinking water.

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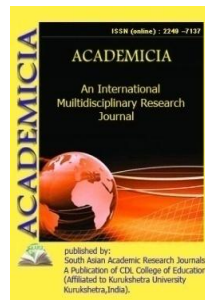
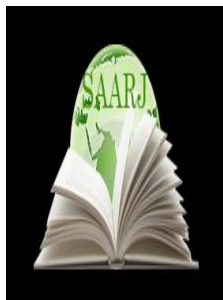
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DOI: **10.5958/2249-7137.2021.00627.3**

FEATURES OF ROMANTICISM AS A LITERARY DIRECTION (BASED ON THE WORKS OF RUSSIAN LITERARY CRITICS)

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ABSTRACT

In this article, based on the work of researchers of romanticism and its representatives, an attempt is made to characterize Romanticism as an artistic direction. The characteristics of romanticism and the features of the romantic worldview, the features of new genres created by romantics, in particular romantic drama, as well as the originality of the romantic hero are considered. It is noted that the romantics paid great attention to the image of the inner world of the hero, turned to folklore as the primary source of art, synthesized in their works the best features of previous trends. The freedom-loving character of the hero, for whom freedom was above all else, was expressed through the monologue of the romantic hero. Romanticism emphasized the importance of the artist's personal subjective opinion on the surrounding reality, which was partially transmitted through the experiences of the romantic hero.

KEYWORDS: *Romanticism, Romantics, Romantic Drama, Romantic Hero, Conflict, Monologue, Synthesis, Twofold World, Freedom.*

INTRODUCTION

The XIX century occupies a special place in the history of world literature. At this time, a new direction in literature – Romanticism – was developing and flourishing. Romanticism, which has already been extensively studied, continues to be interesting at all times, since its branches grow in other, more intimate periods of literary development in the literatures of different peoples. Thus, the characteristic features of romanticism were embodied in the literature of the beginning of the first half of the twentieth century in the works of the Jadid writers. And the work of one of the most prominent representatives of Azerbaijani literature of this period – the poet and playwright Huseyn Javid – is characterized as progressive romanticism, and the poet himself is considered the founder of the genre of romantic drama in Azerbaijani literature. To clarify the

validity of these statements, it is necessary to analyse thoroughly the features of romanticism as an artistic direction. In this article, we aim at considering the characteristic features of romanticism based on the work of representatives and researchers of this direction. The focus of this article is on the definition of romanticism, the reasons that caused it, the characteristics of the direction, the originality of the romantic drama, the romantic hero and the author-creator of the romantic work.

MATERIALS AND METHODS

Review of the literature. Romanticism as an art direction attracted the attention of many scientists and researchers. Of the whole variety of scientific literature in the preparation of this article, we have focused on the works of a major representative of French romanticism, F. R. Chateaubriand "Experience about English literature and judgments about the spirit of people, epochs and revolutions" [1], which examines the history of English literature from the Middle Ages to the beginning of the XIX century and the largest theorist of German romanticism, F. R. Schlegel's "Fragments" [2], which most fully describes the theory of romanticism. Russian critic V. G. Belinsky's works have led us to the article "Karamzin and his Merits; the Karamzin period of Russian literature: Dmitriev, Krylov, Ozerov, Zhukovsky, and Batyushkov. - The meaning of Romanticism and its historical development" [3], which notes the persistence of romanticism, amenable to temporary changes. From the legacy of V. M. Zhirmunsky, we chose his work "The Poetry of Alexander Blok" [4], about the features of symbolism and romanticism in the works of the Russian poet. We also used the book "Romanticism in Germany" by the famous scientist, specialist in Western European and Russian literature N. Ya. Berkovsky [5], which is devoted to the history of the formation of this trend in this country. Especially interesting for us was "The Aesthetics" [6] Y. B. Breva, representing the wealth of material from the history of world art, book literary critic A. A. Anikst "Theory of drama in the West in the first half of the nineteenth century" [7], art historian of literature A. S. Yanushkevich "journey to the land of romanticism: new approaches to the study of Russian romanticism of the first third of the nineteenth century" [8] as well as textbooks and study guides, covering the problems of romanticism created by modern scholars such as A. N. Andreev [9], D. N. Katysheva [10], I. N. Chistyukhin [11], E. V. Isaeva [12].

The research methodology consists of the works of well-known and recognized scientists, literary critics, their opinions and statements about Romanticism and its features. When writing the article, the material from the works of Western European and Russian scientists-researchers was analysed and synthesized. The article uses a descriptive method, methods of analysis and synthesis.

Analysis and results. Romanticism as one of the leading trends in world art has always been in the centre of attention of researchers. A.V. Schlegel defined it as "a property of the New European Christian culture" [6, 175]. In accordance with this, V. G. Belinsky noted that "in its closest and most essential meaning, romanticism is nothing but the inner world of a person's soul, the innermost life of his heart" [3, 145]. The Russian critic argued that "the mysterious soil of the soul and heart, from which all vague aspirations for the better and higher arise, trying to find satisfaction in the ideals created by fantasy" is the sphere of romanticism [3, 146]. Thus, it can be argued that initially researchers paid attention to the spiritual side of romanticism. In the twentieth century, this situation began to change. Following the rules of formalism, V. M.

Zhirmunsky already considered Romanticism from the point of view of the history of style and equated it with the "poetics of metaphor" [13, 42].

When discussing the reasons for the emergence of this trend, researchers traditionally rely on religious, spiritual, and human parameters.

Thus I. N. Chistyukhin states that "in its purest form, Romanticism concentrated on the spiritual world of man. It was an expression of a certain aspiration to transcend the limitations of the physical world and the body (the finite), in search of the ideal truth (the infinite)" [11, 234]. It is interesting that the desire to overcome was so strong that Romanticism quickly penetrated into all spheres of art. As N. Ya. Berkovsky testifies, "Romanticism was formed as a whole culture, variously developed, and in this it was similar to its predecessors-the Renaissance, Classicism, Enlightenment. He appeared as ... a single "school", but in all the arts and at the same time in cultural affairs, leaving literature and penetrating into each of the arts, one after the other" [5, 19].

What were the features of this direction? And why did it develop so quickly and successfully? In this respect, the arguments of Yu. Borev, who writes that Romanticism "showed that the dysfunctional state of the world became a state of mind, he created powerful lyrical characters that contributed to the artistic study of a special state of mind ("world sorrow"), and realized that the state of the world, the essence of being, determines the immortality of evil and the eternity of the struggle against it. The starting point of criticism among Romantics is the idea of the unrealizable perfection of the world, which verifies the spiritual riches and moral qualities of the individual, and, on the other hand, the idea of the unrealizably perfect personality, which verifies the world" [6, 180]. Thus, it can be considered that the impetus for the emergence of romanticism was the "unfavourable state of the world" [6, 180], which contributed to the formation of the artistic features of Romanticism as an artistic direction.

In the era of Romanticism, "an unprecedented wealth of theoretical thought arises, and the struggle of views is a characteristic feature" [11, 69] of this trend, which proclaimed "freedom of creativity and the search for new forms" [11, 69]. Thanks to the rapid activity of its representatives, Romanticism has made a kind of revolution in literature and in art in general. It is no accident that A. N. Andreev states in his lectures on the Theory of literature that "Romanticism was characterized not just by a change of style, but above all by colossal shifts in the field of pathos, in the development of new life strategies. In romanticism, with its specific cult of the irrational in the individual, irony – tragic, romantic, sarcastic-began to prevail as a result of disillusionment with man as a rational being" [9, 57].

Researchers have tried to characterize the features of romanticism and highlight its most characteristic features. So in his "Aesthetics" Yu. B. Borev identified six artistic and aesthetic features of romanticism: 1) an apology for feeling, heightened sensitivity; 2) an interest in geographically and historically distant cultures, in cultures that are not sophisticated and "naive"; orientation to the traditions of the Middle Ages; 3) a predilection for "natural", "picturesque" (in the language of the era, "romantic") landscapes; 4) rejection of strict norms and pedantic rules of classicism poetics; 5) strengthening of individualism and the personal-subjective principle in life and creativity; 6) the emergence of historicism and national identity in artistic thinking [6, 181].

An equally interesting list of the main features of romanticism was presented by E.V. Isayeva. Based on the goals of your tutorials it is limited to specific and concise list of the features of

romanticism, among which highlighted the following: 1. dynamic plot; 2. the poetics of secrets; 3. the special image of the world: past, fabulous, exotic; 4. bright unusual character, opposed to the world; 5. irresolvable conflict between the hero and society, world people; 6. tragic mood; 7. principle of contrast in composition, the plot, the imagery, language; 8. romantic landscape and romantic portrait; 9. The theme of freedom, which is the hero of the highest value; 10. romantic worlds – existence and equality of the two worlds: the real and the imagined (fantastic, fantastic) [12, 19-20].

As can be seen from the presented characteristics of romanticism, researchers most often pay attention to such characteristic features of romanticism as the ironic, tragic, unsolvable conflict between the hero and society and, as a result, the romantic duality. Close attention to the spiritual world and the world of human feelings, in particular, to the emotional perception of the surrounding reality, led to an increase in the role of fantasy in romanticism. I.N. Chistyukhin states that "romanticism, based and focused on emotion, as opposed to rationalism, did not describe objects of study of the real world, but rather a certain ideal and glorified the idea of the artist as a mad genius, not bound by any rules" [11, 234]. Continuing his thought, the researcher sums up: "romanticism caused a vast array of dramatic literature and productions in which the presentation of essential ideas was replaced by emotional manipulation. Romantics tried to contrast the prosaic everyday life of bourgeois modernity with the world of adventures, bright and bizarre images" [11, 234].

The originality of the content of the works of romanticism required a special form. Romantics defended the complete freedom of creativity, stood for the use of a wide variety of genres, modified the old and created new ones. They paid great attention to poetry. Drama was no less popular. So a special place in the world literature was occupied by the romantic drama.

The appearance of the romantic drama is attributed to the beginning of the XIX century. It replaced the classic tragedy and sentimentalist drama, synthesized and preserved some of the features of its predecessors: "entertaining and dynamic plot, increased emotionality, moralizing, long monologues explaining the inner experiences of the hero or his attitude to other actors, the primitiveness of the psychological characteristics of the characters" [14].

How do the researchers of romanticism characterize the features of the romantic drama? First of all, scientists have paid attention to the fact that the Romantics have stopped the primacy of "dogmatism in the theory of drama" [11, 69] characteristic of the classical era. Moreover, Romanticism, according to I.N. Chistyukhin, "put an end to the centuries-old domination of reason in art and brought a completely new type of conflict" [11, 68]. As a result, "the romantic movement led to a radical transformation of the concepts of drama... from now on, the understanding of the nature of drama is formed without relying on the poetics of Aristotle interpreted in one way or another, but on the study of the dramatic works themselves" [7, 6-7]. And if "in Greek tragedies the ideal consisted in the harmonious balance of all forces" [11, 68], then the system of views of the Romantics proceeded "from the contradiction between ideals and reality" [11, 68]. Schlegel also spoke about internal bifurcation, claiming that this bifurcation is "an unattainable ideal" [11, 68].

The next important feature of the romantic drama is that it is a poetic drama, most often written in verse, since romantics have always paid great attention to the lyrics in the drama [10, 90] and were engaged in the formation of the laws of the poetic drama. Among them are the principles of

organicity, naturalness, mainly in the image of the wonderful and incredible. Action is one of the main factors in justifying conditionality, while naturalness is associated with the "embodiment of the nature of feelings" [10, 94]. It is no accident that Schlegel singled out the concepts of "dramatic efficiency and theatricality", "poetry" [11, 69] as the nodal judgments of romantic art [11, 68]. Due to its peculiarities, the genre of romantic drama was strengthened and retained with minor amendments until the second half of the XIX century.

A close look into the soul of a person led romantics to the need to portray the feelings, thoughts (often

aloud) and inner experiences of the characters. It is no accident that the romantic playwright "puts the inner world of the hero, his feelings in the foreground, emphasizing their dominant importance in human behaviour" [11, 68]. Accordingly, another invention of romanticism was the romantic hero.

The originality of the romantic hero, as well as the direction itself, most clearly emerges when comparing them with classicism. As you know, the heroes of a classic tragedy could easily portray a few passions, but they were devoid of originality. In contrast to them, the heroes of romanticism are bright, exceptional, individual personalities. Romantic authors were interested in "a human personality endowed with a bright and passionate character" [6, 178]. Yu.B. Borev assures that "romanticism created a special type of character, which is based not on drama, but on lyricism, not on dramatic, but on lyrical tension" [6, 178]. D.N. Katysheva rightly notes that "the completeness of the character portrayed with all the weaknesses, inconsistency and variability as necessary properties of human nature, determines for romantics the vitality of literary heroes" [10, 91].

We should not also forget that Romanticism tends "to everything unusual" [11, 69] and denies "the prosaic nature of life" [11, 69]. And the discovery of unusual "characters that contradict the general rules leads to the creation of a character" [11, 69], revealing the "tragic duel of personality and fate" [11, 69]. In the depiction of the characters, romantics paid attention to "his spirit, his subjectivity" [6, 298], which led to the emergence of a new type of character – the rebel hero. The task of the formed hero is to confront the world around him, although by nature he is a lone hero, distinguished by "melancholy, bitter irony towards himself and his own impulses, hence the exaggeration of feelings" [15]. The identity of the romantic hero was also determined based on his opposition to the surrounding world and society. Important for romantic playwrights is spirituality (the lyrical principle), which "manifests itself not only through the character" [10, 91], but also through its external embodiment. Accordingly, the behaviour of the hero on the stage changed. In romanticism, the speech of the characters underwent changes, since here "melodic recitation was replaced by colloquial speech" [15].

"Rapid emotional gestures, rather than the measured but unnatural movements characteristic of classicism, have become widespread." Now "external beauty goes into the background, psychologism becomes important in the construction of the image" [15].

Romantic writers have approached the portrayal of a romantic hero in the world of his own spiritual life in different ways. For some – "it is primarily a titan hero, a mythological character, and a god-man." Others have "an exotic image, endowed with violent passions and a mysterious biography". Others have a creative personality (artist, musician, writer)" or "a hero-wanderer

(not only wandering, but also strange)" [8, 6]. However, the unifying link in the characterization of a character who does not accept an imperfect world was loneliness and suffering.

The originality of the image of the romantic hero was predetermined by the uniqueness of the author who created it. D.N. Katysheva notes that "for romantics, not only the personality of the hero, but also the author himself – the poet-playwright-is of particular importance," and "attention to the image of the author leads to a change in aesthetic views and artistic practice." Now "the author's active attitude to reality is taken as a basis, the ability of the spirit as the greatest creative force to assimilate what is happening around", "the evaluative moment" is an "expression", and "not an image – an important means of manifesting the personality of the creator in the work". The poet's view is a crystal of poetry that omits the facts of existence [10, 92].

Yu.B. Borev also admits that "romanticism put forward and first developed the concept of the author" and "the theory of romanticism recommended the writer to create a romantic image of the writer" [6, 175]. According to the scientist, "the problem of the author ...organically develops in romantic aesthetics into the problem of a genius who, according to romantics, creates in solitude in order to then present the results of his work to people", and as is well known, "a genius without restrictions and regulations creates artistic reality, which for a romantic is higher than reality". He "does not obey the norms, but prescribes them to the world" [6, 175]. The clash of both realities-real and created-in the author's mind explained the peculiarity of his attitude to the world. The romantic writer was dissatisfied with the surrounding reality, in his view it is grey, boring and uninteresting. Hence, according to the assumption of A.V. Pavlyuk, "there is a romantic twofold world-the simultaneous coexistence of two worlds: the real one, which does not satisfy the romantic, and the ideal one, which exists in his imagination" [16, 15].

RESULTS AND DISCUSSIONS

When defining romanticism, attention was paid to the spiritual essence of the direction, and only in the twentieth century did scientists begin to focus on the features of the style in terms of form. Romanticism emerged from literature and permeated all the arts, because it was an expression of a person's desire to overcome himself. The reason for the emergence of romanticism was the belief in the "dysfunctional state of the world" and disillusionment with the person. Researchers most often pay attention to such characteristic features of romanticism as the ironic, tragic, unsolvable conflict between the hero and society and, as a result, the romantic twofold world. Attention to the emotional life of a person has led to an increased role of fantasy in romanticism. Romanticism led to great genre transformations. Here appeared a peculiar form of poetic drama-romantic drama. Romantic drama brought a new kind of conflict, developed new principles of drama, such as the principles of organic nature, naturalness, mainly in the depiction of the miraculous and incredible. The romantic hero is distinguished by an unusual character, contrasted with the world around him. Changes are also made in the speech and gestures of the hero in romanticism. They become more human and emotional. No matter who the romantic hero is (a god-man, an exotic image, or an artist), he is always alone and tragically opposed to society. The originality of the romantic hero was determined by the author's peculiarities. Romanticism has advanced the concept of the author. The author, usually dissatisfied with the reality surrounding him, contrasted the ideal world created in his imagination with the dull reality. It is the romantic writer who is the bearer of the romantic duality, which is reflected in his romantic hero, and in general in all his work and creativity.

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DOI: **10.5958/2249-7137.2021.00634.0**

WIDE-RANGE CURRENT TRANSFORMERS WITH NON-CONTACT REGULATION

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ABSTRACT

Several designs of wide-range current transformers (TT) have been developed. The analysis of their work has established that the most complete requirements of control and control systems are met by TT, in which the wide range is implemented by the implementation of a spiral core in the form of an Archimedean spiral. This leads to an increase in the stability of the TT. The developed TT consists of a fixed hollow core 1 in the form of a spiral made of non-magnetic and non-conductive material, a primary winding 2 applied according to the required functional law to a fixed core 1, a movable ferromagnetic magnetic core 3 that can rotate around a common axis 4 with the help of a holder 5, a secondary winding 6 located in the inner cavity of a movable ferromagnetic core 3 and a ferromagnetic liquid 7 filling the parts of a spiral hollow tube covered by a movable ferromagnetic core 3 of 1.

KEYWORDS: *Wide range, Current transformers, Magnetic circuit, Magnetic resistance, Stability, Ferromagnetic liquid.*

INTRODUCTION

As you know [4, 5, 6, 7, 9, 10, 11, 19, 20], the current transformer in which the wide-range is carried out by smoothly regulating the number of turns of the windings, has low reliability due to the presence of a sliding contact. Therefore, in this article, a new design with non-contact adjustment of the conversion range is proposed [5, 15, 16, 17, 19, and 20]. Figure 1 shows the developed wide-range TT: Figure 1, a is general view of the TT, and Figure 1, b is a movable magnetic core with a measuring winding.

FIRST PROPOSAL

The developed TT consists of a fixed hollow core 1 in the form of a spiral made of non-magnetic and non-conductive material, a primary winding 2 applied according to the required functional law to a fixed core 1, a movable ferromagnetic magnetic core 3 that can rotate around a common axis 4 with the help of a holder 5, a secondary winding 6 located in the inner cavity of a movable ferromagnetic core 3 and a ferromagnetic liquid 7 filling the parts of a spiral hollow tube covered by a movable ferromagnetic core 3 of 1. The primary winding 2 is wound on the spiral core 1 so that the specific number of turns per unit of the angle of rotation of the moving part increases from the center of the core 1 to its ends. The described transformer belongs to the class of low-power laboratory TT with an air gap.

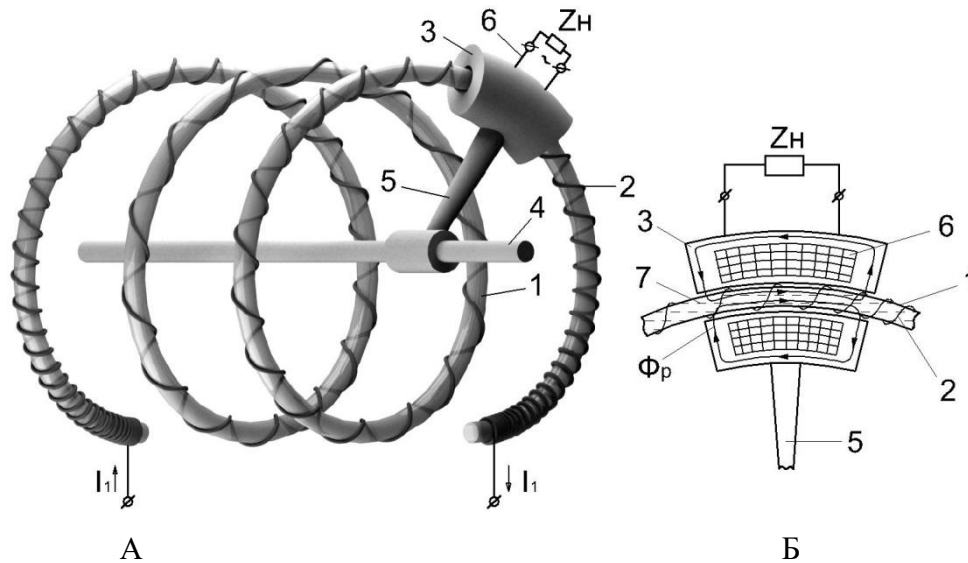


Figure1. Design scheme of a wide-range TT according to [15]

The wide-range TT works as follows. When an alternating current passes through the primary winding under the influence of a magnetic field, the ferromagnetic liquid is held in the part of the spiral tube covered by the movable magnetic core due to the electromagnetic force. When moving the movable magnetic core along the spiral tube, the ferromagnetic liquid also moves. The production of a spiral core in the form of a hollow tube significantly reduces the mass and reduces the material consumption of the TT magnetic core.

The total magnetic resistance in the path of the working magnetic flux is found as [9, 12]

$$R_{\mu\Sigma} = \frac{l_{\mu c}}{\mu_c \mu_o S_{\mu c}} + \frac{l_{\mu \omega c}}{\mu_{\omega c} \mu_o S_{\mu \omega c}} + \frac{l_{\mu \delta}}{\mu_o S_{\mu \delta}},$$

где $l_{\mu \delta} = 2(\delta + \delta_c)$ – total non-magnetic gap in the path of the working magnetic flux; δ is the gap between the movable magnetic core 3 and the spiral hollow core 1; δ_c is the thickness of the spiral hollow core 1; $\mu_o = 4\pi \cdot 10^{-7} \frac{\Gamma_H}{M}$ is a magnetic constant; μ_c , $\mu_{\omega c}$ – magnetic

permeabilities of steel and ferromagnetic liquid, respectively; $S_{\mu c}$, $S_{\mu \omega c}$, $S_{\mu \delta}$ – cross-sections in the path of the working magnetic flux of the mobile magnetic core, ferromagnetic liquid, and gap, respectively.

The primary current creates the MDS [12]:

$$U_{\mu 1} = I_1 w_2 = I_1 k \alpha ,$$

When $w_2 = k\alpha$ – the number of turns of the measuring winding per unit of the angle of rotation, α mobile magnetic circuit, k – the proportionality coefficient.

The described TT is designed to convert not very large currents. Wide-range (smooth adjustment towards the expansion of the lower limit of the conversion) is carried out by changing the number of turns of the primary winding by turning the movable magnetic circuit without breaking the primary circuit, which is very important when power outages in the system are undesirable [18].

At the same time, with a short-term sudden disconnection of the primary current, the ferromagnetic liquid flows out of the location of the mobile magnetic circuit with windings, and when the primary current is restored, the TT will work without the ferromagnetic liquid. This leads to a significant conversion error. Therefore, the task was set – to increase the stability of the TT.

SECOND PROPOSAL

The problem is solved by the fact that in a wide-range TT containing a spiral core made in the form of a hollow diamagnetic and non-conductive tube, on which the primary winding is applied according to the required functional law, and a movable magnetic core with a secondary winding covering a part of a spiral core with a ferromagnetic liquid, the core is made in the form of an Archimedean spiral and is located vertically with the possibility of rotation. The movable magnetic core is freely mounted on a vertically positioned guide with the possibility of movement.

Increasing the stability of the TT operation is achieved due to the fact that the spiral core is made in the form of a vertically installed Archimedean spiral with the possibility of rotation; while the movable magnetic core covers a part of the spiral core filled with a ferromagnetic liquid, and can only move vertically.

In the proposed TT, when the spiral core is rotated, the movable magnetic core with the secondary winding and the ferromagnetic liquid moves only along the vertical guide. Therefore, the ferromagnetic liquid is always held in the lower part of the Archimedean spiral core, which is covered by the movable magnetic core.

The implementation of the spiral core in the form of an Archimedean spiral and its vertical placement, as well as the free installation of the movable magnetic core on a vertically positioned guide with the possibility of movement, eliminates the leakage of ferromagnetic liquid from under the movable magnetic core with a secondary winding in the event of a short-term sudden shutdown of the power source and restoration of the power source, the TT continues to operate in the established mode, thereby maintaining the stability of operation.

Figure 2 shows the developed wide-range TT [1, 2, 3, 8, 13, 14]: in Fig. 2, a-front view, in Figure 2, b - side view in section, in Figure 2, c-view when the spiral core is rotated by 90°, in Figure 2, d-movable magnetic core with a secondary winding (in section).

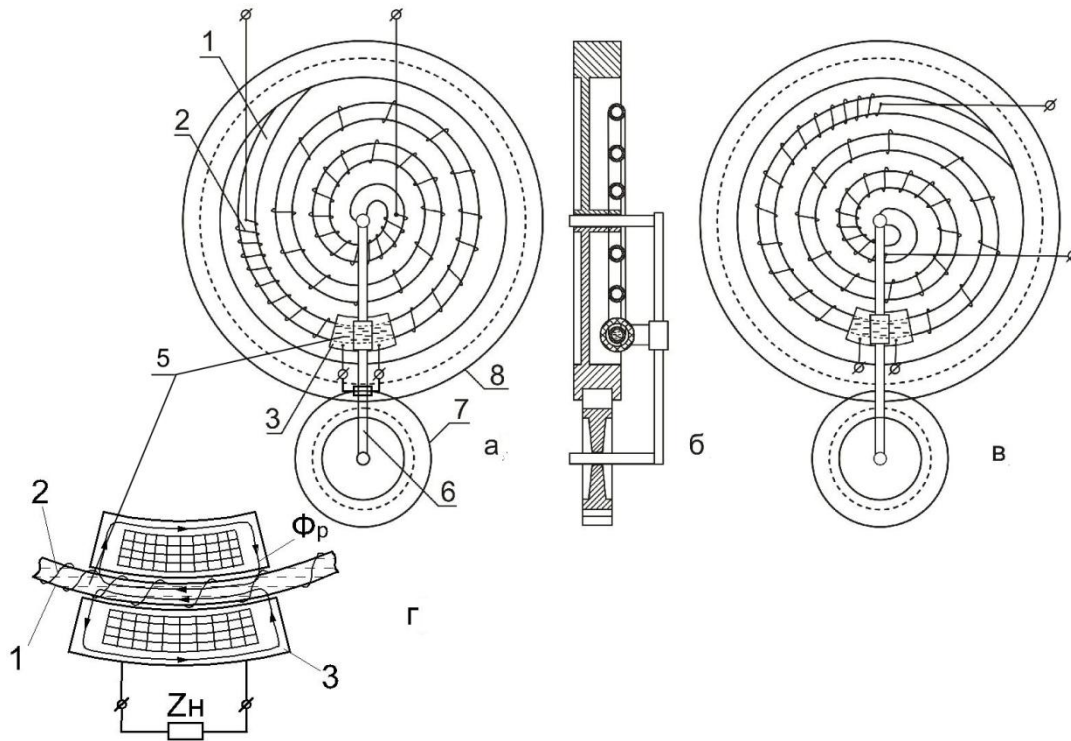


Figure 2 Multi range TT by [3]

The proposed wide-range TT consists of a core 1 made in the form of a vertically arranged Archimedean spiral of a hollow diamagnetic and non-conductive tube, on which the primary winding 2 is applied according to the required functional law, and a movable magnetic core 3 with a secondary winding 4 covering a part of the spiral core 1 filled with ferromagnetic liquid 5.

The movable magnetic core 3 with winding 4 is mounted on a vertically located guide 6 with the possibility of moving in the vertical direction when turning the spiral core 1. The core is rotated by means of auxiliary gears 7 and 8.

The movable magnetic core 3 is used to create a magnetic flux. It is a hollow cylinder with a curved axis that coincides with the axis of the wire wound on the hollow core 1, and covers only a part of the core 1 with the winding 2. The principle of operation of this TT does not differ from the principle of operation of the previous TT.

The rotation of the spiral core 1 is carried out by means of an auxiliary gear. In this case, the ferromagnetic liquid 5 under the influence of the electromagnetic force created by the magnetic field is held in the lower part of the coils of the spiral core 1 covered by the movable magnetic core. The movement of the movable magnetic core 3 with the winding 4 when the spiral core 1 is rotated occurs only along the guide 6.

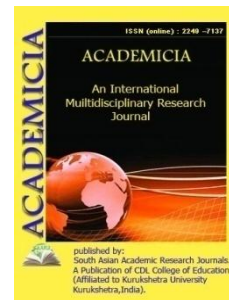
CONCLUSION

Thus, the positive effect is achieved by the fact that the execution of the spiral core in the form of an Archimedean spiral and its vertical placement with the possibility of rotation, as well as the free installation of the movable magnetic core with a winding on a vertical guide with the possibility of movement when the spiral core is rotated, does not allow the ferromagnetic liquid to flow out from under the movable magnetic core with a winding during a short-term sudden power outage and restoration of the power source, the TT continues to operate in the established mode. This leads to an increase in the stability of the TT.

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DOI: **10.5958/2249-7137.2021.00635.2**

INDEPENDENT UZBEKISTAN: THE THIRD WAVE OF THE RENAISSANCE

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ABSTRACT

The article reveals the President of the Republic of Uzbekistan President Shavkat Mirziyoyev in his speech at the ceremony dedicated to the twenty-ninth anniversary of independence of the Republic of Uzbekistan, important changes in speech and reforms carried out on the path of development of our country were noted, including the role and significance of the work carried out within the framework of the third renaissance in the Republic of Uzbekistan.

KEYWORDS: *Third Renaissance, Youth, Information Technologies, Higher Education, Independence, Youth – Our Future, Opportunities.*

INTRODUCTION

Today, when there is any mentioning of Uzbekistan in the world arena, the term “New Uzbekistan” is being used. It is recognition of the great achievements we have made in recent years, as we have entered a completely new stage of development. This is an honor of our great achievements, which in the following years we have moved to a completely new stage of development.

It would be true to say that a foundation for a new revival – for the Third Renaissance – is being laid in Uzbekistan. Because today's Uzbekistan is not the same with the one we knew some years back and neither are the people,”

The word "Renaissance" from French means "Rebirth", Italian - "Rinascimento" – to reappear, to be born again, to rise again, to wake up.

Speaking at a ceremony marking the 29th anniversary of Uzbekistan's independence, President Shavkat Mirziyoyev noted that Uzbekistan is on the threshold of a new era – the Third

Renaissance. He said: "At the present time, when the glorious power of our people is at the peak of its development, the foundation is being created in Uzbekistan for a new awakening – the third renaissance. Because today's Uzbekistan is not yesterday's Uzbekistan. Today's people are also not yesterday's,"

If we look at the centuries-old history of the people of Uzbekistan, we will see the difficult stages of conquering the peaks of development. At these stages, the formation of our statehood, the rise of science, art and culture in society, the achievements of great figures in their activities contribute to the development of world civilization. Our tough people were always ready for changes and difficulties. We know that society never stands still and is constantly striving for development and renewal. Because of this, values, customs and traditions are changing. Young people are the driving force behind this development and change. The fact that today there are a large number of young people who set an example for their peers and take an active part in the process of renewing society with innovative ideas and projects, of course, we use the conditions created by our state.

After gaining independence, the Independent Republic of Uzbekistan realized many of the dreams and expectations of our people, which they had been waiting for centuries. Today, we are the children of independent Uzbekistan, which is recognized by all influential foreign countries of the world and is a Member of the United Nations. Today, thanks to independence, great revolutionary changes are taking place in the economic and political activities, social life of Uzbekistan, in the consciousness, spirit, and spirituality of peoples and nations. A new era has begun in the development of universal, national and spiritual values that our people have preserved for centuries, so it is difficult to overestimate it.

The Republic of Uzbekistan is a wise country, clearly pursuing the interests of its state and people, not indifferent to the future of youth and the fate of its people, which year after year reaches high heights and develops.

Thanks to the unyielding will, selfless work and steadfastness of our people, the joint efforts of the population and state bodies, we courageously overcome all these trials.

From the speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the ceremony dedicated to the twenty-ninth anniversary of the independence of the Republic of Uzbekistan.

As you know, today Uzbekistan is rapidly entering a new stage of development. The changes taking place in the country in all directions are also recognized by the world community. Of course, these changes do not happen spontaneously. The Action Strategy and the State Program, adopted annually on its basis, today serve as an important basis for the renewal and transformation of our country, recognized in the world as a new Uzbekistan.

The first Revival in the history of Uzbekistan coincided with the period of the Samanids, when scientific and philosophical works and universal discoveries created by our great ancestors became the cornerstone of Islamic civilization. Such important processes as the comprehensive development of the social sphere, building relations in society on the basis of certain principles, economic and cultural development of cities and regions, centralization of science and education are the principles that determine the specifics of statehood in our country.

The Second Renaissance coincided with the reign of Amir Temur and the Timurids, and not only Movar annakhr, but the whole of Central Asia reached a new level of development. During this period, the foundations of statehood were improved, urban planning and architecture flourished, and international trade and diplomatic relations intensified. Also, during this period, the development of science, culture and art, as well as the growth of the sphere of thinking, will be reflected.

The Central Asian region, in particular the territory of modern Uzbekistan, historically existed as an ancient cradle of science, culture and art. The regions of Uzbekistan have historically been at the crossroads of the Great Silk Road and its branches. Therefore, people from different countries of the East and the world, wishing to receive a religious and secular education, have always aspired to such ancient cultural centers as Samarkand, Bukhara, Khorezm, Nasaf (Karshi), Kesh (Shakhrisabz), Tashkent, Fergana.

The first Eastern Renaissance is the "Muslim Renaissance" that took place in our region in the 9th-12th centuries.

During the period of the Eastern Renaissance, great scientists, encyclopedists and famous thinkers appeared. In the field of exact sciences Muhammad Khorezmi, Abu Bakr Razi, Abu RaikhanBeruni, Ahmad Fergani, Umar Khayyam, Mirzo Ulugbek, in the field of philosophy Abu Nasr Farabi, Ibn Rushd, Muhammad Ghazali, Aziziddin Abu Nasafi, in the field of medicine in Ali ibn Sino, Mahmud Zamakhshari, in the poetry of Abu AbdulloRudaki, AbulkasimFirdavsi, Hafiz Sherozi, NizamiGanjavi, Abdurahmon Jami, Alisher Navoi, KamoliddinBehzod in painting. Their world-class scientific and creative discoveries have made an unprecedented contribution to the development of mankind.

The second Eastern Renaissance is the second "Timurid Renaissance" of the XIV-XVI centuries. The role and significance of the great empire built by Amir Temur are incomparable.

The empire founded by our great ancestor Amir Temur, "the founder of Central Asian civilization, which still affects the world today", as well as a great statesman, a victorious commander, a skilled diplomat, a passionate patron of science, who left an indelible mark on history, occupies a special place ... "The great figure who determined the fate of the 15th century" - Sahibkiran and his successors ruled Turkestan, Khorasan, Persia, Azerbaijan and the Arab world for almost a century and a half, forming a centralized potential Turkic state.

"One of the mountains of Turkestan" - a civilization founded by Amir Temur "Golden Age" of the history of Turan in the XIV-XVI centuries - a special stage of the Renaissance "Muslim - Renaissance" is sealed. As the famous French scientist Lucien Keren put it, "European artists appreciate Amir Temur as the creator of the Eastern Renaissance."

In the 15th century, the glorious kingdom founded by our ancestor Amir Temur and continued by his worthy descendants marked the beginning of the second Renaissance in our country. During this period, unique scientists appeared, such as Kazizoda Rumi, Mirzo Ulugbek, Giyosiddin Kashi, Ali Kushchi, classical poets and thinkers such as Lutfi, Sakkoki, Hafiz Khorezmi, Abdurahmon Jami, Alisher Navoi, BoburMirzo. Historians such as Sharafiddin Ali Yazdi, artists such as Mahmud Muzahib, KamoliddinBehzod, many calligraphers and musicians, musicologists and architects are famous all over the world.

During this period, such areas as urban planning, architecture, fine and applied arts, painting, jewelry, metalworking, calligraphy, science and education, art, book art and librarianship, and musicology were highly developed. The consequences of the Revival of Turanzamin were felt in Khorasan and India, and even in European countries. The peoples of Europe deeply analyzed the Timurid Renaissance. Amir Temur created great opportunities for the development of science and culture; he paid special attention to religious figures, scientists, art critics, writers and poets. As a result of this high politics, the second phase of the Eastern Renaissance was founded. Many historians believe that the East, especially the Central Asian region, was the source of two powerful scientific and cultural upheavals in the 9th-12th and 14th-16th centuries, which positively influenced the Renaissance in other parts of the world. The Eastern Renaissance is rightfully recognized by the world scientific community as the Eastern Renaissance.

After Uzbekistan gained national independence in the early 1990s, favorable conditions were created for the third new stage of the Renaissance. At an international scientific conference held in Samarkand on May 14-15, 2014, it was noted that our country is on the verge of the third revival. Consequently, for almost 30 years, especially in the short period of the last three to four years, which is calculated for centuries, unique and complex creative work has been carried out.

Why the Third Renaissance? It is natural to ask why exactly at this stage of our development.

Our ancestors made discoveries in the middle Ages, made an invaluable contribution to the development of world science, founded two Renaissances, and our land was recognized as the cradle of civilization. The head of our state wants our country to be one of the cradles of civilizations and keep up with other countries in the field of science. In addition, today, along with all other areas, the advancement of science to a new level is required. Indeed, without science, it is difficult to solve the current problems facing society. The implementation of the Third Renaissance largely depends on the development of science, knowledge, worldview and intellectual potential of young people.

Despite the current economic crisis in many countries, the Republic of Uzbekistan is increasingly focusing on education and efforts to develop it. The world community is also shocked by such actions. In particular, at the beginning of this academic year, about 650 thousand first-graders received school supplies worth 72 billion UZS as a gift from the President. In addition, children from low-income families and children with disabilities were provided with winter clothing, school uniforms and school supplies worth \$ 426 billion UZS. At the same time, taking into account the current situation, 17 billion UZS were allocated from the Anti-Crisis Fund to provide schools with the necessary medical and antiseptic means to protect the health of students and teachers. We are aware that school education in our country has recently become a national movement and a new era in the development of the industry has begun. As a practical manifestation of this movement, 77 new schools worth 556 billion UZS have been built over the past two years. Reconstruction and repairs were carried out in 1930 schools. At the same time, a wide path opens up for the private education system. In this regard, the procedure for obtaining a license has been simplified. It is noteworthy that over the past three years, their number has increased 6 times to 140. Decisions were made on the development of mathematics and chemical and biological sciences. According to them, schools in these subjects will gradually open in each district and city. In the same year, 56 schools of mathematics and 27 schools of chemistry and biology were opened. It is no exaggeration to say that the implementation of such measures during a pandemic is a heroic act.

As for the Third Renaissance, it rises to the level of a national idea as a strategic task. Kindergarten educators, school teachers, professors, scientific and creative intelligentsia were recognized as the four pillars of the new Renaissance, said President Sh.M. Mirziyoyev. We can say that our attention to youth and education can be characterized as a focus on a brighter future.

Indeed, in recent years, the development of the education system in our country has become the main idea of state policy, ensuring that our children receive modern knowledge and skills in accordance with world standards, grow up physically and spiritually mature, realize their abilities and talents, intellectual potential, a lot of work is being done on fostering a sense of devotion and devotion to the Motherland.

In general, it should be noted that care for the younger generation has been at the center of reforms in our country in recent years. This, of course, is natural. After all, it is the young generation that is the driving force behind any upsurge and development, including the creation of the foundation of the New Renaissance.

The transformation of the third Renaissance into a national idea is necessary. A national idea is, in fact, a concept or slogan, a phrase that, in a few words or phrases, expresses the ultimate goal of a particular nation. It unites and mobilizes people on the way to this goal. With this, people coordinate all their efforts, aspirations, and creative activities. If necessary, it will deeply reform its economic and social relations, the legal, political and ideological foundations of the country, and the education system. One of the main tasks of the national idea is, first of all, to preserve and strengthen the unity and solidarity of the people, the territorial integrity of the country. Secondly, it defines the highest goal, the goals of development and the tasks of the nation as a whole. The national idea can be expressed in different ways. But regardless of the form of expression, it should show people the future, the social goal.

If we look at the centuries-old rich history of the people of Uzbekistan, we will see the difficult stages of conquering the peaks of development. At these stages, such proud processes as the formation of our statehood, the rise of science, art and culture in society, the achievements of great figures in their work, contribute to the development of world civilization.

It should be noted that the growth processes taking place in our rapidly developing life are manifested in all spheres. Therefore, in the first years of our independence, when we tried to understand our national identity, to grasp and realize the essence of our rich historical, spiritual and scientific heritage, now our people have united and started to implement the idea of "national revival - national rise". During this period, it is recognized that in our society there is a growing trend of social thinking, the integration of both national and universal values. Social thinking, which harmoniously combines the national spirit and universal values, becomes a criterion and a solid foundation for the sustainable development of our country.

In connection with the growth of the level of social thinking in our country, the culture and approach to work, the approach to industry, agriculture and other areas have changed. There is a profound meaning in the special attention given to this area of science. Science is thinking, which is one of the priority factors for ensuring stability in society. With the development of science, not only the economy develops, but also the socio-cultural sphere. Focusing on science serves to develop and expand human thinking. As the mentality of the society grows, the sphere of culture and art also grows in accordance with these requirements. The fact that the head of our state proclaimed the current period from national revival to national progress is based on firm

conviction and deep wisdom. After all, the next 10 years will inevitably be a period of real growth and development. The laws, decrees and resolutions adopted in recent years and, of course, the ongoing large-scale reforms will become the basis for new development horizons.

Building the foundations of the Third Renaissance, recognized by our President, we, the youth, will make every effort to use the opportunities created by our Government.

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DOI: **10.5958/2249-7137.2021.00636.4**

MODERN TECHNOLOGIES AND FOREIGN EXPERIENCE IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

The article considers the examples of the use of innovative technologies in teaching a foreign language, based on the experience of foreign scientists. The article describes the detailed characteristics of innovative practices in English classes. Modern educational technologies used for the formation of a student's communicative competence when learning a foreign language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process. It is obvious that the use of any one teaching technology, no matter how perfect it may be, will not create the most effective conditions for the disclosure and development of students' abilities and the creativity of the teacher. Modern technologies of teaching foreign languages accumulate successful information about each of them, allow the teachers to adjust any technology in accordance with the structure, functions, content, goals and objectives of teaching in a particular group of students.

KEYWORDS: *Innovation, teaching, foreign language, distance learning, group learning, multimedia.*

INTRODUCTION

In recent years, the question of the use of new information technologies in the study of foreign languages has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of the communicative culture of students, teaching practical mastery of a foreign language.

Modern educational technologies used for the formation of a student's communicative competence when learning a foreign language are the most productive for creating an

educational environment that provides a person-oriented interaction of all participants in the educational process. It is obvious that the use of any one teaching technology, no matter how perfect it may be, will not create the most effective conditions for the disclosure and development of students' abilities and the creativity of the teacher. Modern technologies of teaching foreign languages accumulate successful information about each of them, allow the teachers to adjust any technology in accordance with the structure, functions, content, goals and objectives of teaching in a particular group of students.

The purpose of this article is to emphasize the role of the use of modern technologies in teaching English as a second language. It discusses various approaches and techniques that can help English language students improve their learning skills through technology. These methods include online sites for learning English, online dictionaries, audio books, programs for video communication and messaging, educational video tutorials, and smart phone apps.

The introduction of information and communication technologies (ICTs) in education creates new learning paradigms. We live in a world of developing technologies, where gadgets have become our own and a breakthrough in technology is at the heart of pedagogical ideas. Therefore, there may be a need to rethink how to mitigate the limitations of second-language users through the use of modern technologies. The interaction between new technologies and pedagogical concepts has been found to meet the diverse needs of second language learners to some extent, and any global discovery aimed at minimizing student constraints is a welcome development in the rapidly changing world of technology.

Thus, this article is an overview presentation of how modern technologies can help both teachers and students studying foreign languages. The rapid growth of ICTs observed by the technologically advanced countries of the world has helped them to overcome some barriers in teaching and learning. The application of modern technologies in teaching and learning can enable teachers, students, and others to come together in communities of people far beyond their immediate environment to critically consider, analyze, contribute, critique, and organize issues logically and contextually, keeping in mind the professionalism and transformation of the entire society. Now new technologies, such as the described improvements in computers with new programs such as zoom, Skype, or educational portals like lingua.com, etc., make it much easier for teachers to conquer space and time, motivating this by eliminating restrictions and academic contradictions. Now we can bring learning to almost any place on earth at any time with the goal of achieving the desired learning outcomes.

In the past, teaching and education simply meant personal lectures, reading books or printed handouts, taking notes, and completing assignments, usually in the form of answering questions or writing essays. In short, education, learning, and teaching were considered impossible without a teacher, books, and blackboards. Today, education and training have acquired a completely new meaning. Computers are an integral part of every classroom, and teachers use VIDEO, audio, and video dictionaries to explain a new topic and material to students. Students can interact with the subjects using these web-based tools. Moreover, each student can progress at their own pace.

Technology enables distance learning: Perhaps the biggest impact of technology in the field of learning is its ability to help multiple people learn simultaneously from different locations. Students are not required to meet at a pre-determined time or place in order to learn and receive

instructions and information. all you need is a smart phone or computer connected to the Internet; these tools can literally deliver a "classroom" to people's homes and offices.

Technology allows group learning: There are skeptics who argue that distance learning of this kind cannot help students gain the support of traditional group learning. To prove this theory wrong, the technology has helped provide distance learning with online communities, live chats, and message boards. All of this allows students to collaborate and communicate, even if they are isolated in their own space.

The technology allows for personalized stimulation: Multimedia tools, online training, and training on a dedicated phone app have helped eliminate the need for instructor-based lesson plans. Students who grasp concepts faster are moving forward, not held back by those who need more time and help to learn. Such an individual pace is useful for everyone.

Technology helps to reduce learning costs and increase productivity: Another advantage of using technology to reach many students in a shorter time is to reduce learning costs. Corporate and academic institutions can reduce their costs of providing lessons to students on a case-by-case basis. In addition, the technology provides quantitative results and allows students to quickly and with better results apply this information in practice. Through the use of technology, students can significantly save time and increase their productivity. Both of these points justify the higher cost of advanced technology tools.

Roadblocks in the use of technology in teaching: Naturally, for educational technology to have a positive impact on students, it must be well developed and prepared. The tools used to disseminate information should be designed with the interests of the students in mind. There are also factors such as lack of computer / technology literacy that should be considered. Schools and businesses should keep in mind that educational technology is just a tool, and its success depends largely on the amount of planning that goes into it. The use of educational technologies may be the right choice if all these factors are taken into account.

With the development of technology and the boom of the digital revolution, foreign language teachers find it necessary to think about effective new ways to create a better environment for teaching and learning foreign languages, supported by multimedia technologies. As a result, innovative language teaching is becoming increasingly popular in the field of foreign language teaching.

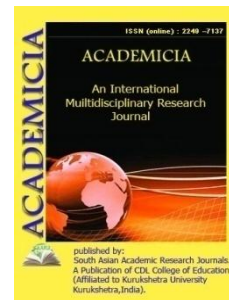
In the United Kingdom, Australia, and the United States, there is an experience of teaching students according to individual plans, in accordance with an individual learning style. For a mass school, the experience of learning in collaboration is the most interesting as a general didactic conceptual approach, especially if we take into account the fact that these technologies quite organically fit into the classroom system, do not affect the content of learning, allow you to most effectively achieve the predicted learning outcomes and reveal the potential of each student. Taking into account the specifics of the subject "foreign language", these technologies can provide the necessary conditions for the activation of cognitive and speech activity of each student of the group, giving each of them the opportunity to realize, comprehend new language material, get enough oral practice to form the necessary skills and abilities. The ideology of learning in collaboration was developed in detail by three groups of American educators: R. Slaving from Johns Hopkins University; R. Johnson and D. Johnson from the University of Minnesota; and the group of E. P. Johnson. Aronson from California State University; the main

idea of this technology is to create conditions for active joint learning activities of students in different educational situations. Students are different: some quickly "grasp" all the explanations of the teacher, easily master the lexical material, communication skills; others need not only much more time to comprehend the material, but also additional examples and explanations. Such students are usually shy to ask questions in front of the whole class, and sometimes they simply do not realize what exactly they do not understand, cannot formulate the question correctly. If, in such cases, you combine the children in small groups (3-4 people) and give them one common task, specifying the role of each student of the group in the performance of this task, then there is a situation in which everyone is responsible not only for the result of their work (which often leaves the student indifferent), but, most importantly, for the result of the entire group. Therefore, weak students try to find out from the strong all the questions they do not understand, and strong students are interested in ensuring that all members of the group, primarily the weak student, thoroughly understand the material (at the same time, a strong student has the opportunity to test their own understanding of the question, to get to the very essence). In this way, joint efforts eliminate gaps. This is the general idea of learning in collaboration.

Practice shows that learning together is not only easier and more interesting, but also much more effective. At the same time, it is important that this effectiveness concerns not only academic success, but also their intellectual and moral development. Learning together, not just doing something together is the essence of this approach. The idea of learning in collaboration was developed by the efforts of many teachers in many countries of the world, because the idea itself is extremely humane in its essence, and therefore pedagogical, although it has noticeable differences in the options of different countries. In short, we can say that these methods and the introduction of new technologies not only help teachers to make the learning process interesting and easy, but also to teach languages to students on their own.

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DOI: **10.5958/2249-7137.2021.00637.6**

POSSIBILITIES OF USING INNOVATIVE TECHNOLOGIES IN TEACHING MATHEMATICS

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ABSTRACT

The article highlights the practical application of some methods and innovative technologies in teaching mathematics. Some problems are considered using the methods of analogy, generalization, concretization, classification, induction, deduction and others. In the lessons of mathematics (algebra, geometry, trigonometry, etc.), information and communication technologies are also used. They increase interest in the subject and give scope for independent creative work. Using an interactive whiteboard develops independence, interest in learning. All methods and technologies increase the efficiency and quality of the educational process.

KEYWORDS: *Mathematical education, methods of teaching mathematics, information and communication technologies, analogy, induction, deduction.*

INTRODUCTION

The introduction of innovative ideas into education in relation to the pedagogical process means the introduction of something new into the goals, content, methods and forms of teaching and upbringing, the organization of joint activities of the teacher and the student. In the mathematical

education of students, methods are used such as experiment and observation, comparison and comparison, analysis and synthesis, generalization, concretization, classification, abstraction, etc. The observation method, for example, can be applied in a geometry lesson, when several figures are given and among them you want to find figures with axial symmetry. In the study of geometry, the comparison method is also used when it is required to find similar and different sides of a quadrilateral and a hexagon. The generalization method is used when formulating mathematical rules, identifying patterns, etc. Depending on the content and goals of the lessons, the generalization process may include comparison, analysis or synthesis, other logical techniques and forms of thinking. Abstraction is a mental selection of those essential properties and attributes of an object or phenomena that are needed depending on the purpose of their study, while simultaneously abstracting from other properties and attributes. Conversely, concretization is a mental transition from the more general to the less general, from the general to the singular.

METHODOLOGY

The use of interactive methods, information and communication technologies give a good result for the development of new topics by students. When explaining new material, the teacher can make extensive use of presentations created in MS PowerPoint. The presentation in the lesson is a kind of supporting outline, and also replaces the blackboard. On the slides, you can place not only definitions, but also diagrams, illustrations for the lesson material, assignments for independent work, and questions for a frontal survey of students. In addition, the widespread use of electronic textbooks, multimedia encyclopedias, simulators increase the effectiveness of teaching. When implementing projects, creating presentations, students apply the acquired knowledge in practice, develop qualities such as initiative, independence, and composure. The use of an interactive whiteboard is also one of the most widespread and effective innovative technologies in teaching mathematics. When using an interactive whiteboard, the following are used: a screen for demonstrating presentations, electronic manuals, various software functions (for example, graphing functions). The use of various methods and information technologies in mathematics lessons allows you to improve the quality of perception of new material, automate knowledge control, diversify the forms of the lesson, motivate students to learn, develops their communication skills and creativity, increases information competence and the strength of the assimilation of knowledge and skills.

The software of mathematics as an academic discipline is very diverse: textbook programs, training programs, reference books, encyclopedias, video tutorials, libraries of electronic visual aids. However, the difficulty in using it lies in the fact that the teacher has to adapt the resources at his disposal to the teaching materials used for teaching, to the characteristics of students in his class. This becomes possible only if the teacher is confident enough in computer technology.

As noted in the materials of conferences at various levels devoted to the problems of introducing ICT into education, a lesson with the use of a computer will be more effective for a teacher who preserves human priorities in learning; has a kind, trusting attitude to the machine and its pedagogical capabilities; knows how to carefully and at the same time boldly handle a personal computer; intellectually developed, erudite, able to assess the pedagogical capabilities of computer programs; methodically flexible; disciplined, accurate, owns an ordered, logical thinking. Thus, mastering ICT requires professional and personal growth of a teacher.

The role of the computer is as follows:

- A high degree of motivation is formed, interest in the learning process increases;
- The intensity of training increases;
- Individualization of training is achieved;
- The objectivity of the evaluation of results is ensured;
- The proportion of independent work is increasing. When teaching mathematics in primary school, the following organization of educational activities using ICT tools is possible:
- Individual work with the training system;
- Creation and use of presentations in the lesson;
- Modeling: using ready-made models and developing new ones;
- Automatic testing systems;
- Project method of work;
- Game forms, contests, quizzes, participation in distance contests;
- Creation with the help of Microsoft Office and use of tools for organizing activities;
- Accounting of progress;
- Use of instrumental training programs;
- Use of web technologies.

Students can use ICT as a tool to perform calculations, draw graphs, and help solve problems. The most obvious example of using ICT in this way is when students use a calculator or the like to perform more complex calculations. However, spreadsheets, computer algebra systems, or graphing calculators can be used to solve problems with tests and improvement or search techniques. Mathematics students can use graphing calculators or plotters instead of algebra to graphically solve an equation. Students can seamlessly perform statistical analysis on the data they collect using the extensive statistical functions of the graphing calculator. Generating an image in a dynamic geometry package can help a student understand, solve, and then prove a geometric problem. When students use ICT as a tool to help them find things, solve problems, or understand what's going on, it often helps them develop their skills in using and applying math. ICTs can be a vast and effective tool, but students need to acquire the necessary technical skills in order to constructively and effectively capitalize on the opportunities presented to them.

CONCLUSION

This study shows the integration of ICT in mathematics. Several problems on the usefulness of ICT in mathematics have been derived from the literature. The integration of ICT into mathematics education has a positive impact on both the learning process and the learning process. The study was conducted to identify barriers to integrating ICTs into mathematics teaching and learning at teacher training colleges and at the secondary school level. There are some obstacles to integrating ICTs into the teaching and learning of mathematics in various areas of mathematics. In the future, we will expand my studies to a higher education level for

continuing education. It is thus emphatic from these deliberations that the reach of mathematics education in the present era is hugely dependent on the pace of creative innovations in IT, particularly, by all key stakeholders in the sub-sector.

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DOI: **10.5958/2249-7137.2021.00613.3**

DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF INFORMATION TECHNOLOGY UNIVERSITY TEACHERS

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ABSTRACT

The article sets out to analyze the professional competencies on the standard European e-Competence Framework. The survey of information technology teachers of Ukrainian universities concerning the necessity of forming and development of European e-Competence Framework competencies allowed defining the priority areas for training and forming the content component of a model of professional competencies development of information technology university teachers. The proposed model distinguishes stages, factors, and resources for training teachers. Teachers' attitude to motivation, time and money allocation for professional development was researched. The content component of the development of professional competences of teachers of information technologies is offered. Recommendations for training and advanced training of teachers of information technologies, assessment of the level of development of professional competence, were proposed.

KEYWORDS: *European E-Competence Framework, Professional Competencies Of Information Technology University Teachers, Development Of Professional Competencies.*

INTRODUCTION

The issue of transformation of education according to key challenges is being actively studied and discussed. Microsoft Corporation suggested a framework of higher education transformation comprising the following range of transformation processes: managing the life cycle of a student from admission to employment and maintaining contact after finishing the IT-oriented study; teaching, learning, and research based on the systems of educational content management, new teaching technologies, hybrid cloud-oriented educational environment and services for scientific

research and communication; combined campus that unites automatized management of administrative activity, the access policies on resources and services, educational laboratories, network communications and their management, automation of engineering systems etc [1,2].

The world is becoming increasingly technological. All the spheres of human activity are automatized, modern technologies are widely used even in professional activities pertaining to liberal arts. Ubiquitous technologization sets new challenges for higher education, being connected with such global issues as financing and state policy in the field of education, as well as with technological issues, namely use of ByoD/ByoIT/Cloud&Hibrid IT [3]. The approach to work in classroom using personal devices and IT requires a properly organized structure at the university, both network and server ones, while use of cloud and hybrid IT technologies – organization of access and administration of these technologies according to the concept of smart university [4]. The current state of the world IT industry, development of smart education technologies, and constant change of employers' requirements to training of IT specialists at universities force all the participant of educational process to search new models of development of professional competencies of university teachers who provide training of future IT specialists. In higher education, new technologies, based on principles of open education, are also used for organization of academic activities, in particular, for organization of educational process. Teachers should not only master the technologies of e-Educational content, but also the methodology of their use in teaching disciplines according to the technology of blended, adaptive, and project-based learning [5,6]. The constant change of the curriculum of computer science in secondary school, which is becoming more oriented at STEM Education, results in brand new competence in IT of the students entering the higher educational establishments. Data show that the set of core cognitive knowledge, skills, and abilities that are associated with a STEM education are in demand in nearly all job sectors [7,8]. It should also be considered in teaching professionally-oriented disciplines of IT majors. Undergraduate students should obtain basic knowledge in IT, which will be necessary during studying specialized professionally-oriented disciplines in the last years of education to the extent meeting the current requirements of employers. Thus, cooperation with IT business is a real objective for an IT teacher, and its achievement will solve a range of issues connected with the quality of practical training of students. An IT teacher should clearly understand what professional competencies are to be formed by a future IT specialist, as well as realize the importance of forming soft skills, self-education, research, and other competencies crucial for successful career in IT field. Problem statement: to study the components of professional competence of IT teachers and develop a model of professional competencies development (lifelong learning) of IT teachers at higher educational establishments. 2 Analysis of Publications Research by Ukrainian and foreign scientists indicate the significant attention to the issues of development of methods, forms, and means for forming and developing professional competencies of university teachers. Computer science is an educational field that will continue to need qualified teachers and professors to accommodate increased student populations and interest across the nation. Government initiatives, changing school policies, financial incentives to major in computer science, and an increased need to hire more computer science professionals (including educators) adds to the appeal of pursuing a teaching career in computer science [9]. Namely, Ji Hyun Yu, Yi Luo, Yan Sun, Johannes Strobel [10] studied a model of competencies for teachers of engineering disciplines, in which they distinguished 7 components: Engineering Concept Knowledge, Engineering Skills, Knowledge about Engineering Disciplines, Engineering Pedagogical Content

Knowledge, Attitudes toward Engineering, Attitudes toward Teaching Engineering, Integration of Engineering with Other Subjects. Such a model partially considers modern approaches to competencies of a university teacher in terms of their digital competence. The six areas of European Framework for the Digital Competence of Educators focus on different aspects of educators' professional activities [11]: Area 1: Professional engagement using digital technologies for communication, collaboration and professional development. Area 2: Digital resources sourcing, creating and sharing digital resources. Area 3: Teaching and learning managing and orchestrating the use of digital technologies in teaching and learning. Area 4: Assessment using digital technologies and strategies to enhance assessment. Area 5: Empowering learners using digital technologies to enhance inclusion, personalization and learners' active engagement. Area 6: Facilitating learners' digital competence enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving. The analysis of the level of digital competencies of students and teachers of Ukraine according to Dig Comp 2.1 methodology is given in [12]. It is determined that the level is sufficient, but there is a difference between teachers and students, which is the basis for organizing cooperation within the educational process. In our opinion, ISTE Standards for Computer Science Educators [13], Comprising 4 components: Knowledge of content, Effective teaching and learning strategies, Effective professional knowledge and skills, Effective learning environments, describes the elements of the Computer Science Educators competency in the most accurate manner, in the light of the issue considered. The model of competencies of a teacher includes pedagogical competencies that consist in mastering modern technologies of teaching, methods, and tools for development of educational content, analysis and assessment of e-Educational resources, conducting scientific research and processing their results using modern tools and services, including cloud ones. Both professional and pedagogical competencies of a teacher include the set of digital competencies and specific subject competencies. Professional competencies in information technology deal with the design, creation, management and maintenance of the varied components of the system, including software, hardware, networks, systems integration and multimedia. Broadly, information technology can be divided into four central pathways: network systems, information support and services, programming and software development, and Web and digital communication [14, 15].

For development of practical skills of teachers, it is necessary to constantly cooperate with IT companies and participate in development of IT solutions of various level of difficulty. Internships and involvement in project solutions at IT companies are one of the most efficient mechanisms of consistent improvement of professional competence in practical dimension. Cooperation with IT companies can be provided by means of: — Involvement of students and teachers in implementation of the projects ordered by IT companies. Hence, a teacher is managing a project and improving the level of practical skills of IT specialist: — Involvement of companies in teaching academic disciplines and practices. A teacher receives recommendations, practical cases, and assistance in their resolving; — Part of academic classes is transferred to a company and conducted under supervision of a company's tutor. Together with students, a teacher acts as an executive, improving the level of practical skills. Attending conferences, workshops, and seminars where teachers are able to obtain new knowledge and skills, is another efficient mechanism for their self-development. Every member of teaching staff of university should not only conduct educational activities, but also carry out research, scientific projects, and publish the results of research. Scientific achievements form a basis for their educational

activities, since they are of significant theoretic value and, thus, should be accessible for students.

Conclusions The proposed model, based on the analysis of modern standards of professional competencies of IT teachers, consists in a range of consecutive stages: defining the need for training, selection of courses for training, completing the courses, assessment of level of professional competence. The need for training is formed due to the following factors: emergence of new information technologies, new teaching technologies, requirements of IT companies to qualification of graduates majoring in IT, requests of students, and self-motivation. To define the need for professional competencies development, the existing standards (e-CF, ISTE) should be used, in accordance with the devised indicators for each set of competencies. The same indicators are to be used for assessment of professional competencies of teachers. Postgraduate courses can be used to substitute the advanced training courses. Additionally, it's possible to use training programs for teaching staffs of departments, which are based on MOOCs and form the necessary competencies.

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DOI: **10.5958/2249-7137.2021.00614.5**

PSYCHOLOGICAL FACTORS IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCES OF TRAINEES INCREASING QUALIFICATION IN THE SYSTEM OF PUBLIC EDUCATION

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ABSTRACT

This article discusses the ways and means to develop professional competence of teachers in refresher courses. The analysis of continuing education as a subsystem of continuing education, its main functions, goals, content, and ways to implement them. A description of the training module as means of organizing the activities of mathematics teachers in refresher courses by addressing decision educational problems; Professional development in the context of continuous education is considered not only as a type of additional vocational education, but also as a process of updating professional knowledge and skills of specialists in accordance with modern requirements for the level of their preparation. Considering professional development in the aspect of the process of updating professional knowledge and skills of specialists, Russian scientists give various characteristics (definition) the process of changing the qualities of a specialist, reflecting the main functions of professional development.

KEYWORDS: *Training, professional competence of the teacher, the content of teacher training, professional activity, efficiency of activity, professional development of an educator, methodical supplement for a qualification improvement system.*

I. INTRODUCTION

Professional development in the context of continuous education is considered not only as a type of additional vocational education, but also as a process of updating professional knowledge and skills of specialists in accordance with modern requirements for the level of their preparation.

Considering professional development in the aspect of the process of updating professional knowledge and skills of specialists, Russian scientists give various characteristics (definition) the process of changing the qualities of a specialist, reflecting the main functions of professional development.

V.V. Kraevsky, when defining advanced training, identifies the function of forming a new economic thinking corresponding to the modern stage social development: "... advanced training Is the acquisition of additional knowledge on the basic specialties and improvement of professional skills on the basis of understanding their own activities in the light of the knowledge gained "[2, p. 56].

B.S. Gershunsky in the definition of the concept of "advanced training" reflects the functions of continuous development intellectual and creative potential of specialists and advanced staffing of the latest achievements of scientific and technical progress: "Professional development and retraining of personnel ... includes a systematic update of knowledge, skills and abilities of workers, specialists and managers of industries, taking into account the latest achievements and the prospects for the development of science, technology, technology, economics and organization of production, both in our country and and abroad "[3, p. 77].

V.G. Onushkin, Yu.N. Kuliutkin, V.Yu. Krichevsky consider improving the qualifications of teaching staff as "... primarily and mainly the process of his progressive growth as a person and as a professional, a process that takes place throughout practical activity" [4, p. 28]. Thus, the authors emphasize the functions of satisfying a variety, continuously growing spiritual demands of workers; development of interest and improvement of skills and abilities of self-education, independent search for new knowledge.

A.Yu. Panasyuk, in characterizing the process of continuing education, describes such a function of it as improving vocational qualifications structure of society: "The process of professional development, of a specialist or leader is a change any parties, aspects of his professional activity, i.e. His professional attitudes" [5, p. 20]

E.M. Nikitin reflects both aspects of professional development: "Professional development is viewed as training in educational programs for growth professional competence, pedagogical and management skills, mastering new functional responsibilities (without obtaining a new specialty) by mastering modernized and expanded socio-cultural and professional programs "[6, p.225].

Professional development system created in Russia in the second half of the 60s of the last century, gradually integrated into the system of continuing education and is currently a subsystem of it. For the efficiency of the system of continuous education requires the implementation of the basic functions (professional and personal development of a person and his adaptation to a changing situation) by each of its subsystems. Within the framework of the subsystem of additional professional education, I.V. Ilyina, G.N. Podchalimova, T.I. Shamov allocate the corresponding social and pedagogical functions, reflecting the goals of the postgraduate education. Acmeological - the development of the human potential of specialists, their spiritual and moral qualities, subjectivity, creativity, individuality. Service - meeting the needs of the professional sphere in qualified personnel. Diagnostic - training based on the results of diagnostics of the level of professional competence, personal needs of students. Compensatory - Elimination of gaps in the basic professional training of specialists, making adjustments to their theoretical knowledge, skills and practical experience. Innovative - the destruction of the

prevailing negative stereotypes of professional activity of specialists, restructuring of thinking and activity, the formation of analytical skills, allowing to understand the essence of processes, phenomena, as well as preparing students for the implementation of various innovations that are significant for improving quality and efficiency of the specialist's work. Predictive - the development of the ability of students anticipate future problems of professional activity, develop anticipatory constructive models their permission, provide for the consequences of the professional solutions.

II. METHODS

The analysis of different psychological theories on the base of the systematic, personal-oriented active and complex acmological approach to the definition of the term "professional development of a teacher" is presented in this article. The problem of professional development of a teacher in the system of qualification improvement is raised. A suggestion of the necessity to work out and to support scientifically optimal conditions of teachers' professional development in the system of qualification improvement which lets to reveal new reserves of their professional activity effectiveness is put forward.

In connection with the deep and rapidly proceeding socio-economic changes taking place in our country, the democratization and humanization of society, training and advanced training institutions are faced with the task of resolving the contradiction between the requirements new practice and the consciousness of teachers saturated with traditional stereotypes.

Since the personality of a specialist acts as a means of professional activity, close attention is required to the peculiarities of the process of his professional development, to the conditions affecting influence him. For domestic and foreign psychology as a whole, the problem of professional development is not new. Selected questions and aspects of this problem in one or a different degree have already been investigated earlier by educators and psychologists, sociologists and philosophers. Analysis of domestic works on this subject indicates that research professional development is carried out within the framework of several approaches, among which should be highlighted: personality-activity; systemometractive (defineddivision of professionally important qualities a teacher as a subject of activity); activity (identifying patterns professional growth of the teacher thanks to the study of the effectiveness of its activities); holistic, complex, acmeological (interconnected study of the teacher's personal and professional growth).

Supporters of the first direction, relying on the analysis of activities from the point of view its structure and success; highlight the qualities of the teacher, which, in their opinion, can ensure the effectiveness of the process. Under such qualities imply the teacher's professional skills (F.N.Gonobolin, M.A. Danilov, V.A.Krutetsky, N.V. Kuzmina, etc.), pedagogical abilities (S.G. Vershlovsky, F.N.Gonobolin, V.N.Koziev, Yu.N. Kuliutkin, N.V. Kuzmina, V.A.Krutetsky and others); Later V.A. Krutetsky shares the concept of "pedagogical abilities" and "professionally significant personality traits", considering the first part of the second. The works of the named authors contributed to the creation of a professional portrait a teacher, which was the basis for the deployment of career guidance activities, professional selection and training of teachers.

III. RESULTS AND DISCUSSION

In the last decades of the XX century; in pedagogical science, a direction was defined that studies the problem of professional development on the basis of a systematic research-activity approach (O.S. Anisimov, A.A. Derkach, N.A. Masyukova, B.V. Palchevsky, P.G. Shchedrovitsky and others); Representatives of this direction are considering professional work of a teacher as a poly structural, poly disciplinary and poly functional dynamic system, which includes, in addition to purely pedagogical also research, methodological, design, management and other types activities. To characterize professional development, these scientists are most often use the concept of qualification, which is not understood as the sum of subject-professional knowledge, but organizational and activity competence - the ability not only fulfill, but also evaluate your activity. Methodological reliance on the theory of activity, on the one hand, allows you to leave from randomness in the selection of qualities, to cover all components and reasonably record the stages of professional growth, with the other - reduces the characteristics of the teacher to a subjective level, not taking into account his personal qualities. Increased interest in personality, characteristic of science at the end of the 20th century; In general, has led to an interest in research on professional development based on a personal approach (N.A. Astashova, G.G. Gorelova, O.P. Morozov, etc.). Their main feature is the concentration of attention on the individual teacher, his value orientations, semantic formations, individual style activities, etc. But commitment to the idea interiorization, social determination personal structures does not allow authors break out of the subject-object perception of the world. For example, some authors, considering the value sphere of the teacher an internal regulator that determines it attitude to the outside world and character professional activities, consider the process of forming value orientations as mastering pedagogical knowledge, social values, as the interiorization of specific patterns of behavior, social norms and rules...

The study of the personal and professional growth of a teacher on the basis of a holistic and integrated approach was carried out in the 1970s and 1980s. V.A. Slastenin, N.F. Talyzina and others; Later, these attempts found continuation in studies conducted on the basis of the acmeological approach (B.G. Ananiev, A.A. Derkach, N.V. Kuzmina, N.V. Kukharev and others); from an acmeological point of view, the professional maturity of a teacher is considered in the unity of individual-personal, procedural-technological and self-actualization components. The main, pivotal among them self-actualization acts; A holistic approach to the study of a person in professional activity is carried out in accordance with the theoretical model of a person proposed by B.G. Ananiev: individual, subject of activity, personality, individuality. All the studies discussed above have developed normative models the personality and activity of a specialist on the basis of the formation of professionally important qualities as a result of the interaction of the individual with society through the interiorization of the norms inherent in this society. The central category, reflecting the essence of the interaction between a person and a profession, is professional development, which in psychology is considered as a fundamental process of human change, as explanatory principle of the formation of professionalism and as the value of the professional community.

A similar understanding of this phenomenon raises the question of finding an adequate approach to study it. In psychological science, as we noted above, today there are various methods for analyzing the professional development of teachers. Each of them developed his own class of representations and corresponding concepts that are not derived from any one category common to them.

At the same time, they complement each other and therefore can be combined into the framework of a single personality development approach.

L.M. Mitina in her research notes the need to introduce a special concept of professional development teachers, not reducible to any procedural, nor to the performance characteristics. Thus, professional development understood as growth, formation, integration and implementation in pedagogical work professionally significant personal qualities and abilities, knowledge and skills, but

The main thing is as an active qualitative transformation by the teacher of his inner world, leading to his fundamentally new structure and way of life. Ideas integrity, unity, systemic organization of the teacher's labor made it possible to present this the most complex mental reality in the form multidimensional space consisting of three interrelated: the personality of the teacher, pedagogical activity and pedagogical communication. Each of them has its own coordinate system, its own central system-forming basis, uniting into a common multidimensional space by integral characteristics of the teacher's personality, which determine the optimal functioning and development of not individual aspects, but work of the teacher in general.

In psychological research of a personalistic nature, the emphasis is on not so much on the definition of the essence and components of pedagogical professionalism, but on the study of the mechanisms of its development. Improving teacher skills is studied in the context of personal development, during which changes structure and content of professional activities. Professional and personal development, according to scientists, is determined by internal conditions - consciousness and individual position. The fundamental condition for the development of mastery is raising the level of professional self-awareness, which is manifested in the transformation of their inner world. Personal-professional process teacher development is to achieve new semantic levels, it is determined the form of psychological regulation, the specificity of personal centralization ... Driving intrapersonal contradictions are called the force of professional development, but the latter can acquire destructive features and hinder this process. So, according to L.M Mitina, the integral characteristics of the teacher's personality are pedagogical orientation, competence, flexibility - determine the efficiency of labor and are the object of professional development.

A fundamental condition for the professional development of a teacher is the transition to a higher level of professional self-awareness. The constructive resolution of the teacher's intrapersonal contradictions acts as the driving forces of professional development. Professional improvement obeys principle of self-development; nevertheless, the teacher needs psychological help in raising the level of self-awareness, in the transition from the external determination of vital activity to the internal one. To this end, psychologists offer a variety of trainings, specially organized procedures that promote self-knowledge, self-esteem, self-stimulation for development, self-control, etc.

IV. CONCLUSION

Considering the problem of professional development, E.F. Zeer claims that it is changes in the psyche in the process of mastering and performing professional activities. The object of development is the subject activities. The factors that determine this process are the socio-economic situation and the leading activities,

First - educational and professional, then vocational education and finally vocational ... The growing demands of society for quality of education and pedagogical professionalism have determined the priority focus of the process of increasing qualifications to support the professional development of teachers.

Dynamism of modern public life, increasing requirements for the personal and professional development of the teacher identified the need to change priorities in professional development, their focus on supporting transformative pedagogical activity, carried out by the teacher himself, for personal and professional growth, for providing conditions for the independent solution of life and professional problems, which is becoming increasingly important in the development of content and technologies for advanced training.

Analysis of works devoted to the problems advanced training (I. Yu. Aleksashina, V. G. Vorontsova, I. D. Demakova, I. I. Zaretskaya, G. L. Ilyin, I. A. Kolesnikova, N. A. Masyukova, E. M. Nikitin, N.A. Perelomova, E.I. Rogov, A.P. Sitnik, R.Kh. Tilneeva, K.M. Ushakov, I. D. Chechel and others), call draws the conclusion that the system of professional development can, to varying degrees, affect the personal and professional teacher development: provide enough its rapid pace, to determine new directions, to stimulate the process of personal and professional development. Nevertheless, the modern organization of the professional development process does not sufficiently take into account the laws and patterns that lie in the basis of the personal and professional development of the teacher. It should be emphasized that the short duration of this process does not allow sufficiently harmonize external stimulation with the personal and professional development of the teacher; therefore there is a need to create psychological conditions for supporting the teacher as subject of personal and professional development. It is the knowledge of yourself, your personality, their professionally significant qualities will allow specialists to effectively plan and carry out their own professional activities. Insufficient knowledge of yourself, your strengths and weaknesses, lack of subtle differentiation of one's own emotional states - all this complicates professional and personal growth of teachers. Professional process the teacher's development is determined by constructive overcoming of difficulties that constantly and inevitably arise in pedagogical practice, which ensures the transition to a higher level of professional self-awareness. To ensure such development, it is necessary to determine the conditions: compliance of the teacher's personality with the requirements profession, optimization of the process of pedagogical activity of a specialist, change and improving the psychological components of professional development. One of the most effective forms of ensuring these conditions is the organization of courses in the conditions of the institution of improvement qualifications (M.E. Khvatsev, V.I.Seliverstov, R.Kh. Gilmeeva and others). This is confirmed used in the process of increasing qualifications of special psychological and pedagogical tools that allow the teacher to learn to identify the features professional development and thus optimize the professionalization process. However, the analysis of the existing system professional development of teachers showed that it needs to be expanded and refined with the purpose of further research on the psychological conditions of professional development and determining its methodological support.

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DOI: **10.5958/2249-7137.2021.00615.7**

FOREIGN AND LOCAL ANALYSIS OF THE STAGES OF DEVELOPMENT OF INFORMATION COMMUNICATION TECHNOLOGIES IN EDUCATION

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ABSTRACT

The article examines the foreign and domestic analysis of the stages of development of information and communication technologies in education. The situation of the use of information and communication technologies (ICT) in education is also studied. The Internet has changed the way people use information and knowledge, the way they communicate. Technology is one of the fundamental general scientific concepts of the present time. The concept of pedagogical technology appeared in the twentieth century and is passing through various stages of development. Initially, this concept was used as "educational technology" from the 1940s to the mid - 50s, expressing the use of audiovisual techniques in the educational process. The concept of pedagogical technology originally began to be used in the US in the middle of the XX century. The terms " pedagogical technology "and" educational technology" were used in relation to teaching only with the help of technical means. Over time, as a result of the increase in the level of their application, the content also changed accordingly.

KEYWORDS: *Educational technologies, Mass open online courses (MOOCs), Distance education technologies, the impact of technologies, E-learning, Information and communication technologies (ICT).*

INTRODUCTION

The Internet has changed the way people use information and knowledge, the way they communicate. Technology is one of the fundamental general scientific concepts of the present

time. ICT is a technology that can be used remotely. The comparison of the dynamics of the development of educational technology in Russia and abroad made it possible to determine the following. The significant difference in the speed of use of pedagogical Technologies is discussed in more detail as follows.

As a result of the content, purpose and functions of education-training periods pass, its forms and methods are improving. Now, the main directions of human activity are turning from this activity into a holistic system, that is, Technologies, which give the opportunity to fully realize the intended goals. In a similar field of Education began to apply pedagogical technology in recent years. In the technology of production, the processing of various materials is carried out by masters of the respective profession. And the content of pedagogical technology is an expression by a teacher, educator from different ways of influencing the reader (educator) from a mental, spiritual, moral gist.

The concept of pedagogical technology appeared in the twentieth century and is passing through various stages of development. Initially, this concept was used as "educational technology" from the 1940s to the mid - 50s, expressing the use of audiovisual techniques in the educational process. The concept of pedagogical technology originally began to be used in the US in the middle of the XX century. The terms " pedagogical technology "and" educational technology" were used in relation to teaching only with the help of technical means. Over time, as a result of the increase in the level of their application, the content also changed accordingly.

So far, in order to establish a single definition based on modern science, the concept of pedagogical technology has been substantiated by several large scientists of different views and views. From the middle of the 50 - ies of the last century to the 60 - ies, the term "educational technology" was used, which meant programmed education. In the 70-ies, the term " pedagogical technology" was used, which represented a training process that was designed from the very beginning and guaranteed the achievement of clearly defined goals.

In 1979, the US Association of pedagogical communications and technology described pedagogical technology as follows: "pedagogical technology consists of a complex integrative process that includes the analysis and planning of the problem, assessing the solution of the problem and the methods by which it is managed, ideas, tools and activities that cover all aspects of the mastering of knowledge." www.ziyo.uz.com the library was told to create computerised and information technologies in education as pedagogical technology from the early 80s.

On the basis of the above points, the concept of pedagogical technology can be interpreted in two ways: firstly, it is implied that it expresses the subordination of the use of technical means in the educational process, and secondly, it can be concluded that this concept denotes the technology of self-construction of the educational process [1].

In the 60-ies of the last century, when the first steps were taken in the field of Information Technology, no one imagined how this could affect the progress of mankind. Information, information and Communication Technology (ICT) or media technology is now firmly established in every aspect of our lives. With the development of information and Communication Technologies, Technology has also changed.

(M. Eraut, R. Stakenas, R. Kaufman and other)

Programmed training was introduced. Attempts to introduce problematic education were activated.

The base of pedagogical Technologies has been established: the psychology of education, the theory of the management of the cognitive activity of teachers and students, the results of which are introduced new studies, has been scientifically established. The period is characterized by the introduction of a strict system.

Since 1989, the democratization of the educational sphere vocational education is aimed at production with the aim of satisfying the requests and interests of the individual.

Educational technology is understood as the emergence and development of interactive educational tools, attempts on the basis of a multifaceted approach. The essence of the modern pedagogical process is studied.

Computer auditoriums, distance learning centers are established abroad. The number and quality of programmable learning tools has increased and interactive systems have been widely used. In Russia, new educational technologies began to develop with the use of Remote Technologies, which were previously implemented through postal communication.

Information and technology: this period is characterized by a new trend of convergence of two directions.

Actively engaged in education from information and communication technologies (ICT), they sought opportunities for education. In 2008 - mass open online courses (OOOK) -electronic courses, with the help of which they created teaching methods. The use of ICT remains episodic (limitation), distance learning technologies are poorly developed.

Since 2014, it is planned to switch from the mass media system to continuous education, which is characteristic of the industrial economy, aimed at accelerating the pace of updating educational technologies, as well as education oriented to the individual.

DEVELOPMENT PERIODS	INFORMATION TECHNOLOGY IN THE USA AND WESTERN EUROPEAN COUNTRIES SPECIFIC FEATURES TO LEARN	SPECIFIC FEATURES OF EDUCATIONAL TECHNOLOGY IN EUROPEAN COUNTRIES
1-period 1940-1950 years	Educational technology - this period in the US and Western Europe, which is understood as the introduction of technologies into teaching, is characteristic. Audiovisual means in the educational process - tape recorder, television, radiolar, players, and cinema.	In the Soviet Union, this period is characterized by the following transformation of only traditional educational technologies; the tasks of information and education at the Institute of students have become topical.
2-period 1950-1960 years	Educational technology-understood as the implementation of a technological approach with a technical approach. Also improve its effectiveness in the organization of the educational process. (B. Skinner, S. Gibson, T. Sakamoto and others).	
	Audiovisual feedback tools were developed, programmed training sessions	Later, traditional educational technologies were used, and

	in schools, lingaphone rooms, training machines, simulators, tools for systematization of programs were introduced: programmed textbooks, didactic machines for control of knowledge, etc.	film proses, filmscopes, radio educational technical tools were introduced in part.
3-period 1970-90years	Educational technology is understood as the management of the educational process with clearly defined objectives, the solution of Information Technology and didactic problems (M. Eraut, R. Stakenas, R. Kaufman and other.)	
	Programmed training was introduced. Attempts to introduce problematic education were faollashdi. The base of pedagogical Technologies has been established: the psychology of education, the theory of the management of the cognitive activity of teachers and students, the results of which are introduced new studies, has been scientifically established.	The period is characterized by the introduction of a strict system. Since 1989, the democratization of the educational sphere vocational education is aimed at production with the aim of satisfying the requests and interests of the individual.
4-period In the mid-1990s - At the beginning of 2000 years	Educational technology is understood as the emergence and development of interactive educational tools, attempts on the basis of a multifaceted approach. The essence of the modern pedagogical process is studied.	
	Computer auditoriums, distance learning centers are established abroad. The number and quality of programmable learning tools has increased and interactive systems have been widely used.	In Russia, new educational technologies began to develop with the use of Remote Technologies, which were previously implemented through postal communication.
5-period From the year 2000 Until now	Information and technology: this period is characterized by a new trend of convergence of two directions.	
	Actively used information and communication technologies (ICT) in education, they sought opportunities for learning. In 2008 - mass open online courses (OOOK) -electronic courses, with the help of which they created teaching methods.	The use of ICT remains episodic (limited), distance learning technologies are underdeveloped. From 2014, the transition to the media system is planned. Continuing education, which is typical of the industrial economy, is aimed at person-centered education, as well as accelerating the pace of updating educational

		technologies.
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The history of the development of pedagogical technology is inextricably linked with certain stages:

- * 1946 year. Audiovisual education is included in the University of Indiana in the United States (author -L. K. Larson).
- * 1954 year. The program is based on the training plan (author-professor B.F. Skinner).
- * 1962 year. The Department of educational technology was opened at the University of Southern California (head of department-D. D. Finn);
- * 1968 year. The LOGO programming language has been developed and applied to the educational institution. (Head of the Massachusetts Technological institute in the USA Peyper);
- * 1976 year. The first personal computer was created "Apple" (authors-Steve Jobs and Steve Wozniak);
- * 1981 year. In the display classes, special software tools were used for educational purposes.
- * 1990 years. Interactive technologies have been used in education.

In order to optimize the educational models, it is the system of creating, applying and identifying the process of mastering the entire teaching and knowledge, taking into account the human and technical resources and their interaction. (UNESCO)[1].

As can be seen from the analysis of the development of educational technologies, the main goal at each stage of its development was the introduction of pedagogical technologies into education. However, to do these at all levels, educational management will have to pay great attention to the following:

Ensuring the openness of education through the creation of competitive education electronic edition of educational programs, the use of Remote Technologies, video, audio, text, lectures;

- To train teachers and improve their computer literacy skills.

Introduction of methods of using ICT:

- Equip classes with computers, audio and video displays, etc.

-Full use of computer and internet as an educational tool in educational activities;

Educational technologies are of particular importance not only in the development of the educational sphere, but also in general lead to the radical development of the country. Therefore, the best pedagogical technologies, including the traditional ones, should be supplemented with the possibility of using ICT in the most competitive conditions.

At each stage of the process of training qualified personnel, it is necessary to carry out certain tasks in order to effectively organize the educational process, to wait for it to the higher stages, at the same time to bring it to the level of World Education. Indeed, at the first stage of this process (1997 — 2001 years)"... development and introduction of educational —methodical complexes and new generation of didactic and information supply in the educational process" in the second stage (2001 -2005 years)"... continuing to develop the material technical and information base of educational institutions, providing the educational process with high-quality educational

literature and advanced pedagogical technologies" and in the third stage (2005 and subsequent years)"... such urgent tasks as" further development of resources, personnel and information bases of educational institutions, complete provision of educational process with new educational-methodical complexes, advanced pedagogical technologies" are positively resolved.

Pedagogical technology (PT) is a sphere of knowledge, with the help of which in the 21st century in our state there will be radical deviations in the field of education, Teacher activity has been renewed, free thinking, thirst for knowledge in students - youth, humanism have been systematically formed. The main idea that lies on the basis of knowledge is also a humanitarian one, which understands the unity of nature and Man, which is patient, satisfactory, which refuses to give up the method of post-emptive and false thinking, which respects the idea of others, which is intended to form such personality qualities as national cultural and universal values. To what extent is the solution to this issue related to the technology of Education? The concept of technology came into science in 1972 year in connection with technical progress, and in Greek there are two words-Technos (technos) - art, profession and logos (logos) - science, which means the science of profession, formed from the words doctrine.

However, this expression cannot fully describe the modern technological process. The technological process always assumes the execution of actions in a certain sequence, using the necessary tools and conditions. More precisely, the technological process is the work of the worker on the creation of a product as a result of the gradual exposure to the objects of cocktails with these cocktail weapons. Namely: PT is the process of influencing the pupil (student) under certain circumstances with the help of the teaching (teaching) tools of the teacher (teacher) and intensive formation of the personality attributes defined before them as the product of this activity.

This approach to education in the pedagogical thinking of world is not a novelty. In the XVI century, Yan-Amos Komenskiy, the author of "great didactics", wanted to put the educational process into the form in which "in it each method and things had to be placed in such a way that the time was groundbreaking", "the whole pedagogical process should have gone unnoticed like a well-tuned clock." Teachers of the XXI century reached the dreams of the great pedagogical Komenskiy, taking the name of this social event pedagogical technology, serving as a guideline to teachers and educators of the whole world.

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DOI: **10.5958/2249-7137.2021.00616.9**

LINGVOCULTURAL ASPECTS OF BORROWINGS FROM ENGLISH TO UZBEK LANGUAGE

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ABSTRACT

The present article is dedicated to the lingvo cultural analysis of borrowed words from English to Uzbek, which are frequently being used in the letters" daily life. It is understood that there is a system of unique signs or features render languages distinct from each other. Uzbek and English languages are no exceptions. We recognize variations in grammatical form under systemic discordance. Such thematic groups are based on hierarchical (hierarchical) relationships in the language. Creation of relations between nations and supremacy English as a market language triggers a great influx of words into Uzbek. Words, thereby enriching the word-stock It was untouched by the impact that English had on our language in all facts of life, educational, political and hardly any walk of life. In the following article a diverse range of types will be analyzed according to various spheres.

KEYWORDS: Borrowed Words, Loan Word, Translation, Adopting, Thematic Groups, Fixed Expressions, Native Words.

INTRODUCTION

Language plays an important role in developing a world image. Nevertheless, the diversity of language and symptom logy units also plays an important part. O. A. Kornilov said about function of communication as a national means of having a semantic perspective. And on the basis of each language, vocabulary occurs in special topics [O.A. Kornilov, 1999, p.75].

A further significant concern is because there is no vocabulary without new definitions or phrases in the world. Since, through the far-reaching progression of culture, various nations have made interrelationships that have contributed to new concepts and terms emerging in the language.

The opinion of V.V.Vinogradov about the role of new word formation in linguistics is exemplary. According to him, while the formation of terms is important in the science of linguistics, it is approached by lexicology - the science of the lexical structure of the language, and in turn by grammar - with the doctrine of form formation and word syntax. The number of supporters of this view is growing day by day. As we look at the formation of new words, we can see that the typological similarities of languages in this area are as obvious as their differences. This is confirmed by the results of research on five Slavic languages (V.A. Nikonov 1962, pp. 103-116) and three Germanic languages (V.V. Gurevich, 1970).

The Grammatical structures of the English and Uzbek languages are somewhat different. Aspects of type and genetics; if the English is part of the party of the Indo-European languages; Uzbek is part of the party of the Turkish languages [Rahimov, 2016, p. 100]. It says it's theirs. Grammar structures are completely opposite. English is an empirical language focused on the grammatical form. It means the English is rich with grammatical speech patterns and has a tight sequence of phrases. Uzbek is a language of agglutination. It is also rich in linguistic intonations, but each inflection can really only convey one type.

Modern linguistics emphasizes assimilation neologisms (the Greek word "neos" is new and the word "logos") as the main characters in the evolution of linguistics.

The new word means the enrichment of the vocabulary. All the processes in the formation of a new word are called neology. Assimilation neologisms are rapidly formed and developed in areas where news and information spread rapidly. As mentioned above, assimilation neologisms are also formed from existing words, abbreviations, acronyms, and by changing the sounds of a word.

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

The following types of neologisms are observed in the language:

- Variable is a neologism with a new meaning, used in a narrow sense only by representatives of culture.
- Widespread - assimilation neologisms used by society, but not yet linguistically accepted.
- Stable - all recognizable, used and continuous neologisms.

There are the following types of neologisms:

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

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

Political is a term widely used to describe new terms and commands introduced into politics and economics. Wide spread, popular - spread through the media. In scientific and technical texts there are many neologisms of several components. This type of term is characterized by the

separation of their independent meanings. Assimilated neologisms in the terminological system express the concept of a certain field, they are concepts related to a particular group of objects, processes.

Each terminological group has a common element. For example, the word agro from the linguistic unit - agronomy, agro economics, agribusiness, and agro-industry - is a key element of the neologisms.

They are semantically translated words. We can see that the word from a foreign language corresponds to the Uzbek language in terms of meaning and form. For example, confort (home services) is represented in English as comforts. The rich stylistic and social status of the acquired words plays an important role. It serves to remember the society, culture, living conditions: the richness of the acquired words is reflected in the words leader, flirt, baby-sitter, and week-end. English words and phrases are sometimes short. It should be noted that some words that entered the Uzbek language have not been changed, including flirt, leader and other words. Uzbek phonetics and English man ship are well established among Uzbek speakers, as in the bar, film, sports (bar, film, sport), and others discussed above.

Similarly, in the field of economics, many English-language neologisms are used, and some of them are even becoming international. For example, if we consider the term "businessman", it is clear that the term "business + man" is composed of components in the form of "noun + noun". The term "businessman" translates to "entrepreneur." At the same time, it should be noted that this term is applied to a male entrepreneur, because the term "businesswoman" is applied to a female entrepreneur.

It is obvious that in the construction of this assimilation neologisms in English, special attention was paid to gender.

Also, many neologisms of economic assimilation through the addition of words are now actively used: For example: Agro business - "agrobizness" a business in agriculture. In a broad sense, this includes agricultural businesses. Agrofirma - (agrofirma) is an enterprise that grows certain types of agricultural products and processes them on an industrial basis. Hyperinflation - (giperinflyatsiya) is characterized by excessive inflation, a sharp rise in prices, a very rapid decline in the value of money, the reduction of the desire to earn money. Macroeconomy - (makroiqtisodiyot) is a national and world economy at the national level, which unites the material and intangible sectors of production throughout the country.

Microeconomy - (mikroiqtisodiyot) an economy of enterprises, firms, that is, the primary, primary link of the economy. It deals with concepts such as constraint, choice and alternative value, as well as production and consumption. So far, most of the textbooks, textbooks, manuals on economics for students of non-economic educational institutions, including higher education in the field of teacher training, cover the complexities of neologisms and concepts of economic development. Little attention is paid to the specifics of educational institutions.

Below, we classify the words of the thematic group in the field of soci-political, economic, cultural-educational and sports on the basis of internal divisions.

➤ Name of food: steak, hamburger, yogurt, cake, ketchup, jam, etc.

- Fabric names: belting, upright, reps, sheviot, nylon, cover, etc.
- Name of vehicles: trolleybus, express, tram, pickup, liner, trailer, tanker, etc.
- Scientific terminology:
- Fields of science, names of directions: logistics, ufology, management, etc.
- Economic sphere and trade: leasing, export, banknote, broker, warrant, voucher, grant, dumping, dealer, discount, import, importer, investor, barter, budget, marketing, manager, holding, clearing, consulting, bartender, businessman, business vs.

There are more than 20 language acquisitions that have had a significant impact on Uzbek lexicon. There are also a number of other language acquisitions that are not active in our language. After independence, the amount and development of meaning of English words is unique. Due to the novelty of the assimilation, there are cases when they are written differently in the sources. Even in the explanatory dictionary of the Uzbek language, the spelling of some lexemes, such as notebook, yogurt, player, blooming, canister, (noutbuk//notbuk, player//player, bluming//blyuming, kanistr//kanistra) has two different forms. Words like this are so common in our lexicon that we think their spelling should be kept as diverse as possible.

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DOI: **10.5958/2249-7137.2021.00617.0**

DIFFERENT APPROACHES TO TEACHING ENGLISH IN CONTEMPORARY TRENDS

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ABSTRACT

In this article analyzed the importance of the modern technologies and innovative methods of teaching English as a foreign language and carried out recommendations to improve the teaching methods. Contemporary trends it's important to use the innovative methods in educational institutions. Modern approaches in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and develop the internalization of the educational process. In the context of teaching English it's crucial to use the innovative methods. The use technology has become an important part of the learning process in and out of the class. Every language class usually uses the some forms of technology. This enables teachers to adapt classroom activities thus enhancing the language learning process.

KEYWORDS: *Traditional Teaching, Technology, Mobile Learning, Web-Based Learning, Social Media.*

INTRODUCTION

Nowadays, in contemporary trends it's important to use the innovative methods in educational institutions. Modern approaches in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and develop the internalization of the educational process. In the context of teaching English it's crucial to use the innovative methods. The use technology has become an important part of the learning process in and out of the class. Every language class usually uses the some forms of technology. This enables teachers to adapt classroom activities thus enhancing the language learning process.

It's important that in the lessons English language learners felt the beauty of a foreign language. This may be used by the use of different active forms and methods of work. In the process of

education and upbringing of the modern generation one of the main aspects in addition to emotional development is increase of the intellectual potential of students. Currently, English class students are given a very large amount of information, influencing the process of training. The using of international technologies in learning language is very effectively as the function of the technologies is wide. The introduction of informational technologies in the educational environment of English language lesson allows learners to enhance and to stimulate the interest of students activate their thinking, the effectiveness of learning, individualize instruction, increase speed of presentation. This, in its turn, enables assimilation of information and rapid adjustments knowledge. Technology-enhanced teaching environment is more effective than lecture-based class. Teachers should find methods of applying technology as a useful learning instrument for their learners although they have not learnt technology and are not able to use it like a computer expert. In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. This method must be changed concerning the development of technology. The usage of multimedia texts in classroom assists learners in become familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts¹. In this context, any scholars expressed their different point of views. For instance, Bennett, Culp, Honey, Tally, and Spielvogel (2000) asserted that the use of computer technology leads to the improvement of teachers' teaching and learners' learn in the classes. The use of computer technology helps teachers meet their learners' educational needs². The application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. The positive effect of computer technology does not come automatically; it depends on how teachers use it in their language classrooms.

There are many kinds of technologies which can be used for teaching instruction:

Firstly, different forms of social media that allows individuals to share personal information or join groups with one another, maintain or make relationship with others. By the using of the social media students develop their communication network with other students, enhancing students' communicative competence, and enabling the teacher to acknowledge authentic chance to use English with technology;

Secondly, Web-based learning is another way to learn using web-based technologies or tools for learning or simply said it is a way to interact with teachers, other students, or learning material using computer and internet. the websites available seems not having high potential learning, but they can be attractive sources for English learners as they provide interesting ways to keep the learner learning via games or interesting activities.

Another way of the teaching English is mobile learning. Mobile learning has the positive effects for students in producing the quality of a text and also making the students more independent and being motivated in learning. Noriega (2016) conducted a study on the use of mobile learning, in this case Podcast to improve writing in English as Second Language in Columbia. Podcasting is a device to listen or watch an audio or video broadcast. The broadcast is published on the internet and downloaded to a desktop or laptop, and then it is copied o the device. The user can choose when, where, and how to watch or listen it. Noriega's study implies that mobile technology could

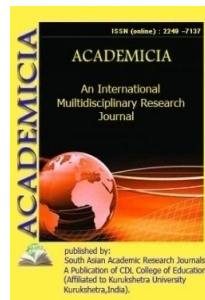
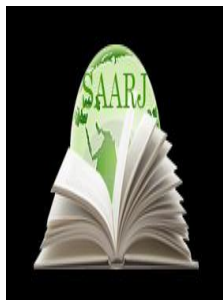
be an alternative source for teaching writing by incorporating it into traditional using genre approach³.

It can be concluded that nowadays it's important to attract learners by new methods. The computer technology is an integral part of the learning activity through which skills are transferred to learners. Language teachers should urge their learners to use technology in developing their language skills. Universities should regard technology as a significant part of teaching and learning programs. Technology experts should provide extra assistance for teachers who use it in teaching their English courses. Teachers should create technology-integrated lesson materials. These materials should concentrate on teaching and learning, not just on technology issues. As it was truly pointed out that "under the conditions of the requirements of new standards of teaching foreign languages in Uzbekistan, the teaching process should move to a fundamentally new stage; New development is necessary for the formation of a new type of linguistic personality. To achieve these goals, the learning process should be organized in such way that the child becomes the subject of the educational process, the person who is ready to learn lifelong. That is why a modern English lesson should be built in a completely new way. In this regard, the use of interactive methods in the teaching process has an undeniable advantage for both students and teachers⁴".

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DOI: **10.5958/2249-7137.2021.00626.1**

SCIENCE IN LITERATURE: USE OF CHEMISTRY IN THE DETECTIVE FICTIONS OF AGATHA CHRISTIE

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ABSTRACT

Literature reflects life and science unravels the mysteries of life. Yet, literature and science always have been in the two different ends of mindset. Apart from science fiction few authors have used science as a character in their creation. This article takes a look at the works of the celebrated detective fiction writer Agatha Christie as an example where this stereotype of opposition of these two themes has been broken effectively. She has used science as an important element in her novels and short stories. Agatha Christie was trained as a pharmacist and worked as one in the World War I. She used her knowledge as a pharmacist and uses and effects of different drugs in many of her detective novels. This article reviews the extensive use of scientific knowledge and specially that of all branches of Chemistry: organic, inorganic and biochemistry in her work in a quantitative and objective way. It shows that the use of chemistry by the author is more extensive than previously analyzed. She has used chemicals not only as poisons but has used them in more innovative manner, respecting their unique properties. Interestingly, the use of science has elevated her creation, rather than weighing it down as is evident from her ongoing popularity.

KEYWORDS: Agatha Christie, chemistry, literature, poison, science.

ACKNOWLEDGEMENTS: This article was written with no financial assistance. The author acknowledges Shri Shikshayatan College for their support. Last but definitely not the least the author acknowledges Agatha Christie for being the writer she is

Science in Literature: Use of Chemistry in the Detective Fictions of Agatha Christie

INTRODUCTION

Agatha Christie has used science, specifically chemistry as a central pivot in many of her works. Agatha Christie is known as one of the best crime writers in the world with millions of her books being sold even today after 44 years of her death. She was famous for using poisons as one of her most preferred ways of creating a plot and weaving her novels around it (Klein, 1994: 58-59). She served as a pharmacist in the 1st world war and her training made her well conversant with the sources, pharmacology and toxicological effect of drugs (Christie, 1977). There have been studies related to the use of chemistry in her writings but they are qualitative and though credits her scientific knowledge but does not explore the extent of her use of that knowledge in her writings (Bargainnier, 1980: 167-189 ; Maida and Spornick, 1982: 68-84). Also all studies have looked at how she has used chemicals as poison but none has studied how she has used chemistry in its various forms throughout her writings (Harkup, 2015). This article takes a quantitative and objective look at how extensively and to what extent she has used her knowledge of all branches of Chemistry; inorganic, organic and biochemistry to make her stories interesting.

METHODOLOGY: The novels and short stories of Agatha Christie were first classified according to their method of committing the crime. Then the writings that use chemicals or other forms thereof were classified according to the chemical used. This article makes no distinction between how she has used the chemicals, be it killing the victim, drugging the victim and many other uses. The results were analysed with the software MS-EXCEL.

RESULTS AND DISCUSSION: Agatha Christie has written 67 detective novels and has 15 short story and play collections (McAllister and Riley, 1989: 352-354). She created many fictional detectives, amongst which the most famous are Hercule Poirot and Miss Marple. Figure 1 gives a pictorial presentation of the different methods of murder used by Agatha Christie in her novels and short stories. It is seen that poisons is the main method used by Agatha Christie. She has used as many as 31 different chemicals in her writings as poisons or otherwise with very accurate symptoms and effect and ways of procuring them, either from shops or from natural sources.

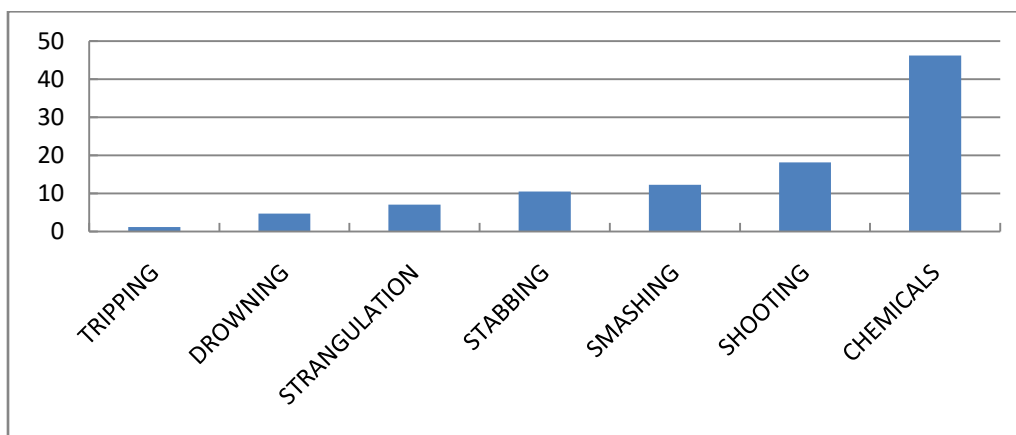


Figure 1. Various methods of committing murders employed by Agatha Christie in her novels and short stories (in percentage)

TABLE 1: CHEMICALS USED BY AGATHA CHRISTIE IN HER WORK

(ALPHABETICALLY ORDERED)

** Chemicals not used for Murder

Sl. No	Chemical used (Total number of times used)	Name of the Fiction
1	Arsenic(5)	The Cornish Mystery, The Tuesday Night Club, The Lernean Hydra, After the Funeral, 4.50 from Paddington
2	Acid (Corrosive) (1)	Murder in Mesopotamia
3	Boracic Acid** (1)	Hickory Dickory Dock
4	Chloral Hydrate(3)	Seven Dials Mystery, And Then There Were None, The Clocks**
5	Chloroform**(1)	The Plymouth Express
6	Cyanide (any form) (11)	The Adventure of the Egyptian Tomb , The Big Four, The Moving Finger, Wasp's Nest , The Blue Geranium , Yellow Iris , And Then There Were NoneX2, Sparkling Cyanide, A Pocket Full of Rye, The Mirror Cracked From Side To Side, Endless Night (KCN)X2
7	Ethyl Chloride**(1)	The Big Four
8	Iodine and Starch**(1)	Motive Vs. Opportunity
9	Litmus Papers**(1)	The Blue Geranium
10	Phosphorus (1)	Dumb Witne
11	Thallium(1)	The Pale Horse
12	Trinitrine (1)	The Chocolate Box
13	Veronal(3)	The Murder of Roger Ackroyd, Thirteen at Dinner , Hickory Dickory Dock
14	Biochemical Specimens	Cards On The TableX2 , Murder Is Easy , Death in The Air , The Flock of Geryon, The House of Lurking Death

She has used some chemicals which are of inorganic origin, some organic chemicals of non plant origin and some phytochemicals, of plant origin. The use of phytotoxins have been discussed in many articles. In this article we will concentrate on the chemicals other than the phytotoxins that she has used in her stories. A detailed list is given in table 1.

a. INORGANIC CHEMISTRY: Cyanide in its many form, Potassium Cyanide (KCN), Sodium Cyanide (NaCN), Hydrogen Cyanide(HCN) or Prussic Acid has been used by Christie either orally or as vapour. Cyanides are inhibitor of cellular respiration causing anaerobic metabolism. Hence, the tissues are not able to use the oxygen in the blood and eventual brain death occurs. The lethal dose for KCN is as less as 200 milligrams (Trestrail, 2000:27-44). All her deaths by cyanides are shown as instantaneous death, without any additional medical explanations. Its characteristic smell of bitter almond has been used by her to detect cyanide in her novels (*The Big Four, The Mirror Cracked from Side to Side*).

Though mentioned as Arsenic (As, Atomic Weight 33) in her novels, the compound of Arsenic that is present in weedkiller are either Arsenic trioxide (As_2O_3) or Sodium Arsenite (Na_2AsO_4) (Monteith et al., 1939:10-43). Arsenic is a very toxic element. Usual symptoms of Arsenic poisoning are vomiting, abdominal pain very similar to gastric problems. Hence, it was a convenient tool for murderers, especially for slow poisoning (Ratnaike, 2003:391-396) where the symptoms of poisoning could be camouflaged as gastric problems.

In *Murder in Mesopotamia*, one of the murder takes place by drinking “corrosive acid” unknowingly by the victim. The acids used in archeological digs are usually acetic acid (CH_3COOH) and Hydrochloric acid (HCl) (Ramadan et al., 2010:97-110; Hamed et al., 2013:153-160). As acetic acid has a distinct smell of its own, it cannot be substituted for water, hence though Agatha Christie does not mention which acid, it is safe to conclude that HCl was used.

Another acid she used is Boric Acid/Boracic Acid ($\text{B}(\text{OH})_3$, Molecular Weight, 61.8) The fact that it is a weak acid, white powder, dissolves in water and in dilute solution can be used as eye drops is mentioned in the novel, *Hickory Dickory Dock*. It is also mentioned that large doses can cause acute abdominal pain, which was used by the author as a diversion.

Iodine (I_2 , Molecular Weight 253.81), present as triiodide (I_3^{-1}) ion, when added to starch (a polysaccharide containing Amylose and Amylopectine) has been used as vanishing ink. The Amylose reacts with the Iodide, giving Iodine, that gives an ink blue colour and then upon exposure to air, aerial oxidation takes place and Iodine again goes back to Iodide and the colour disappears. This fact was used by her in the short story *Motive V Opportunity*, where a pen was filled with a starch solution with a few drops of Iodine, which she calls “evanescent ink”, which makes a deep blue black fluid and disappears entirely in four or five days. It was used to forge a will in the story.

Symptoms of Phosphorus (P, Atomic Weight 30) poisoning resembles liver damage and this fact was used in the novel *Dumb Witness*, where Phosphorus was mixed with the victim’s medicine for liver trouble because the death would mimic one due to liver problems. The author also mentions a glow that was coming from the victim’s mouth (aura) when she was alive. This claim seems farfetched and cannot be corroborated in medical literature (Reddy et al., 2017:238-242).

Thallium (Tl, Atomic Weight 81) and its compounds are toxic and is absorbed by skin. It was commercially obtained as a rat poison. It was used successfully in the novel, *The Third Girl*. Her description of Thallium poisoning by adsorption was so accurate that it helped others recognize the poisoning in real life and save people (Sanders and Len Lovallo, 1989: 314-315; Emsley, 2006:346-347).

b. BIOCHEMISTRY: There are a variety of uses of Biochemistry and Molecular Biology in her novels. Her search for unusual and rare poisons led her to this path. Boomslang poison, which is a poison from a large venomous tree snake found in South Africa was used in the novel, *Death In The Air* causing an instantaneous death. The poison is a combination of many proteins and it has been found that the main poison comes from a thermo labile glycoprotein (Kamiguti, 2000:163-170) and the recipient dies as a result of non coagulation of blood in external or internal bleeding.

In the novel, *Cards on the Table* the perpetrator uses bacterial strain of Anthrax and poisoned inoculation to murder her victim as also in the novel *Murder is Easy*. In the short story *The House of Lurking Death*, Ricin, which is a lectin obtained from castor oil causes four deaths. The lethal dose is 1mg/kg of body weight for humans. It is a heterodimeric protein that inhibits protein synthesis (Aplin and Eliseo, 1997: 260-261). In the short story *The Flock of Geryon*, the molecular biology of preparing culture of various bacilli was explained in simple terms and it was used to make cultures of various diseases to kill unsuspecting victims, the perpetrator happened to be a bacteriologist/chemist. This was at a time when molecular biology was not as popular as it is today and she did a great job in incorporating the essentials without confusing her readers.

C. ORGANIC CHEMISTRY: Six organic compounds, which are not plant based has been used by Agatha Christie. Chloral Hydrate, often used as a sedative, was used successfully in many novels, to drug or to kill. Overdose is characterised by nausea, vomiting, cardiac arrhythmia, coma and subsequent death. She has used it to cause death while sleeping in two cases and in one she has used it to drug the victim.

Veronal, a barbiturate, whose chemical name is diethyl barbituric acid was used as a sleeping aid till the 1950s. It has a slight bitter taste and overdose of it results in death. The therapeutic dose is 1 gm. (Finlay, 1919: 115). The deaths by overdose of Veronal have also been shown by Agatha Christie as sleeping deaths (*Thirteen at Dinner*, *Taken at the Flood*).

Chloroform (CHCl_3) is widely used as a local anaesthetic. She has used chloroform to drug the victim in *The Plymouth Express*. Though it has been argued that it does not produce instant incapacitation (Payne, 1998:685-690). Ethyl Chloride was used in *The Big Four* to produce instant and short lived sedation.

Litmus, a mixture of different water soluble dyes is absorbed on a filter paper to prepare the litmus paper, which is used as an indicator, to test the acidity or alkalinity of the sample. It turns pink in acid and blue in alkaline solution and it is purple in neutral. This property of Litmus paper was used in a unique way to frighten the victim in the short story, *The Blue Geranium*. Red litmus paper was pasted over red flowers and it turned blue by the fumes of the smelling salt (which contains Ammonium Carbonate, $(\text{NH}_4)_2\text{CO}_3$ that spontaneously decomposes to Ammonia, which is a base). Hence apart from litmus she also uses the chemical nature of Ammonium Carbonate.

Trinitrine or Trinitro Glycerine is used as a vasodilator, to treat heart conditions. In the short story, *The Chocolate Box* it is mentioned that “it lowers the blood pressure “and is used to treat heart conditions like angina pectoris and relieves the arterial tension”. Overdose results in methemoglobinemia which causes death. Trinitrine was used as a medicine by a member of the household and multiple tablets of the same was used inside chocolate, as a poison (Kaplan, 1985: 181-183) and the victim died due to cardiac arrest.

CONCLUSION: The study of Agatha Christie's novels has shown that she has used poison as her preferred mode of crime in her novels. It was also observed that she has used chemistry not only as poison but also has used interesting features of many chemicals. She was aware of the latest use of drugs and diseases and being a pharmacist she was knowledgeable of the current medical advances, inoculations etc. Use of molecular biology, protein chemistry etc. in her work suggests that she was conversant with advances in science made at that time. She has used the

poisons, depending on their ease of procurement and technique for its camouflage. Though there is no doubt she was aware of the effects and physical manifestations of each of the drug she used but only in 5% of her work, she has used the exact details and chemical properties of the drugs. May be the reason being that she did not want to confuse or burden the general readers by the jargons of chemistry, biochemistry. This article shows how science and literature has come together in the creations of Agatha Christie.

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DOI: **10.5958/2249-7137.2021.00638.8**

SOCIOLINGUISTIC FEATURES OF TRANSLATION IN DIFFERENT CONTEXT

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ABSTRACT

The article deals with the sociolinguistic features of translation and its linguistic categories, such as context, semantics, lexical units, pragmatics, rhetoric, as well as the problems of intercultural communication, which suggests the intercourse between representatives of different languages and cultures. The process of translation, which arose during the formation of different languages and has a thousand-year history, is marked by constant efforts aimed at overcoming the language barrier in various spheres of human communication - economic, political, social, etc. Without the intermediary function of translation, it is impossible to transfer information in the field of philosophy, science, literature, religion, sports. The study of translation as a subject and as a separate branch of science sometimes leads to different and sometimes incompatible understanding of certain areas and theories of translation.

KEYWORDS: Translation, Category, Language, Culture, Intercultural Communication, Formation of different languages, Semantics, Vocabulary, Pragmatics, Rhetoric.

INTRODUCTION

The process of translation, which arose during the formation of different languages and has a thousand-year history, is marked by constant efforts aimed at overcoming the language barrier in various spheres of human communication - economic, political, social, etc. Without the intermediary function of translation, it is impossible to transfer information in the field of philosophy, science, literature, religion, sports. The study of translation as a subject and as a separate branch of science sometimes leads to different and sometimes incompatible understanding of certain areas and theories of translation.

The goal is to consider the sociolinguistic features of translation and its linguistic categories - context, semantics, vocabulary, pragmatics, rhetoric - as well as the problems of intercultural communication, involving communication between speakers of different languages and cultures.

RELEVANCE

Analysis of recent studies of the phenomenon and the process of translation [2; 6; 7] testifies that this issue has far from exhausted its range of problems, since even in the definitions of the process of his research, such expressions as: Eng. theory of translation, translation theory, translation science, translation studies, translatology, etc.

It is known that the quality of literary translation is not always perfect [5].

This is explained not only by the lack of theoretical knowledge and intercultural competence of the translator, but also by external (extralinguistic) circumstances, which are not influenced by him. These include, in particular, the often manifested lack of time and the "pressure" of the customer, who has a certain prejudice regarding the original text, the departure from which does not always allow defending the principles of translation and taking into account the point of view of the translator.

Considering translation as a process and as a result, let us point out some problems:

- 1) Problems associated with the specifics of the source text (taking into account the peculiarities of the individual style and expressive means of the language);
- 2) Pragmatic problems of translation arising on the basis of the contrast of extra-textual factors of both languages;
- 3) Culturally specific issues translation;
- 4) Contrastive linguistic problems associated with the structural features of the output and target texts.

The main provision of the translation process, taking into account its mental and psychological factor and lexical and semantic features, can be the understanding of the text as a certain creative action aimed at the source text to be translated, and the target text to which the translation is carried out. At the same time, the translation process is always perceived to be functionally and thematically outlined; it happens consciously, in a planned way, realizing its main purpose: providing the necessary information and establishing communication between representatives of different languages and cultures.

Translated texts represent super-summarized, multidimensional unity that must first be understood, and only then proceed to translation.

Under these conditions, translation options can be based on separate translation categories. From the point of view of hermeneutics, understanding the text is a process in which the already existing knowledge is mobilized and replenished, because only on the basis of the already mastered line of "ours" and "aliens" become more and more blurred and increasingly uniting the translator and the text. In this regard, we share the opinion of a number of linguists [4; 7], considering hermeneutics as a fundamental dimension of translation. In this case, the text is understood as a whole and the translation should be just as integral

However, there are no absolute criteria for the equivalence of a text and its translation. The translator strives only for optimal semantic unity both texts, where the unit of measurement is the content accuracy of the text, on the one hand, and the targeted, addressee-oriented adequacy of the translation, on the other. In addition, the translation should be done idiomatically correctly and easily perceived by the addressee.

The translation process requires the performer to choose certain language decisions, which cannot be absolute and final, but which should lead to an optimal preliminary result. In linguistics, especially in the linguistics of the text and semantics, separate approaches to research have been developed, which are decisive in the translation process. These include linguistic categories: context, semantics, vocabulary - for the receptive aspect of understanding and pragmatics, rhetoric - for the productive aspect of formulation.

The criterion for assessing the quality of the translation is its adequacy, one of the prerequisites for achieving which is a holistic approach to the text, i.e. the concept of the integrity of the text, both in relation to the original and to the translation. Integrity means some coherent formation, the individual constituents of which are subordinated to the meaning of the whole. Coherent text obeys the laws of grammar and syntax, forming a structured linguistic unity. Relevant for the understanding of a text is, however, not only its syntactic structure, but also textual factors, that is, the context. The texts are only a part against the background of a huge whole of extra-linguistic reality. The context includes the initial situation on which the text is built, its (the text) whole setting, as well as the extra-linguistic field, which includes factors that are known to the speaker. This includes culturally specific stereotypes and sociocultural environments that are expressed in natural, historical, cultural, religious, social, economic, political, technical, individual and occasional factors.

Each text is distinguished by a special thematic structure and is constituted from beginning to end by the relations between its lexemes.

However, since not syntax, but vocabulary is the central component of the language, then these relations are not grammatical, but semantic. At the same time, thematically oriented lexemes refer to certain groups of words, united by a common conceptual feature. Thus, semantic selection occurs, which determines the meaningful lexical solidarity / compatibility of text units (English compatibility).

In the process of translation, the determining factor is not only the potential of the meanings of words, but also their sociolectical and special functioning.

Thus, the question of professional vocabulary arises, where it is not only about terminology, but which is a tool of cognition and serves to record and transmit observations, hypotheses and theories that develop as research methods and the science of language itself improve.

Particularly important in the translation process is the pragmatic aspect, which determines for whom and for what purpose the translation is carried out [5; 8]. In this case, the purpose of the text can also change. The customer may, for example, require a generalized assessment of the text, which implies a deep understanding and explication of the main points. Along with this, for a linguist, the philological adequacy of the translation may seem more important. However, advertising texts undergo the greatest changes, the structure of which changes to the extent that it is required to optimize the obtained effect.

An essential prerequisite for the correctness of translation is knowledge in the field of rhetoric or the art of speaking and the translator's knowledge of rhetorical figures, which are types of planned syntagmatic deviations from the normal sequence of linguistic elements [1]. Such variations can affect all units of the linguistic system and are explicated in such linguistic phenomena as repetition (s) - alliteration, polyptoton, parallelism, poronomasia; expansion / distribution - paranthesis, pleonasm; contraction / contraction - apocop, ellipse, zoigma; permutation / permutation - palindrome, anastrophe, hyperbaton. This also includes substitution / substitution - tropes, rhetorical questions, proleps, etc.

The named linguistic categories play a decisive role in translation. In different texts, their application is completely different, at the same time they are closely related to each other. Explication of the culturally specific features of the source and target texts also plays a significant role. The task of the translator is to ensure that the information laid down by the sender is easily understood by the addressee, and this process becomes more complicated as linguistic differences increase due to historical, geographical, cultural, economic and other reasons. The translator becomes, in fact, a mediator not only between languages, but also between cultures, in which differences are both a cause and a consequence of the differences in the mentality of the respective nations. Often, a translator who is not sufficiently familiar with the specifics of the national culture, which is immanently manifested in the text of the source language, performs a descriptive translation, while the author's illocution does not correspond to the text.

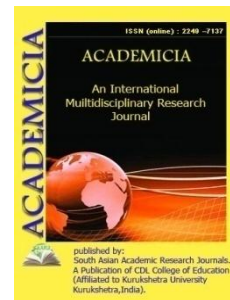
As the conclusion we point that the problems of understanding the text are often problems of understanding the culture, and a true translator can only be one who, along with a deep knowledge of the language, feels confident in both cultures.

This constitutes the quintessence of "intercultural communication" as a separate branch of science closely related to translation theory, sociology, philosophy, psychology, history, religion, literature, ethnology, the degree of knowledge of which determines the level of intercultural competence of the translator. In practical terms, this means building a bridge between the message or idea of the original text and communication with representatives of other peoples and cultural strata, other social systems and languages with different grammatical systems [3].

In the linguistic space of each language, a large number of speech turns, idioms, catchphrases, which have no correspondences in other languages, are represented; translation and interpretation of such phenomena requires the translator to have a wide linguistic erudition and deep knowledge in various socio-cultural spheres. Great linguistic and local linguistic knowledge, awareness of cultural differences are required from the Russian recipient by such English expressions as, for example: blue beard, blue stocking, pillars of society, Hobson's choice, time is on our side, time is money, happiness takes no note of time, what will Mrs. Grundy say, something is rotten in the state of Denmark, much ado about nothing, to be or not to be, civil disobedience, Uncle Sam, the lost generation, kidnapping, my home is my castle. Similar phenomena take place in the Russian-speaking space. These and other questions await their solution, and the problem of cultural differentiation cannot be completely exhausted.

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DOI: **10.5958/2249-7137.2021.00639.X**

A CREATIVE APPROACH TO TEACHING RUSSIAN IN SECONDARY SCHOOLS

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ABSTRACT

Recently, in connection with the development of market relations and the radical changes taking place in the country in socio-political life, there has been a general tendency towards a decrease in interest in learning the Russian language at school. This grave mistake is bearing fruit in school education. So that our article is devoted to the problems of learning the Russian language today and their solutions; there are also ideas about the role of innovative technologies in language learning and their using. Less and less often, Russian is heard at breaks and on the sports ground, at class meetings, during conversations at the morning ruler and, to be honest, sometimes at lessons. This phenomenon is harmful for schools in Uzbekistan, where more than a hundred ethnic groups live together and where one of the languages that bind them together is Russian.

KEYWORDS: *Education, Foreign language teaching, internal motivation, foreign language teaching methods, innovative technologies.*

INTRODUCTION

Less and less often, Russian is heard at breaks and on the sports ground, at class meetings, during conversations at the morning ruler and, to be honest, sometimes at lessons. This phenomenon is harmful for schools in Uzbekistan, where more than a hundred ethnic groups live together and where one of the languages that bind them together is Russian.

A dangerous tendency is outlined: our students, especially in rural areas, have begun not to study Russian in a qualified manner, and, therefore, to speak and read in Russian. This is, of course, due to the lack of qualified personnel. During the visit of President Shavkat Mirziyoyev to the

Kashkadarya region, the President stressed the need to cover the need for teaching staff in educational institutions of the region in the coming years, using internal resources. To eliminate these shortcomings in our region, the Shakhrisabz branch of the Tashkent State Pedagogical University named after Nizami was created, where the department of the Russian language functions. The branch promotes the training of highly qualified teachers for the Kashkadarya region and adjacent regions. It should be noted here that loving your people and your language does not mean striving for isolation and isolation, indulging in thoughts about your exclusivity. The task of each nation is to expand and deepen economic, cultural and political ties with other nations in every possible way. In this regard, the Russian language provides invaluable assistance to us, which serves as a rallying, consolidating, uniting factor in relations between the peoples of the CIS. Unlike other languages that could claim the role of a language of interethnic communication (for example, Arabic, Turkic, etc.), Russian today provides the need for communication not only between representatives of different nationalities in Uzbekistan, but also in the CIS.

Years of experience in teaching Russian at school tells us: the problem of fluency in Russian will not be solved without the practical orientation of teaching younger schoolchildren and until pupils in primary school acquire strong skills of conscious, correct, fluent and expressive reading.

Russian language lessons at school should ensure the unity of lexical and grammatical work, connecting all types of speech activity in the lesson, as well as Russian language and reading lessons.

The practical orientation of teaching children the Russian language is expressed in the following.

1. This is, first of all, the implementation in the educational process of the relationship between vocabulary, grammar, phonetics and spelling, graphics and spelling. The relationship between pronunciation and spelling is especially obvious at the initial stage. Competent and correct writing is impossible without the ability to hear and pronounce the sounds in a word correctly.

2. Another problem that a teacher of the Russian language and literature in a national school constantly has to work on is the development of coherent speech in a non-native language. Very important in the development of students' speech is the formation of the skills of a coherent presentation of thoughts in oral and written form. Sometimes a student who speaks fluent Russian finds it difficult or shy to offer him to convey his statements in writing - in the form of a small piece of reasoning or a letter to a friend. How can this be explained?

First of all, the fact that teachers of many schools do not follow the teaching principle: "To teach not just a language, but to communicate in a non-native (Russian) language."

Phonetics and orthoepy are closely related to grammar and vocabulary and play an important role in the entire system of the Russian language. Therefore, in the process of mastering the language, great attention should be paid to correct pronunciation. "It is necessary to engage in the setting of the correct pronunciation during the entire period of teaching the Russian language, since incorrect pronunciation not only complicates the oral speech of students, but also affects their spelling" [1, p. 66]. Good speech is the most important condition for the full-fledged development of a person. The richer the speech, the easier it is to express one's thoughts, the wider the possibility in cognition of the surrounding reality [2, p.9].

3. A special place in the work on the development of speech is occupied by lexico-phraseological work.

It is no secret that in Russian language lessons, many teachers lack purposeful and systematic work with vocabulary and phraseology. Insufficient work on the vocabulary minimum, despite the fact that most students have very poor speech, poor vocabulary [3, p. 35]

Successful vocabulary work is possible when performing a system of special exercises. In school lessons, as you know, various methods of interpreting new vocabulary are used: 1) translation into the native language; 2) explanation of the word using synonyms or antonyms; 3) using derivational analysis; 4) based on context; 5) a description of the meaning of the word using a dictionary. It is important for the teacher to determine when and how (which method to choose) to explain the new word.

We follow a reasonable rule: if the interpretation of new words and expressions is the first stage of working on vocabulary, the next step is to consolidate it in the oral and written speech of students. Correctly organized work on mistakes is a good way to improve speech spelling and punctuation literacy. First of all, mistakes in student work are classified very inaccurately. Usually, when correcting the written work of their students, teachers highlight spelling, punctuation and stylistic errors using the well-known markings in the margins: "ticks", "sticks" and a wavy line. It is these three types of errors that are taken into account when assessing the literacy of work, as stated in the "Norms for assessing the knowledge, skills and abilities of students in national schools in the Russian language."

4. A serious drawback inherent in the work of many language teachers is the lack of creative methods that stimulate the work of students. Teachers are accustomed to building a lesson according to a well-known scheme (questioning, explaining, reinforcing the material), neglecting the active involvement of students in the educational process in the classroom. We are talking about role-playing and business games, lessons-disputes and lessons-discussions. If the lessons-disputes are suitable for literature lessons, then business and role-playing games are acceptable for Russian lessons. The purpose of the latter is the development and formation of speech skills, which are necessary in various situations of communication [4, p.25].

It should be noted that the normal functioning of education, science, economics, in general, communication between people of different nationalities in the republic is virtually impossible without fluency in Russian. If this is so, then it is necessary with renewed energy and as soon as possible to take up the improvement of the educational process when teaching the Russian language in the Uzbek national school. Every teacher of the Russian language must realize this high mission. Weeks of the Russian language, school competitions, quizzes, contests, subject evenings and matinees, which are held in Russian, should also become traditional at school. They should have one goal: to teach schoolchildren practical knowledge of the Russian language, so that, after graduating from a secondary national school, they can fluently speak Russian in its oral and written forms. The Russian language in Uzbekistan retains its informational value and communicative comfort even in the new conditions, when the modern language policy in Uzbekistan highlights the Uzbek language as the state language, but Russian continues to remain the language of interethnic communication.

In our state, work is underway to improve the scientific level and effectiveness of teaching the Russian language to Uzbeks, programs, textbooks and methodological studies are being created,

which highlight the urgent problems of teaching Russian in an Uzbek school. However, despite a rather serious solution to many issues of teaching the Russian language, a number of aspects of this problem have not yet been sufficiently developed, which affects the results of teaching Russian to students in Uzbek schools. Therefore, among the measures aimed at raising the level of teaching the Russian language in accordance with modern requirements, is the need for a broad development of urgent problems of teaching the Russian language in secondary educational institutions of the Republic of Uzbekistan.

The President of our state Sh.M. Mirziyoyev noted: "The great Russian culture has always been and will be an integral part of the spiritual life of the Uzbek society." He also said that a 100-volume collection "Masterpieces of Russian Classics" in Uzbek will be published in Uzbekistan. Our country's plans also include intensive study and promotion of Russian-language books. We have agreed with the Russian side to encourage in every possible way scientific, educational, humanitarian programs and exchanges with the maximum use of the Russian language in the interests of the political, spiritual and economic consolidation of Uzbekistan and Russia.

In conclusion, modern language teaching is aimed at forming a more cultured individual who has the skills to self-analyze and systematize new knowledge. Innovative methods are an integral part of modernizing the entire system. With this in mind, teachers can become acquainted with the most advanced approaches and then combine them and use them in their work to achieve significant growth in the education system. Many organizations are moving to a new level, using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the whole educational process.

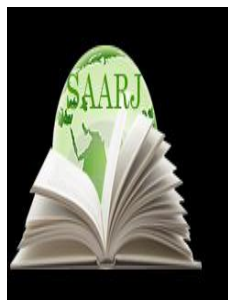
Adequate attention should be paid to the formation of speech skills and the development of social resilience in educational training. In addition, the success of any lesson in education depends in many ways on the proper organization of the lesson. The lesson should be based on the creative collaboration of teacher and student. Only then will students be able to think independently and develop their will.

It can be added that learning a new language is not an obligation, but a hobby or a hobby, making it easier to learn. How much you adapt to the process or create an interesting environment is often up to the learner. Discipline, responsibility and patience are the basis of any success. In conclusion, I recommend reading the book "Rus tilini o'rganishning eng samarali usullari (The most effective ways to learn Russian language)" by Alisher Absalomov for language learners. Quick and effective learning, methods and exercises for managing one's self, emotional state, and mistakes made in language learning.

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DOI: **10.5958/2249-7137.2021.00640.6**

PSYCHO LINGUISTIC FEATURES OF SIMULTANEOUS INTERPRETATION

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ABSTRACT

This article is devoted to the study of the psycholinguistic aspects of simultaneous translation activity. The purpose of the work is to present their own vision of this issue. The cognitive system of simultaneous interpretation is described with a brief description of each of its elements. The article contains the views of the authors on ways to increase the stress resistance of cognitive elements, which is being done for the first time in translation science in relation to simultaneous translation activity and is a certain novelty. The results obtained showed that the resistance to stress of cognitive mechanisms is achieved, among other things, by taking into account situations in which the state of linguistic consciousness will change. The psychological state of the interpreter must be ready for the simultaneous translation process. Translation activity is inextricably linked with the theory of speech activity [9], the constituent elements of which are motive, goal, development of an action plan and its implementation by means of a particular language

KEYWORDS: *Simultaneous interpreting; Process of interpreting; Cognitive system; Cognitive mechanism; Cognitive operation; Stress resistance; Stress factor; Transformation of linguistic consciousness.*

INTRODUCTION

In modern psycholinguistics, there are many approaches to the study of simultaneous interpretation. However, none of them pay due attention to the stress factor, which plays a key role in the professional reliability of a simultaneous interpreter. In this article, we attempt to trace how translators respond to stress, as well as identify possible ways to block the negative impact of stress or to quickly overcome it. Therefore, in this article we will focus on those

psycholinguistic aspects that underlie the achievement of stress resistance of specific cognitive mechanisms, which determines the relevance of our article.

The purpose of this publication is to present the psycholinguistic foundations of the simultaneous interpretation. To achieve this goal, we have set the following tasks:

- To present your own point of view on ensuring the resistance to stress of each of the cognitive mechanisms;
- To describe the cognitive system of simultaneous translation;
- To give a description of its individual elements;
- highlighting the psycholinguistic properties of the translation process.

The main research methods we chose were the analysis of available scientific works, generalization of the results reached by researchers who studied individual elements of the cognitive system of simultaneous translation, as well as their extrapolation, if possible, to the entire process of simultaneous translation. The research material is printed and online sources on the problems of cognitive mechanisms of simultaneous translation. The results of our research can be used both for further study of issues related to the functioning of the cognitive mechanisms of simultaneous translation, and for the training of simultaneous translation personnel.

Our research is based on the postulate that in the process of simultaneous interpretation there is a change in the state of linguistic consciousness of a simultaneous interpreter [1]. This is a consequence of the stressful load arising for a number of reasons, both objective and subjective reasons.

In order to assist future simultaneous interpreters in coping with stress, we considered it important to take into account the element of psychological preparedness in our article. It is designed to induce such frequency parameters of the biorhythms of the brain, which would help the individual to tune in to productive work.

Translation activity is inextricably linked with the theory of speech activity [9], the constituent elements of which are motive, goal, development of an action plan and its implementation by means of a particular language. The main goal of the translation process is to perform a communicative act between communicants through an intermediary translator. Depending on the type of translation, such communication can be spread out in time (in the case of written translation), carried out in real time with certain intervals for translation (consecutive, paragraph-phrasal, visual-oral translation) or take place without time intervals (simultaneous translation) [6].

Unlike all other types of translation, during simultaneous translation activities, the translator is deprived of the opportunity to think over his actions in detail. With an acute shortage of time, a simultaneous interpreter must make balanced translation decisions almost instantly [4]. To do this, he needs to have significant experience and stress resistance. Therefore, it is extremely important to study those cognitive mechanisms that are involved in a simultaneous interpreter and to identify ways to increase their stress resistance.

In the work devoted to cognitive mechanisms in simultaneous translation [3], a set of these elements of the cognitive system of simultaneous translation.

We define the cognitive mechanism as the main element of the cognitive system of this type of translation, ensuring its functioning and consisting of cognitive structures and cognitive operations.

Each cognitive mechanism of simultaneous interpretation is responsible for a segment of the simultaneous interpretation process, in which the translator needs to use mental processes in a certain way. They are influenced by internal and external factors. It is also important to note that the cognitive mechanisms of simultaneous translation function mainly simultaneously with each other due to the peculiarities of this type of speech activity.

Based on our own practical experience of simultaneous translation, as well as based on the work of other scientists [5; 7; eleven; 16], dealing with the issues of cognitive mechanisms of simultaneous translation, we believe that the main cognitive mechanisms that ensure the functioning of the cognitive system of simultaneous translation include the following: the mechanism of perception and understanding, the mechanism of processing incoming information, the mechanism of probabilistic forecasting, the mechanism of switching between languages, a mechanism for developing a translation variant, a synchronization mechanism.

Let us briefly consider the functioning of each cognitive mechanism and the possible options that provide stress resistance.

The mechanism of perception and understanding is activated by a simultaneous interpreter as the first of all cognitive mechanisms. Its functioning lays the foundation for the success of simultaneous translation activities.

We separate the processes of perception and understanding. In our opinion, the perception of a speech message is a psychological process of reflection of objects and phenomena of reality mediated by language, which is of a subjective nature and depends on motives, goals, moods, etc. subject. As a result of perception, information is deverbilized. Understanding a speech message is a mental process of isolating the meaning of an utterance and translating it into another form of consolidation, which occurs at the levels of words, sentences and text. The process of understanding depends on the degree of a person's linguistic competence [2]. This process takes place at all language levels and allows the translator to create an image of the information coming from the speaker.

To increase the resistance to stress of this cognitive mechanism, in our opinion, it is necessary to ensure that simultaneous interpreters are able to work with representatives of different ethnic groups who use English in their speeches. In addition, the translator should know the terminology and abbreviations used by the participants in the upcoming event. Therefore, constant training in listening to various pronunciation patterns of English speech inherent in certain speakers and the expansion of knowledge of special terminology will help to simplify the cognitive operations of perception and understanding of foreign language speech by the simultaneous interpreter and will allow him to more accurately interpret the incoming information.

The basis of the cognitive mechanism of synchronization, in our opinion, is the distribution of attention to driver between different mechanisms / operations. A simultaneous interpreter has to

perform several cognitive operations almost simultaneously. At the same time, information processing by people can only take place through one channel (listening or speaking). We are closer to the idea expressed by E. Kamide-Freihas [10] that the translator's attention in simultaneous translation should be mobile and that it is necessary to learn how to distribute it at the right time between the main cognitive mechanisms / operations.

In the context of simultaneous translation from a foreign language into a native language, the translator should pay main attention to the perception of foreign language speech, since speech production in the native language does not require much attention. However, when a translator has to translate from a native language into a foreign language, his or her attention will shift towards generating an utterance in a foreign language. Despite this, it is necessary to pay significant attention to the perception in the native language in order to avoid the loss of important information. For this, it is extremely important to train simultaneous translation in both directions at each lesson (both from a foreign to native language, and from a native to a foreign one).

In addition to the above factors affecting the functioning of cognitive mechanisms, we will separately dwell on two more aspects that are characteristic of the cognitive system of simultaneous interpretation as a whole. This is the lag between the translator and the speaker and psycho-emotional training.

The lag of the simultaneous interpreter from the speaker characterizes some time that is used by the interpreter to work out a particular solution. In other words, due to this lag, all cognitive mechanisms of simultaneous translation function. To train such a lag behind the speaker's speech, a simultaneous interpreter must be able to store a certain amount of information in short-term memory, constantly updating it - removing the worked-out information and loading new one.

As a conclusion of the study of the psycholinguistic foundations of simultaneous interpretation, the authors came to the following conclusions:

1. The professional reliability of a simultaneous interpreter depends on the resistance to stress of cognitive mechanisms. These include the mechanisms of perception and understanding, processing incoming information, switching between languages, choosing a translation option, probabilistic forecasting, and synchronization.

2. In the process of simultaneous translation, the functioning of cognitive mechanisms turns out to be

Stressful influence due to changes occurring in the situation of simultaneous interpretation As a result, the efficiency of the cognitive system decreases, which can lead to the loss of important information during its translation.

3. To neutralize the negative impact of stress on the professional reliability of a simultaneous interpreter, it is necessary to train future specialists in conditions of situations in which the state of the interpreter's linguistic consciousness may change.

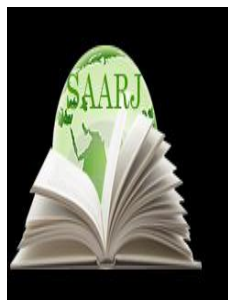
4. Different methods should be used in developing the skills of simultaneous interpreters

To do this, it is necessary to take into account both the improvement of translation skills by expanding linguistic and extralinguistic knowledge, and psycho-emotional training, which can be carried out by hardware and non-hardware ways.

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DOI: **10.5958/2249-7137.2021.00641.8**

DEVELOPING PRODUCTIVE SKILLS IN ESL AND EFL TEACHING CONTEXTS

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ABSTRACT

This article is dedicated to discuss the peculiarities of speaking skill as a special purpose and secondary purpose. Namely, it is about improving the speaking skill in English as a special, first language, as well as a foreign language. The article indicates the main views of the topic, and implements the outcomes of the research. Some recommendations are also mentioned in this article. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills. In Uzbekistan, English is considered as a foreign language, and is used for the purposes of academic advancement, career advancement, and traveling abroad. To cope with the growing local and international demand, a number of efforts from all parties involved have been made to the Uzbekistan educational system to help boost the learners' English performance.

KEYWORDS: *Speaking skill, Developing, ESL, EFL, Teaching, Context, English*

INTRODUCTION

In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for using English effectively is necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills. In Uzbekistan, English is considered as a foreign language, and is used for the purposes of academic advancement, career advancement, and traveling abroad. To cope with the growing local and international demand, a number of efforts from all parties involved have been made to the Uzbekistan educational system to help boost the learners' English performance. The process of learning English is slow and progressive and it

could be interpreted as a series of challenges to face. This process consists of the development of certain skills. According to the common framework, these are divided into productive and receptive. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Productive skills are consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others. Therefore, these skills need to be developed and learnt properly. According to the experiences of many teachers as well as learners of foreign languages, most difficulties are found in the process of learning and teaching productive skills. On the other hand different methods, approaches and techniques are invented to make the teaching and learning process of productive skills easier both for teachers and learners. Thus the main purpose of this study is to identify the techniques of teaching productive skills as practiced in the modern world as well as in our country. This study sought to answer few questions related to the implementation of those techniques in our country. Hopefully, answering those questions will help us to find a way to utilize modern and contemporary techniques in our country in an effective manner. Subsequently, the purpose of this study is to identify and suggest probable solution to effective teaching of productive skills. In communicative approach there are four basic skills of learning foreign language like English i.e. listening, speaking, reading and writing. When it comes to talking about using English at any level of education whether it is primary, secondary, intermediate or at the tertiary level, it requires teaching the four skills of the language giving equal importance on each of these skills. Each of these is important. In communication and especially in communicative English each skill demands equal importance. Ever growing needs for using English around the world is the consequence of the role of English as the world's international language have given priority to finding more effective ways to teach these crucial language skills. In Bangladesh Secondary education is one of the most important sectors in education. English is taught at this level but appropriate emphasis is not given on learner's speaking and writing skills. Though speaking and writing are the two common means of communication, education planners of primary, secondary and higher secondary levels give less emphasis on these skills. As a result, students could not apply English in their practical life successfully.

In this paper much attention will be paid mainly to one category of language skills and those are productive skills. There are two groups of skills that are known and studied in the context of educational process represented by teaching and learning. The category of receptive skills - also recognized as passive skills – is demonstrated by reading and listening. In many cases of foreign language learning they appear as the first skills to be understood and comprehended. Foreign language learners mostly start their way of mastering a new language by observing, reading and collecting language experience. Passive language skills do not force students to produce anything actively. They gain the knowledge in a passive manner and later they start producing their own monologues, dialogues and many other “spoken results” are created. The same process is done with writing which the same way as speaking belongs to the category of productive language skills, also described as active skills. More energy is needed to ‘produce’ any outcome of those types. Both types of language skills make an integral part of learning process at any stage of its development. At first the paper will describe different strategies how both speaking skills are taught and it will present examples of more and less successful activities when learning not only English as a second/foreign language, abbreviated ESL/EFL. As Littlewood explains “ a ‘second’ language has social functions within the community where it is learnt, whereas a

'foreign' language is learnt primarily for contact outside one's community" (Littlewood, 1991, p.2). The article itself will concentrate more on the process of learning than teaching. There are various factors that influence the final outcome and success in grasping a foreign/second language. We will look at potential users of a new language and try to answer why some of them are more successful than the others. One of the final paragraphs will deal with the basic characteristics of English as a foreign language. It will underline the authors' own experience with teaching this language of a small nation to a heterogeneous group of students. 2. Productive skills, their description and basic features When one starts learning a foreign language, he surely and subconsciously is exposed to both categories of language skill. As mentioned before, productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones. Passive knowledge - such as listening and reading - symbolizes a springboard to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language. This theoretical background applies to any studied language. This should also prove that both types of skills are inseparable and one cannot exist without the other. When learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the final outcome will not be complete. As most active users of any foreign language know, speaking and writing are in reciprocal relationship. Undoubtedly, grammatical structures, words and their proper use, and certain extent of accuracy need to be respected. These are implemented in both types of active skills. As Riggensbach and Lazaraton point out, rather than implementing activities that concentrate attention strictly to accuracy, plenty of language instructors focus on promoting communicative competence in language students by applying "communicative activities" (Riggensbach & Lazaraton, 1991, p.125). The classroom environment and atmosphere definitely create necessary part of successful teaching and learning. These are highly valued by the learners. Creative teachers, who do not want to let their learners to get bored, work with a wide scope of speaking and writing activities. For the teaching purpose, not only lesson plan but also a term syllabus needs to be created beforehand. More experienced language instructors bear in mind that students' responses to needs analysis forms bring valuable pieces of information for setting up the core of the language course plan. The content of such a plan should include some general activities, but there also should be a set of tailor-made exercises that suit the specific group of learners and where particular objectives are set. This aspect of selected activities will be dealt with later in the paper. As Olshtain and Cohen state (Olshtain & Cohen, 1991, p.154),"if we wish to master another language we need to become more communicatively competent". Their observation proves the idea that language accuracy is necessary but not the most vital feature of speaking activities. To organize the lesson effectively a wide range of diverse activities should be involved in the lesson plan. Examples of speaking activities that are listed in the "speaking menu" are organized from least to most difficult ones. As mentioned above, some grammatical structures and vocabulary are incorporated in order to suit the content to less homogeneous group of course participants and guide them towards the same or similar outcome. The teaching experience and long-term observation bring us a long register of activities and exercises in order to practice productive skills effectively. Speaking proves to be one of the main goals when learning English or any other language as a foreign language. There are favourite activities that are considered to be suitable even for learners-beginners. To name a few and prove that speaking and writing are in mutual relationship we can

start with writing or enumerating a list of words linked with a certain topic, and/or writing and simultaneous using of everyday phrases in short face to face conversation exchanges, role-play telephone conversations and picture games in the ESL/EFL classrooms. At this early stage of learning some learners enjoy keeping their personal diaries, some Dita Golkova and Sarka Hubackova / *Procedia - Social and Behavioral Sciences* (2014) 477 – 481 labelling pictures or images with basic descriptions, or filling in word bubbles in comics with everyday phrases. During the latter stage of learning students get acquainted with more specialized vocabulary and previously mentioned activities can be replaced with more advanced levels of those and/or new types of tasks. With respect to certain factors that may influence the final outcome of the language teaching, the following activities can be used: more complex conversation role-plays with stress on proper grammar structures and extended vocabulary register of certain topics, description of real-life topics and more serious local and global issues in a form of writing tasks, and e.g. oral summary of a recently seen film, read book or heard story. There are numerous ways how to raise learners' awareness of adequate phraseology of any foreign language and grammar accuracy but one important and necessary part in the process of learning is teacher's evaluation and provided feedback. Traditionally, the teacher evaluates his learners either by giving grades or verbally. The teacher's feedback involves criteria such as focus on content, i.e. clarity, original idea, organization and delivery of the speech, and whether the goals of the activity were kept. A common tool to collect some information of this kind is to design the evaluation sheet. An interesting outcome is revealed when the instructor distributes self-evaluation sheets to his students and they evaluate themselves. The teacher may even discover originally unexpected assessment from his students when comparing his and the student's grading (Riggenbach and Lazaraton, 1991, p. 129). Besides those previously mentioned traditional activities supporting proficiency of productive skills there are new and modern trends that proved to become very popular with young and middle-aged learners. Not all of them are popular with everybody but some seem to be gaining their audience. With the expansion of the Internet services and applications, a number of innovative methods how to support productive skills became highly valued and frequently used; After designing, distributing and collecting a simple questionnaire in a heterogeneous group of students in a course English as a foreign language, or Czech for foreigners, at the Faculty of Informatics and Management, University of Hradec Kralove, the answers brought clear picture that the Internet provides students with possibilities such as different kinds of social networking, e.g. Face book, Twitter, LinkedIn, My space, to name a few most common ones. The aim of this paragraph is not to judge these options for their reliability, suitability and invasion into our private space but to underline their existence and certain meaning for practice of productive skills. What comes into questions is grammar adequacy, level of vocabulary correctness, less formal English that play their roles in this format of communication tools without any supervision. Students in their answers also supported the idea of joining discussion groups; various interest clubs, real-life conversations that deal with contemporary issues. 3. Productive skills when teaching/learning English and Czech as foreign languages a concise and abbreviated definition of big linguistic field such presented as language typology serves as a theoretical background to this paragraph. Language typology is a linguistic field which examines linguistic features of different languages. It studies structures of languages and their diversity and consists of several disciplines, e.g. qualitative, quantitative and theoretical typology [<http://www.princeton.edu/>]. Examples of languages that are members of Indo-European language group are Italian, Spanish, Latin, German, and sub-category called Slavic

languages is represented by Czech, Slovak, Polish, etc. Czech belongs to West Slavic languages that respect format of inflection which means that nouns, adjectives and verbs change their forms according to set of patterns. Linguistic typology as a field of linguistics presents a morphological category of a synthetic language which is based on high proportion of morphemes per word. This brief theoretical introduction brought evidence that English as a foreign language is not an easy language to master. As inflective language it has a set of noun, pronouns and adjective forms produced in declension and a set of verb forms produced within conjugation. This language feature brings about a chance of free word order in contrast to the English language which also belongs to the family of Indo-European languages, namely Germanic languages, but it historically developed into a category of analytic languages where word order is very important. As parts of speech do not take many different endings, the SVO formula for word order is rather strict and users of English as lingua franca find the feature of inflection with many parts of speech as very complex and difficult language property. The existence of three grammatical genders, i.e. masculine – with two further categories of animate and inanimate nouns, feminine and neuter makes this view of English for a non-native user even more complicated. The previous theory should not serve as discouraging means for potential learners of English as a foreign language. The description of such language properties should attract all language enthusiasts who are keen on experimenting with relatively flexible word order in English sentences. On the other hand, English phonological system has a limited set of vowels and consonants with a few diacritic signs that appear above some of 480 Dita Golkova and Sarka Hubackova / Procedia - Social and Behavioral Sciences (2014) 477 – 481 the letters and indicate e.g. length of the vowel, but not the word stress. Since the pronunciation rules are invariable and the number of pronunciation exceptions is limited, the learners' attitude towards speaking is mostly positive. As our foreign students of English claim, the beginning of language course seems to be encouraging because gradual progress is observed. Students who attend our language courses within the university create a heterogeneous group of learners in many aspects. To name a few, students come from diverse cultural environments, their mother tongues are of different origins, their period of stay ranges from one term to two years, etc. Littlewood also points out that personality trait are likely to influence second language learning (Littlewood, 1991, p.64). Of course, there are some facts that unite the learners in one class. These can be staying in one common academic space, living temporarily in the natural environment of the studied language, sharing similar interests and worries, and also the language goal of mastering a certain level of understanding in a completely strange place. Before a teacher starts teaching such a heterogeneous group he should be aware of some effective ways how to motivate and encourage his students in their study effort. He needs to find out what mother tongues his students have and if there is any convenient opportunity he should emphasise similarities or differences of a particular language. Students always appreciate it and this process could eliminate some further misunderstandings or language interferences. The teacher should be able to establish a natural and relaxed atmosphere and continuously stimulate students in their learning. With respect to students' adult age, the teacher will definitely be able to find a way to his students. To continue with the set up topic of productive skills, there should be maintained activities that awake interest in such a morphologically complex language. From the responses in students' questionnaires is obvious that university students are keen on getting overall knowledge of the language environment. On the whole, they are grateful for activities that provide communication with some grammar practice and teacher's feedback afterwards. The learners are prepared to "show

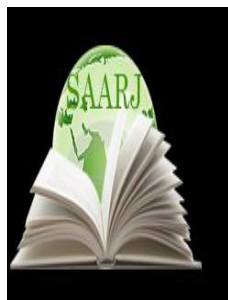
off” their little knowledge individually, in pair work monitored by the teacher, and in group discussions with bigger support from the lecturer, especially at an early stage of learning. Sabrina Peck states that adult learners might show more interest in team discussions if the themes are relevant to their objectives (Peck, 1991, p. 368-370). She also adds that other unique factors are level of education, emotional and social needs. The aspect of previous instruction in studied language is also important. Actually, foreigners become more language-skilled and independent in a culturally new environment when they start constructing their sentences with adequate grammar knowledge and general, everyday topics. Themes for pair conversation or group discussions range from those oriented at children, e.g. family matters, favourite pets, school, favourite meals, aimed at teenagers, e.g. hobbies, music, future plans, and also directed at adult, mature learners. Their popular themes are weather, academic life, job, pastime and weather to name a few. In terms of writing activities that support active skills, very effective and successful seem to be writing and replying to emails between students or students and a teacher, filling in basic forms in the new foreign language, writing a brief family history or keeping a diary at later stage of learning. There are more and less successful students in the area of productive skills, but the truth is that they should not be discouraged in any phase of learning process. Continuous chase for more effective activities in order to meet the learners’ needs and even more activate their productive skills should be one of the teacher’s main objectives and motivations.

In this paper, we have demonstrated that productive skills do not exist utterly independently from receptive skills. Passive skills represent an essential part of language skills and basics of some categories of productive skills. Both types of active skills, i.e. speaking and writing share some types of activities and some belong merely to one of them. Nowadays, at the age of the Internet there are more innovative and lively ways to practice active skills. However, some of them are accepted only by foreign language users and not by their language instructors. Foreign students in our courses claim that English as a foreign language is difficult to master in the area of proper noun and adjective endings, and concerning verbs the situation is even more complex with changes in prefixes and suffixes, too. However, once a learner overcomes a certain stage of slower progress, enthusiasm and involvement in further studies is even bigger. In most cases, a foreign learner is highly motivated by the surrounding cultural and natural language environment, and certainly by his teacher.

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DOI: 10.5958/2249-7137.2021.00642.X

DOUBLE RELATIONS IN THE SYSTEM OF TERMINOLOGY

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ABSTRACT

The article discusses the relationship of non-contradictory lexical units in the system of terminology and their lexical-semantic media, the relationship of doublet terms, which has common lexical units (synonyms, graduonyms, doublets) with a denotative basis. Linguistic terms serve as illustrative material for the article. A non-contradictory group of inter-verbal linguistic relations is based on a disproportion of form and meaning. They have more structural units than the meaningful ones. Absolute synonyms are more than one word with the same lexical meaning. In the Uzbek language, the words in the absolute synonyms are almost a pair, the lexical meanings are equal to the perception, and they are mainly related to the terminological lexicon. The components must be unique in one language. Phonetic variants and semantic forms of the word do not constitute an absolute synonym. Synonyms do not belong to the same core.

KEYWORDS: *Language, word, term, doublet, denotation, synonym, absolute synonym, phoneme, lexical unit, alphabet, etc.*

INTRODUCTION

A non-contradictory group of inter-verbal linguistic relations is based on a disproportion of form and meaning. They have more structural units than the meaningful ones.

This group is divided into two subgroups according to the denotation of lexemes that form lexical-semantic media devices:

1) lexical units with a common denotative basis and their group; 2) different denotative bases, differentiated lexical units and their group.

The group of lexical units with a common denotative basis is divided into three subgroups: a) synonyms; b) graduonyms; c) doublets. Either synonyms, or graduonyms, or doublets belong to

the same or closely related type of denotative basis of lexical units that do not have opposite meanings. Through this article, we want to reflect on the phenomena of synonymy and duplication in terminology.

In language, the usual meaning differs from the occasional meaning in that it is part of the semantic structure of only one word. For example, the occasional meaning of “lovely child” can be expressed in words with a positive emotional component, such as “kuzichok”(lamb/kid), “butalok” (calf), “toychok” (foal/colt), “shunkor” (sharp kid), “dumbok” (chubby). Usual means one word, that is, it cannot be expressed in another word.

Synonyms are more than one word that is close in meaning. However, a number of synonymous words differ either in their expressive color or in their subtlety of meaning [1, 29]. Only the words in the doublets have the same meaning [2, 29]. But doublets do not last long in language: either one is not used, or one is changed in one way or another [3, 239]. In other words, the usual meaning is not repeated in another word with full meaning.

Synonyms based on the homogeneity of the meaning of more than one word are called absolute synonyms in linguistics [4, 45]. Some linguists call them doublets [5, 130]. In some cases, however, the meanings are limited to saying that the same synonyms exist: it is neither called an absolute synonym nor a doublet [6, 183]. In fact, the terms absolute synonym and doublet have the same meaning. The synonyms expressed under these terms mean that the semantic structure of more than one word is the same. For example, in the Uzbek literary language there are the words “cheg”i and “kadok”, which are absolutely synonymous with each other. Because both of these words have two lexical meanings: 1) the place of broken porcelain joined together with the help of an iron plate; 2) an iron plate that seals a broken vessel. These two lexical meanings form the semantic structure of both the word “chegi” and the word “kadok”. There is no other semantics in the semantic structure of these two words. That is, their semantic structure is the same. They are absolute synonyms. Consider the following examples: “to be broken from a fixed iron plate part / to be broken from a sealed/fixed part” and “to fall from a fixed iron plate part / a fall from a sealed/fixed part”. These words are grammatically categorized, that is, they are the same in terms of class.

In the Uzbek language there are such pairs of words as “lingvist / tilshunos” (linguist), “qarsak / chapak” (clap), “shoti / Narvon” (ladder), “sinchalak / chittak” (tit), “ukituvchi / muallim” (teacher), “askar / soldat” (soldier), “sivizga / ney” (flute), they do not differ from each other in terms of meaning. They are synonyms with the same lexical meaning [4, 191]. They are indeed absolutely synonymous. Because they are mainly characterized by the fact that they are a term; although the terms are expressed verbally, there is no lexical adaptation to any style of speech, no emotionally-expressive color.

Absolute synonyms are more than one word with the same lexical meaning. In the Uzbek language, the words in the absolute synonyms are almost a pair, the lexical meanings are equal to the perception, and they are mainly related to the terminological lexicon. The components must be unique in one language. Phonetic variants and semantic forms of the word do not constitute an absolute synonym. Synonyms do not belong to the same core [4, 196].

Based on the above, the differences between the terms of synonymous, absolute synonym and double language status are determined by their specific function in the content plan. The difference between synonymous and doublet terms is, first of all, the following:

- a) Synonyms have a series of synonyms, doublets usually consist of two words;
- b) In the lexical sense of synonymous words, adherence to a certain style of speech is an emotionally-expressive color, which is not observed in doublets;
- c) The meaning of synonyms differs from the signifier, and in doublets it does not differ;
- d) Words are marked in synonyms, without markers in double words;
- e) Synonyms express the meaning of words, while doublets express only one concept;
- e) There is a synonymous paradigm in synonymous words, doublets do not form a paradigm;
- f) Doublet words are in pairs, not more than that, and in synonyms, on the contrary, synonyms consist of two or more words;
- g) One of the double words, of course, is "transient", there are no "transient" words among the synonyms, but they are passive;
- h) In doublet words the meaning of the word does not differ, because they mean the same concept, synonyms have a subtlety of meaning, the meaning differs;
- i) In doublets having many similar meanings is "a burden", but, in synonyms it is their characteristic feature;
- j) Synonyms become doublets through absolute synonyms, doublets usually do not become synonymous;
- k) Doublets consist of only two words; synonyms consist of the meaning of two or more words;
- l) One of the synonymous words is dominant; the meaning in the doublets remains the same.

Differences in the line of double words and synonyms do not end there. We can conclude from the above. There is not a synonym between the terms, but a doublet phenomenon. Therefore, the term cannot be used indifferently with synonyms and doublets towards term words.

If lexical units have the same value in the level of lexical meaning, stylistic color, in all functional styles of speech, they are distinguished as absolute synonyms [7, 17]. For example, "tilshunoslik and lingvistika" (linguistics), "asos and uzak" (basis/root), "lugatshunoslik and leksikografiya" (lexicography), "shakl and forma" (shape/form), "atama and termin" (term), "mavzu and tema" (theme/topic), "avtor and muallif" (author), "terminologiya and atamashunoslik" (terminology), "mimema and taklidsuz" (mime/imitation word), "pauza and tukhtam" (pause), "affiks and kushimcha" (affix), "fe'lnisbatlari and fe'ldarajalari" (verb ratio/verb degrees), "morfemika and suztarkibi" (morphemes and word structure), "ibora and frazeologizm" (phrases and phraseology), and more.

This type of synonym is called a double in terminology. Such a synonymous series, which unites the absolute synonyms, usually consists of two members. Doublet (synonymous), i.e. absolutely semantic lexical units: "prefix" and "old kushimcha" (prefix), "suffiks" and "ort kushimcha" (suffix), "nisbat" and "daraja" (degree), "gap" and "jumla" (sentence), "suz" and "leksema" (word/lexeme), "unlilar" and "vokalizmlar" (vowels/vocalisms), "undoshlar" and "konsonantizm" (consonants/consonantism).

Terminology differs from other levels of language as a separate system of specialized semantic units. A special function of the word, which is visible as a term, is to name [8, 6]. In fact, other units in a language, such as synonyms or compound terms, are also integral parts of a lexicon. However, in terms of clear, strict delineation of concepts, the presence of synonyms, variants or duplications is not acceptable. However, there are still problems with synonymy and duplication in the terminological system. These problems arise as a result of the gradual adoption of new terms or the nationalization of the term on the basis of the internal capabilities of the language.

Absolute semantics consists of the same lexical units that do not differ in semantic and functional scope. In the paradigm of absolute meaning, one of the unifying opposing members is actively used in speech, hindering and restricting the consumption of the other. Limited use and negation of the lexical unit take place in the inactive layer of the language lexicon. As a result, over time, the paradigmatic series of such lexical units is forgotten and disappears. A periodic study of linguistic terms in the Uzbek language shows that the synonymy between the terms dates back to two periods.

For example, the term “affix” is used as a letter, traces of the pronoun, “sticky pronouns”, working, signs of classification, signs of “supot”, “supotlama”, “o’khshatkich”, completeness, “fe’llama”, “durkumturlamalari”, “odot” in the diachronic state of the language, later as prefixes, affixes, suffixes. To date, it has been standardized mainly in the form of suffixes and affixes [9, 144], while the rest have been excluded from the language vocabulary content. Also, the suffix formed with the participation of these lexical units such as “suffiks” – “kushimcha” (suffix), “fonema” – “tovush” (phoneme/sound), “logicurgu” – “suzurgusi” (logical stress/word stress), “uzak” – “asos” (root/basis), “negiz – asosdosh” (core/basis), “turlovchisuffikslar” – “suzuzgartiruvchikushimchalar” (classifying suffixes/suffixes that can change words), “egalikkelishigi – karatkichkelishigi” (possessive case/objective case), “infinitive” – “fe’lningshakhssizshakli” (infinitive/non-finite forms of the verb), “tochka” – “nukta” (point/dot), “alfavit” – “alifbe” (alphabet), “apostrof” – “tutukbelgisi” (apostrophe), “ulush son” – “taksim son” (rational number), singular functional-content micro-groups (paradigms) are also far from the list of lexical-content media.

Which member’s consumption in the series of absolute meanings takes on a mass character, and which one becomes passive and forgotten, is connected with the socio-political system of a language-dependent society and its ideology. For example, in the 40s of the Soviet era in Uzbek language “skobka” (brackets), “kavichka” (quotation mark), “kup tochka” (Ellipsis marks), “tochka vergul” (semi-colon) [10, 196], “tochka” (Full stop/period), “suffiks” (suffix), “fonema” (phoneme), “alfavit” (alphabet) [11, 256] and similar lexical units were actively used, the consumption of alternatives such as “kavs” (brackets/parentheses), “kushtirnok” (quotation marks), “kupnukta” (Ellipsis marks colon), “nuktalivergul” (semi-colon), “nukta” (Full stop/period), “kushimcha” (suffix), “tovush” (sound), “alifbe” (alphabet) [12, 38] was limited.

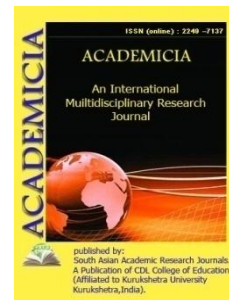
Later, on the contrary, the consumption of alternatives such as parentheses, quotation marks, colon, semicolon, period, suffix, sound, alphabet became more active and popular, limiting the consumption of their alternatives, which were active in the 40s of last century. As in lexical units, absolute semantics and its paradigm in terms are included in the transient phenomena of language.

Based on the above, it can be said that terms of an absolute synonym and the terms which has adoulet character are considered one of the manifestations of the lexical system in the description of lexical-semantic media structures. There is no consistency in the expression and content of terms with such a feature.

These belong to the so-called paradigmatic type of asymmetry of form and content. The disproportion of form and content in these phenomena is based on the fact that the number of formal units is greater than the number of spiritual units.

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DOI: **10.5958/2249-7137.2021.00643.1**

FEATURES OF THE FORMATION OF COMMUNICATIVE SPEECH IN THE EDUCATIONAL PROCESS OF STUDENTS AT THE LESSONS OF THE RUSSIAN LANGUAGE

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ABSTRACT

The article examines the use of interactive teaching methods in the development of students' communicative competence. The author clarifies the concepts of "interactive teaching methods", "communicative competence", "development of communicative competence", gives a classification of interactive teaching methods, among which are game, discussion, creative, design, information and computer, as well as their general characteristics, features and didactic the possibility of using in training sessions. The necessity of using interactive teaching methods for the development of the communicative competence of students is substantiated. In the modern conditions of the development of education in Uzbekistan, the requirements for graduates of a non-linguistic university in the field of the level of proficiency in Russian are increasing. A modern specialist must be prepared and capable of effective oral and written communication in Russian.

KEYWORDS: *Interactive teaching methods, Communicative competence, Development of communicative competence, Game teaching methods, Discussion teaching methods, Creative teaching methods, Design teaching methods, Information-computer teaching methods.*

INTRODUCTION

The teacher is the main profession on earth. If it were not for him, there would be no physicists or lyricists. There would be no one to build houses, ships, fly planes and solve the most complex problems of modern politics ... I am sincerely grateful to the teacher - the discoverer of the human soul, the pioneer who plows the way into the future. Aibek Musa Tashmukhamedov.

Mastering the Russian language should be based on methodological principles that take into account the concept of lifelong education in the republic, which is based on democratization, humanization, differentiation and individualization of the learning process, reliance on national and cultural traditions and universal values. It is rightly said that those who do not know their native language do not know their ancestry, their roots. This person has no future. Without knowing the language of a person, you will never know his soul. The native language is an inexhaustible treasury of the entire spiritual being of man. Mastering a language is a versatile activity, but its core should be a grammar course with a practical focus.

New educational technologies offer innovative models of building the educational process, where the interconnected activity of the teacher and the student is brought to the fore, aimed at solving both educational and practically significant tasks. Modern requirements for the Russian language lesson pose many new tasks for the teacher, one of which is to teach students to independently acquire knowledge. Russian language lessons are distinguished by a variety of methods, as well as innovative techniques, obeying general requirements: Innovative technologies allow developing the following approaches in teaching Russian in modern methods: $\frac{3}{4}$ questionnaires; $\frac{3}{4}$ testing; $\frac{3}{4}$ discussion of problematic issues; $\frac{3}{4}$ creative tasks; $\frac{3}{4}$ educational games; $\frac{3}{4}$ extracurricular teaching methods. Lessons closely related to life, bearing elements of moral education, are quickly assimilated by students and turn into their moral credo. The lesson is the main form of organizing the educational process in the Russian language. in higher educational institutions. The educational process is a joint activity of a teacher and students to transfer and assimilate new knowledge and master skills over a period of time.

In the modern conditions of the development of education in Uzbekistan, the requirements for graduates of a non-linguistic university in the field of the level of proficiency in Russian are increasing. A modern specialist must be prepared and capable of effective oral and written communication in Russian. The foregoing actualizes one of the problems of modern language vocational education - creating conditions for the development of communicative foreign language competence among future specialists in various fields of production. An analysis of theoretical research and pedagogical practice has shown that the process of teaching the Russian language at a university, and interactive te Speech is a type of human communication, a historically established form of communication between people. Speech is the most universal means of communication, since the meaning of communication is least lost in the transmission of information using speech.

Communication (lat. Communication - message, connection)

1. Communication or transmission by means of language of the content of the statement.
2. The specific form of interaction between people in the process of their cognitive and labor activity [1; from. 2000].

Communication is the foundation of human life. Successful social, emotional and intellectual development is impossible without free communication. The student should be able to express their thoughts, feelings and desires easily, quickly and clearly.

The main goal of the communicative aspect of language teaching is the formation of the skills of speech activity in its main forms and types. The mechanisms for solving communication

problems determine the content side of the academic subject, which includes the speech and language components in their relationship and interaction.

Communication is a complex process that requires many skills. Speech is just one of the many ways we communicate our messages. Since ancient times, human society has used additional means of communication and information transfer, many of which still exist. A separate speech action (a piece of communication) is called a communicative act.

The simplest scheme of a separate communicative act in the process of speech communication looks in a certain way.

Within the framework of a communicative act, the sender of information (for example, a speaker), having a motive for the utterance, builds it in internal speech, and when translated into external speech, encodes it into sounds. The receiver, perceiving the incoming signal, decodes it and recognizes the meaning of the statement. He also has a motive for the statement, an exchange of remarks takes place, i.e. feedback is provided. In other words, the sender and the recipient are reversed, but the scheme of the communication act remains the same. Thus, verbal communication is the communication of people, understood in the broad sense of the word not only as a conversation or conversation, but as any interaction with the aim of exchanging information (reading, writing, etc.). In accordance with this, communication is carried out in the process of a person's speech activity using verbal (verbal) and non-verbal means.

Verbal Communication -Communication by means of words or verbal communication. Its peculiarity lies in the fact that, in form and in content, it is directed at another person involved in the communicative process, it is a fact of communication. Verbal communication can be directed at an individual person, a certain group (or even not have a specific addressee), but in any case it has a dialogical character and is a constant communicative act [2; from. 126].

The act of verbal communication is a dialogue that consists of speaking and listening. Speaking has been a longstanding subject of research. There is a special science - rhetoric, a special discipline is laid out - oratory. In the modern literature on communication, great attention is paid to listening skills. Research shows that few people have sufficient listening skills. I. Atwater points out that listening is very difficult. We are primarily busy with our own broadcasting. In addition, if a person fell silent during the dialogue, it does not mean that he is listening. Hearing is an active process that requires attention. But, clarifying, evaluating or analyzing information during a dialogue, a person pays more attention to his deeds than to what he is told. This is especially true in situations of conflict communication [3; from. 417].

In dialogue, we are more often interested in whether the other understood us than that, whether we understood him. This distorts the communication process. The best method to avoid this is non-reflective listening. Its essence lies in non-interference in the language of the interlocutor (conditionally passive listening).

Depending on the situation, during a non-reflective hearing, support, approval, understanding can be provided with minimal answers that help prolong the conversation. Such neutral words help support the conversation, relieve tension. Researchers identify three main functions of speech: communicative, regulatory and programming.

1. The communicative function provides communication between people using language.

Language is a system of verbal signs, a means by which communication between people is carried out. Speech is the process of using language to communicate with people. People lived and live in society. Social life and work of people make it necessary to constantly communicate, establish contacts with each other, and influence each other.

2. The regulating function of speech realizes itself in higher mental functions - conscious forms of mental activity.

It is assumed that speech plays an important role in the development of voluntary, volitional behavior. Initially, the highest mental function is, as it were, divided between two people. One person regulates the behavior of another with the help of special stimuli ("signs"), among which speech plays the greatest role. Learning to apply to one's own behavior the stimuli that were originally used to regulate the behavior of other people, a person comes to master his own behavior. As a result of the process of interiorization - the transformation of external speech activity into internal speech - the latter becomes the mechanism by which a person masters his own voluntary actions

3. The programming function of speech is expressed in the construction of semantic schemes of a speech utterance, grammatical structures of sentences, in the transition from a concept to an external expanded utterance. At the heart of this process is internal programming, carried out using internal speech. It is necessary not only for speech utterance, but also for the construction of a wide variety of movements and actions.

Thus, the child's speech is not an innate ability, but is formed under the influence of the speech of adults. There are several stages in the development of speech - preparatory (up to one year), preschool (up to 3 years), preschool (up to 7 years), school. Distinguish between external and internal speech. External speech is oral and written. In turn, oral speech is monologic and dialogical. Researchers distinguish three main functions of speech: communicative, regulating and programming.

These functions are essential for human communication. They provide communication between people using language, with their help a person masters his own behavior, as well as correctly builds his speech utterance, various movements and actions.

In school practice, retelling is understood as the free transfer of the text "in your own words" or the transfer of the narration or description created by the speaker to the listeners.

The retelling is designed for the imaginative thinking of the audience, it seeks to excite their imagination and feeling. An essential feature of storytelling is its improvisational character. This is the difficulty of storytelling and this is its educational role. Storytelling enhances speech culture more than expressive reading. It is in the process of telling that the vocabulary and phraseology of the narrator is enriched. Of the vast vocabulary that makes up the dictionary of the Russian language, everyone owns a relatively small vocabulary that makes up his personal dictionary.

There are several classifications of paraphrases. We give the classification proposed by Naydenov B. S. Naydenov B. S. Expressiveness of speech and reading. M.: Education, 1969.

1. Telling based on personal impressions
2. Retelling close to the text (detailed retelling);

3. A brief transfer of the content of the work or part of it (short retelling);
4. Selective retelling;
5. Creative retelling.

Let us briefly explain each of the types of retelling.

- **Storytelling based on personal impressions**

This type of retelling involves the presentation of facts and impressions by children from personal experience. It is easier for a student to talk or write about something that is well known to him, about what he himself observed, than to understand the author's text, to comprehend the content and then writes or tell. That is why it is more expedient to start teaching retelling with this type of storytelling.

The success of the story depends on three things: the clarity with which the child imagines what he is talking about; the degree of his passion for the story; the activity of transmitting your thoughts and feelings. All this is much more inherent in storytelling based on personal impressions than other types of retelling.

Detailed Retelling

Among the various types of retelling, the most widespread in practice is a detailed retelling - a retelling of a text in the sequence in which it is perceived when reading. At the same time, it is viewed mainly as a means of fixing the content of the read texts in children's memory and thereby enriching the range of students' ideas and knowledge.

Observations show that the student's tenacious memory captures for a short time the words and expressions from the text required by the teacher for retelling. However, retained by the memory for such a utilitarian, close goal, they then very quickly "erode", never entering the student's active vocabulary. Meanwhile, of all types of retelling, a detailed retelling contributes to the enrichment of the children's vocabulary, the formation of a sentence structure and the development of coherent speech of students. In addition to the fact that students get acquainted with vivid turns of speech, samples of the literary language, they master the words necessary to connect one thought with another, expressing various temporal and. causal relationship. This is how pronouns, conjunctions and other grammatical categories appear in the students' speech, which they practically master.

Brief Retelling

The ability to concisely formulate and transmit your thoughts to others, to reproduce briefly what you have read, to briefly tell about what you have seen, heard, viewed - the most important quality of coherent speech. To tell briefly is a much more difficult task than to tell in detail, everything in a row. What is its peculiarity, what requirements does it make to mental activity?

The complexity of the task of a short story (or retelling) lies, first of all, in the fact that it presupposes the selection of material necessary to reproduce the main meaning of the perceived. When asking a student to tell him briefly, the teacher usually formulates this task as follows: "Tell me briefly, do not tell everything, but only the most important thing, the most essential". Some parts of the read, which are the main thing in its content, the student must necessarily absorb into his story, but the less essential parts of this content must be weeded out, not included

in the retelling. Thus, in order to carry out a brief retelling, the student must first of all carry out a complex analysis of the perceived content: highlight the main thing in it and separate it from the secondary one. Since the minor parts, which most often complement the main ones and "go" next to them, should not be included in the retelling, the student must independently unite the thoughts selected for reproduction, that is, make a new synthesis of the content selected for reproduction, establish in it new connections. However, the complexity of the problem is not yet exhausted by this.

The brevity of retelling cannot be achieved by simple mechanical discarding, screening out, cutting off more secondary parts of the content. The brevity of the presentation of topics is also difficult, that it always requires other, in comparison with the perceived, speech means, turns, methods, other formulations to express the perceived content. A brief retelling is always the result of a complex rethinking of what has been read, the transfer of its content in a more generalized speech form.

In this sense, a brief retelling is a much more difficult task than a selective retelling. For selective retelling, some parts are also selected and others are sifted out, but the mechanism of this selection in selective and short retellings is fundamentally different. In a selective retelling, it is usually required to reproduce only a certain part of the content, and this part is always given, defined ("Tell only about the habits of a swan, do not tell about everything else", "Tell us what you read about the nature of the winter forest, about the life of animals about the winter there is no need to tell the forest ", etc.).

Solving such a problem is much easier than highlighting the main thing; in order to fulfill the latter, one must understand what the main thing is and, accordingly, what the secondary one is. The main difficulties that children experience when preparing a short retelling are primarily associated with the task of determining what is the main thing, as well as with finding the appropriate speech forms for expressing it.

The main thing cannot be distinguished by cutting off the ooze by simply skipping some parts of the content and reproducing others. The main idea, the main idea of the content 'is usually present to one degree or another in all its parts, intertwined (sometimes very difficult) into the fabric of the entire work, when it comes to a verbal text. The expression of the main content is almost always associated with the reformulation of the text, with the introduction of certain generalizations and conclusions into its content.

Selective Retelling

Selective retelling usually includes only certain parts, certain lines of the work. The very name of this type of retelling indicates that its main, most essential feature is selection, choice.

First of all, the students are faced with the task of isolating from the content of the text those parts of it, those lines that relate to the topic assigned to it, and focus their attention on them. Thus, he must first of all carry out a complex analysis of the entire content. Selected, selected for retelling parts (lines or parts of the content), he must then combine in such a way that a coherent story on a given topic is obtained, that is, to carry out a synthesis of the selected content. And, finally, the student must always take care that this retelling does not include the material, the content that, although he was perceived nearby, is not directly related to the topic set for

retelling, that is, students are required to be able to abstract from certain parts of the perceived content.

It is known what great obstacles a student faces when it comes to answering a question that only applies to any part of the text. How often, in response to a teacher's suggestion to continue, a story started by another student, the student begins to tell all over again.

Selective retelling makes much more serious demands on the mental activity of children than detailed ones. However, the complexity of the task does not mean that it is inaccessible to students.

Creative Retelling

The following options for creative restructuring and additions during retelling are known:

- Retelling with a change in the face of the narrator; most often this is a retelling in the third person, if in the original the narration is in the first person

Strictly speaking, a retelling with a change in the face of the narrator cannot yet be called a creative work, since the restructuring of the text is predominantly grammatical. However, replacing the first person of verbs with a third party leads to the need for some changes in the content of the text, for example, it is necessary to translate direct speech into indirect speech.

- Retelling from the person of one of the characters

A work that has much in common with selective retelling, but sometimes requires very significant changes and additions, to successfully cope with such a retelling, the student must enter the role of the character; understand his age, character, and look at events through his eyes.

- Retelling of the entire text or part of it with creative additions, with fictional episodes, details, descriptions of the landscape, descriptions of the appearance of people

- Continuation of the story, the fate of the hero

Students are especially attracted by such additions, which set out (more precisely, projected) the future fate of their favorite heroes.

- dramatization of a story, that is, drawing up dialogues based on a read work of art, reading them by roles, as well as stage embodiment

It consists in conveying the events of the narrative in a dramatic form. It is recommended to stage texts in which there are many dialogues and a relatively simple setting. Role-based reading serves as a transition from regular reading to staging. Reading in faces, children practice expressiveness, better highlight the words that belong to the characters. When retelling students, only dialogues are conveyed, and the presenter (or presenters) in brief words outlines the situation against which the action takes place.

- Verbal drawing ("what I would depict in a picture").

To increase the emotional level of perception of a literary text, verbal drawing or illustration is also given. When the story or description is read, the teacher says: "How do you imagine the situation at such and such a moment of action? Tell it as if all this is in front of your eyes, as if you yourself sees and describe. "Usually, verbal pictures are drawn for those episodes that are especially important for understanding the ideological concept of the story. If the description is

illustrated, then the most beautiful and at the same time available to students paintings are selected.

Thus, retelling refers to the free transfer of the text "in one's own words" or the transfer of the narration or description created by the speaker to the listeners. There are several types of retelling used in school: storytelling based on personal impressions, detailed retelling, short retelling, selective retelling, creative retelling. Storytelling based on personal impressions involves the presentation of facts and impressions from personal experience. The task of a detailed retelling is to reproduce the text in the sequence in which it is perceived when reading. A brief retelling assumes a concise transmission of the semantic parts of the text. Selective retelling usually includes only certain parts, certain lines of the work. With creative narration, additions are made and various rearrangements are made in the original text. A one-way form of communication is present not only in lectures, but also in practical ones. The only difference is that it is not the teacher, but the student who broadcasts some information. These can be answers to questions posed by the teacher before the start of the workshop, abstracts, reproduction of lecture material. This form of communication does not meet the principles of the competence approach. The form of multilateral communication in the educational process is fundamentally different. The essence of this communication model presupposes not just the admission of students' statements, which is important in itself, but the introduction of their knowledge into the educational process. Teaching that is open in a communicative sense is characterized by the following statements: 1. Students are better at mastering certain skills if they are allowed to approach the subject through their own experience. 2. Students learn better if the teacher actively supports their way of learning. 3. Students perceive the material better if the teacher, on the one hand, structures the subject for easier assimilation, on the other hand, accepts and includes in the discussion the opinions of students that do not coincide with his own point of view. The transition to a competence-based approach in organizing the learning process provides for the widespread use in the educational process of active and interactive forms of conducting classes (computer simulations, business and role-playing games, analysis of specific situations, psychological and other trainings) in combination with extracurricular work.

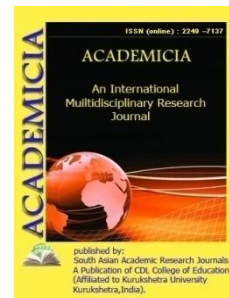
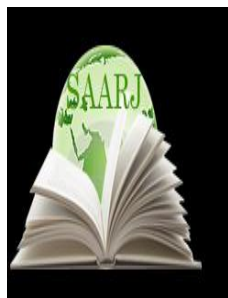
During a lecture, any student should be ready to participate in mini-discussions, ask the lecturer questions and answer his questions on the topic of the lecture. Thus, there is an intensification of work in lectures, which cease to be exclusively a teacher's monologue. Self-preparation for practical lessons consists in the mandatory fulfillment by the student of all types of tasks on the topic of each lesson. The student must be ready to answer questions on the lesson plan, reliably master the basic concepts and categories, answer questions for self-examination and complete problem assignments in writing. When using interactive methods, the teacher's role changes dramatically, ceases to be central, he only regulates the process and is engaged in its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the time and order of the planned plan. The use of interactive forms and methods of teaching in the process of studying at a university will allow acquiring:

- a specific student: - experience of actively mastering the content of future professional activity in conjunction with practice; - development of personal reflection as a future professional in his profession; - mastering new experience of professional interaction with practitioners in this area;
- study group: - development of communication and interaction skills in a small group; - the formation of value-orientational unity of the group; - encouragement to

flexible change of social roles depending on the situation; - adoption of moral norms and rules of joint activities; - development of skills of analysis and introspection in the process of group reflection; - development of the ability to resolve conflicts, the ability to compromise; • teacher - group system - non-standard attitude to the organization of the educational process; - formation of motivational readiness for interpersonal interaction, not only in educational, but also in professional situations.

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DOI: **10.5958/2249-7137.2021.00644.3**

DEVELOPMENT OF RUSSIAN SPEAKING SKILLS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

The article is based on the concepts of educational conditions, theories that scientifically substantiate the objective laws of learning a foreign language in the natural environment and its study in the school environment in the modern methodology, the goals and objectives of teaching Russian in primary school. Also, there are discussed in this article: practical, educational, pedagogical and developmental goals of teaching Russian in the primary grades, Russian teaching aids in the primary grades, teaching content, language material, language unit, topic of conversation, and the qualifications and skills of the teacher.

KEYWORDS: *Speech activity, Methods of speech development, Fluency, Accuracy, expressiveness and content of speech, Problem-based learning, Linguistic principles, Lexical skills in a foreign language formation.*

INTRODUCTION

The pedagogical principles of foreign language teaching in primary school are described in detail in Uzbek and Russian scientific sources as didactic principles. But in foreign literature the pedagogical principle is studied separately. We used scientific sources in three languages to generalize the pedagogical principles.

1. To bring up the younger generation in all respects. The information acquired through a foreign language and the mental and verbal skills and competencies acquired while learning a foreign language are nurtured.
2. Encourage students to use the language they are learning.

3. Take into account the individual characteristics of students.
4. Educate students in the spirit of tolerance for others and respect for different values.
5. Creating an optimal environment for independent learning in the classroom.
6. To develop students' skills and abilities to independently and independently determine the indicators of mastery.
7. Provide opportunities for students to express their knowledge in the language being studied.
8. Organize lessons based on an integrated approach to competency acquisition. Competent oral speech contributes to the speed, ease of communication between people, gives the speech communicative perfection. All this forces us to make high demands on the correctness of the sounding speech. The task of consciously mastering the norms of speech, instilling maximum respect for the rich traditions of the Russian language is now not only highlighted, but also defined as the most important social task of our time, as a social order of society.

Modern society needs people who own, in a word, who know how to defend their beliefs, views, conduct a discussion, creatively involved in the process of interpersonal communication. In this regard, one of the main tasks of a modern school is to prepare a graduate of an elementary school who would be able to communicate, listen and speak in such a way that they would listen to him, would be able to evaluate someone else's speech, and of course his own speech.

However, it is in elementary school that teaching the living word is often underestimated by teachers; defects in speech become obsolete, and it turns out to be very difficult to correct them later.

Speech is language in action. Language is a system of signs, which includes words with their meanings and syntax - a set of rules according to which sentences are built. The word is a kind of sign, since the latter are present in various kinds of formalized languages. Language and speech are two sides of speech activity, which includes two opposite processes - the process of generating speech and the process of its perception.

Speech is one of the types of communication that people need in their joint activities, in social life, in the exchange of information, in cognition, in education. It enriches a person, serves as an object of art.

Observations received by children on walks, excursions, and hiking help in the development of students' speech. We try as often as possible to go with the guys on excursions and to the forest, to the river. Walking is a short lesson in sensory education.

The upbringing of a comprehensively developed personality is impossible without improving such an important tool of cognition and thinking as speech. The development of students' speech is currently one of the priority tasks of the school. Without the systematic enrichment of the oral and written speech of students, it is impossible to effectively improve the culture of speech of children, their general literary development. Speech development is an important task of teaching a native language. Speech is the basis of all mental activity, a means of communication. The student's ability to compare, classify, systematize, generalize is formed in the process of mastering knowledge through speech and is also manifested in speech activity. Logically clear,

evidence-based, figurative oral and written speech of a student is an indicator of his mental development.

Speech helps the child not only communicate, but also learn about the world. For a child, good, competent speech is the key to successful learning and development, the ability to fully exist in society. The development of speech activity is not a spontaneous process; it requires a certain pedagogical guidance. The speech activity of students is manifested in their sociability, in the absence of stiffness, silence, fear of speaking. The teacher is obliged to "talk" his students in any conditions and situations. It is important to develop in him the ability to correctly and beautifully express his thoughts, finding accurate and figurative expressions for this, to teach creative imagination, associative thinking. Speaking and writing skills are formed in a child under the influence of many factors. That is why it is so important to create conditions for the speech activity of children, for communication, for expressing their thoughts. I pay special attention to enriching the speech of students with various linguistic means, to preventing and overcoming various speech deficiencies, to mastering pronunciation norms and means of speech. enrichment of students' speech with lexical and grammatical means; prevention and overcoming of errors (in the pronunciation of words, in word formation, in the construction of sentences); the formation of coherent speech skills (oral and written)

In his work "On the Initial Teaching of the Russian Language" K.D. Ushinsky put the development of the "gift of the word" in the first place along with the conscious possession of the treasures of the language and with the study of grammar. What should be done to develop this innate language ability? "The gift of speech" develops only from exercises, which should be as independent as possible: by your efforts to express your thought, first simple, then more and more complex, first orally, and then in writing (in essays). The ways to this are clarity, highlighting the features of an object, comparing objects.

It should be noted separately work with words, since vocabulary work is not an episode in the teacher's work, but a special part of all systematic work on the development of students' speech. The richness of the vocabulary is a sign of the high development of both society as a whole and each individual person. Therefore, I attach great importance to this type of work. It consists of: enrichment, clarification, activation of the dictionary, elimination of non-literary words. When working on vocabulary words, I use a technique from V. Agafonov's book "Wrong rules, or how to memorize vocabulary words." The technique is based on the associative connection of the dictionary word with another "adoptive relative", which will help to remember the correct spelling in the word exactly. For example, when a robot with the word "coat", the teacher reports that the wind blew, scattered letters in the word, and the word "bast" was obtained. Such associative threads stretch from image to image, from word to word. In addition, pictures, riddles, rebuses, short poems are selected for each word.

I will dwell in more detail on the development of the coherent speech of children. The development of coherent speech is carried out on the basis of a system of gradually becoming more complex oral and written exercises that require more and more independence from students. The success of the work depends: on the interconnectedness of the work, on their purposefulness, on the observance of a clear sequence in the use of various types of essays, on the systematic subsequent work on speech and stylistic mistakes made in the creative works of children.

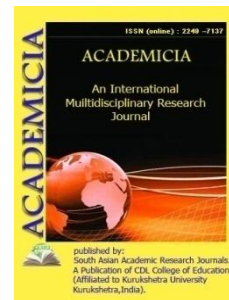
Developed oral speech is the ability, in accordance with the requirements for speech, to determine which word, which turn, which intonation, which manner of speech are appropriate, and which are undesirable in each particular case. The development of oral speech is also an effective condition for the development of thinking. Speech is a channel for the development of thinking, and thinking stimulates speech. Considering all this, I define the work on the development of oral speech in younger schoolchildren in my practice as one of the most important and recommend starting it from the very first days of a child's stay at school. As V. A. Sukhomlinsky wrote, teaching to convey thought by word is the main task of elementary school. Experience shows that for this it is effective to use speech exercises and other types of work described above. They attract the attention of children, are appropriate for their age and should be organized systematically, systematically throughout the years of primary school. Such work helps children to comprehend the meaning of language as a tool for communication, understanding the world around them and master the richest resources of their native language. In the lesson, I create an atmosphere of verbal communication, interviews, exchange of views, so that there is a dialogue "teacher-student" or "student-student", where the student's personal position is expressed, where the student does not feel constrained, not pinched, is not afraid of his own mistakes. In my work, I always give children the opportunity to express themselves, I do not criticize the speech of children, I encourage their statements in the form of any praise. Such training contributes to the development of the child's desire to speak, helps children in the lesson to become our helpers, friends. Experience has shown that over time, even my weak students and those whom we call silent; begin to work more actively in the classroom.

It is important for my students to understand that the ability to convey information, maintain a conversation, establish contact, and find the ability to get away from a quarrel during an argument is necessary in everyone's life. Children should understand that eloquence and the ability to speak is not idle talk, not rhetoric. I teach them to feel the difference between chatting and conversation, between wit and a set of clichés; I teach them to use the gift of speech. Speak without thinking - shoot without aiming. By the way, you need to be responsible!

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DOI: **10.5958/2249-7137.2021.00645.5**

THEORETICAL STUDY OF PROOF LIMITATION PROBLEMS IS AN IMPORTANT FACTOR IN INCREASING THE EFFICIENCY OF TRAFFIC ACCIDENT INVESTIGATION

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ABSTRACT

The author illustrates topical issues of the theoretical study of the problems of the proof limitation in the investigation of traffic accidents through this article. An observation to existing theoretical, practical, legal gaps in the field is issued. The thoughts of practitioners are analyzed completely and comprehensively. Subsequently, the scientifically grounded proposals and recommendations are developed in terms of elimination of existing problems. The widespread incidence of vehicles in the roads throughout the world today, along with its positive factors, also leads to many negative consequences. The overall number of deaths on the motorways in the world has reached 1.240 million per annum, and unfortunately by 2030 this number may reach 3.6 million per annum, in accordance with the statistical data of foreign center "Pulitzer". The number of deaths due to crimes related to the rules of traffic or safety use of vehicles has taken the next place after HIV, malaria, tuberculosis (according to WHO) in developing countries in the recent years

KEYWORDS: *Traffic accident, Vehicle, Crime process, Investigator, Interrogator, Investigating, Proof.*

INTRODUCTION

The widespread incidence of vehicles in the roads throughout the world today, along with its positive factors, also leads to many negative consequences. The overall number of deaths on the motorways in the world has reached 1.240 million per annum, and unfortunately by 2030 this number may reach 3.6 million per annum, in accordance with the statistical data of foreign center "Pulitzer". The number of deaths due to crimes related to the rules of traffic or safety use of

vehicles has taken the next place after HIV, malaria, tuberculosis (according to WHO) in developing countries in the recent years [1].

Unluckily, Uzbekistan is no exception too. There were 8,588 traffic accidents, in which 1,915 people died and 6,673 were injured in 2019 [2]. Regular measures taken in the recent years to reform the judicial system in Uzbekistan are aimed at ensuring reliable protection of the individual, his rights and freedoms, peace and security from criminal invasion, early crime prevention, as well as educating citizens in the spirit of compliance with the Constitution and laws.

The Presidential Decree No. PD-3127 “On measures to further improve the system of traffic safety provision” dated on July 11, 2017 by the President Shavkat Mirziyoyev, aimed at further prevention of the occurrence of traffic accidents, elimination the causes and conditions that allow this type of crime, reliable protection of the rights, freedoms and legitimate interests of citizens defined that, one of the vital tasks of the Ministry of internal affairs of the Republic of Uzbekistan and its territorial divisions is to systematically-complex analyze and eliminate the causes and conditions of traffic accidents, to improve the system of prevention of traffic accidents [3].

In our opinion, the theoretical study of the problems of the limitation of criminal procedural evidence should become the topical matter as an important factor in increasing the effectiveness of the investigation of traffic accidents. This is owing to the fact that the truth is identified in each criminal case on traffic accidents on the basis of examination and evaluation of the evidence by investigation organs and other participants. In this process, the main task is to determine the specifics of the identification, verification and evaluation of evidence on traffic accidents.

However, the relationship between the acceptability and reliability of evidence and the practical features of the investigation of traffic accidents in the single scientific-logical comprehension of the subject of proof was not at the centre of attention for a long time. The main interest was in developing proposals to improve traditional methods and means for collecting and assessing the evidence.

At the same time, on the basis of the analysis of the system, the problems connected with the development of interrelated measures to improve the efficiency of the evidentiary process in the investigation of traffic crimes is also disregarded.

According to the Russian scientist S. N. Perlov, it is fairly stated that today the traditionally organized legal and organizational support of the investigation process, as well as forms and methods of obtaining and using evidence-based information are based on personal sources and relevant procedural actions (interrogation, resistance etc.). Accordingly, it does not meet the interests of increasing the level of preliminary investigation and strengthening the rule of law [4].

Based on the above, it is expedient to study the problems of the limitation of criminal procedural proof as an important factor in improving the efficiency of the investigation of the traffic accident. It is of paramount importance to know the lexical meaning of the expression of proof in order to fully understand what the limits of proof are.

The term “proof” means the affirmation of “opinion, claim, hypothesis” and so on, or “confirmation of the truth of the accident (event) with evidence, document”, “proof of the

correctness of the rule or claim by logical reasoning and evidence on the basis of other known rules” in the explanatory dictionary of the Uzbek language [5].

The legal clarification of this expression is “the activity of criminal proceedings regulated by the law on interrogation, preliminary investigation, and determination of the prosecutor and the court with the participation of other subjects of criminal assessment collection, investigation and evaluation of factual information necessary for the proper solution of the case” [6].

The conduction of public opinion survey among interrogators and investigators directly involved in traffic accidents revealed that the majority of interrogators and investigators (62%) stated that it is necessary to pin the blame for the guilt of the person, not the situation, and that this is the problematic issue [7].

The equal percentage of interrogators and investigators argued that the more effort is made to prove a person`s guilt, the greater the need to begin to identify the circumstances that prove his or her innocence [7].

As a result of the survey, it becomes clear that the practitioners (practice staff) are currently investigating the criminal case in terms of foregone conclusion. The abundance of vehicles, further complicates the committing mechanism of this type of crime and makes it difficult to prove a person`s accusation or innocence especially in the metropolitan areas. It is more arduous to identify the causal relationship in the interaction of drivers and the causal relationship with the accident in such type of the traffic accidents [7].

It should be highlighted that determining the causal link between the violation of traffic rules by the driver of the vehicle and the operation of the vehicle, which caused the accident and caused illegal consequences, is a necessary component of the sequence of evidence in crimes related to traffic accidents.

It should be indicated that the vague conclusion that there is a possibility of violation of traffic rules or that there are no signs of an offense in the traffic excludes the existence of the spontaneous causal link. Specifically, answering such questions is particularly challenging when multiple traffic users commit multiple violations simultaneously, resulting in multiple causal links and legal consequences.

It is vitally important to determine at what stage and how it will the criminal case be carried out in the process of proving this type of case. The general question of whether evidence should be collected at the stage of gathering or examining and summarizing evidence, or at the stage of evaluating evidence, has not yet been resolved. This issue needs to be approached more deeply and broadly by virtue of the issue of initiating the criminal case or refusing to initiate is specifically related to proof.

Because of various highlights of the current criminal system prerequisites, ie the vagueness of certain guidelines, methodological and authoritative issues, there are numerous legitimate, strategic and methodological issues in conducting investigations concerning traffic accidents that form the basis of the evidentiary process (eg, appointment of expertise, investigation of the scene, interrogation of witnesses and participants in the incident, in carrying out experimental actions, etc.).

At this point, the internal confidence of the interrogator and investigator, which clarifies the details of the incident, is of great importance in determining the causal link between the commission of the crime and its consequences. According to the Article 95 of the Criminal Procedural Code of the Republic of Uzbekistan, the interrogator, investigator, prosecutor and court evaluate the evidence along with their inner convictions in accordance with the law and legal consciousness on the basis of careful, complete, comprehensive and impartial consideration of all cases. Each piece of evidence should be evaluated in terms of relevance, acceptability, and reliability. It is noteworthy that evidence is considered relevant in case it reflects information about facts or things that confirm refute or question the conclusions about the existing circumstances that are applicable to the criminal case [8].

One of the important factors in improving the efficiency of the investigation of traffic accidents is the study of the problem of improving the criminal procedural evidence on the basis of a comprehensive analysis of theoretical, organizational and methodological problems of investigating the objective truth in the investigation of this type of crime.

It should be pointed up as conclusion that the solution of the above problems depends not only on the development of the theoretical basis of proof, the search for ways to increase the efficiency of this process and the optimization of the investigation of traffic accidents, but also the introduction of amendments and additions to existing legal norms. Concurrently, it is significant to further enhance the professional training of participants in the process of identifying and investigating traffic accidents, to develop cooperation and to bring the technical equipment of activities to the new level in conformity with current requirements.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00618.2**

STAGES OF SPORTS TRAINING IN BADMINTON AND ITS CONTENT

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ABSTRACT

This article discusses the stages of preparation for badminton and their specific features. The content of the preparatory stages and the requirements for them have been studied and interpreted from the author's point of view. Age-specific features of the preparatory stages and ideas for their organization are summarized. Sports activities usually include a number of periods in the age development of an athlete [1]. In particular, badminton is no exception. At the same time, the content and structure of the exercise change significantly in accordance with the age characteristics of the athlete and the logic of sports maturation. The stage of initial sports training usually begins at early school age (in some cases even earlier) and proceeds to the next stage along with the choice of the subject of sports specialization. About sports exercise in its meaning can be spoken here exclusively conditionally, since its characteristic features are still almost not expressed.

KEYWORDS: *Badminton, Preparation Stages, Age Characteristics, Planning.*

INTRODUCTION

Sports activities usually include a number of periods in the age development of an athlete [1]. In particular, badminton is no exception. At the same time, the content and structure of the exercise change significantly in accordance with the age characteristics of the athlete and the logic of sports maturation. The main stages of the formation of shugaring for many years of sports can be listed as follows:

- Stage of initial sports training;
- Stage of initial specialization;
- Stage of deep improvement;

- Stage of "longevity" in sports.

The age limitation of these stages undergoes significant changes depending on the characteristics of the sport [2], the personal characteristics of athletes and other conditions [3]. Research conducted before and after the 1970s revealed specific periods of age restriction in sports. But today these boundaries have to some extent lost their relevance. In sports, the parameters of age restrictions have changed. (For example, O. Chusovitina at the age of 41 took part in the Olympic Games 7 times and set a record).

Now it's worth talking about the stages and explaining them.

The stage of initial sports training usually begins at early school age (in some cases even earlier) and proceeds to the next stage along with the choice of the subject of sports specialization. About sports exercise in its meaning can be spoken here exclusively conditionally, since its characteristic features are still almost not expressed. Classes are organized in a comprehensive manner - mainly in the form of general training, with an incredibly wide use of the available means of physical education and training. Beginner athletes, trying their hand at various sports exercises, under the guidance of a coach, determine the subject of their future specialty that best suits their abilities.

During the initial stage of specialization, especially in cases where sports specialization begins in adolescence and even earlier, the widespread use of general training continues to occupy a major place. The most important task at a special stage is to lay a reliable foundation for future achievements, that is, to ensure a comprehensive harmonious (hormonal) development of the body, to increase the level of its functional capabilities, to enrich the variety of movements, skills and abilities, to master the basics of sportsmanship. Aiming for the highest possible athletic performance should not be limited here, but in the long term.

Experiments and observations show that primary specialization is preferable to the manifestation of "multiculturalism".

For example, in badminton, a general specialization initially arises. In other sports, in particular in athletics, athletes specialize in triathlon, pentathlon, etc. This corresponds to the general direction at this stage of a sports exercise and at the same time creates additional ground (Guarantee) against mistakes in determining the subject of narrow specialization without interruption. In some cases, the athlete chooses the subject of the main specialization through the approximation specialization, in which exercises are performed that are easier for him to cope with (for example, the future Styer in the initial specialization runs much shorter distances). This way makes it possible to get the necessary training period and competition experience, without waiting for the age characteristics to reach the level that allows. Therefore, the higher the age conditions in the training of the chosen sport, the more widely this path is used.

During the years of initial specialization, the training process only gradually acquires all the characteristic features of a sports exercise. Initially, the weight of the special training is comparatively low. The volume and intensity (intensity) of physical activity will grow at a much slower pace than in the future. This is especially true of sports activities for children and adolescents, since in them, due to the natural growth of the body, plastic metabolism is incredibly increased, which in itself is a great functional load for the child.

This stage also has its own way of preparing for sports exercises. During the training period, at first, the main place is occupied by almost completely the preparatory period. The competition and transition periods will look like they are "cut back". At the same time, the means, styles and forms of training, the magnitude and the closest orientation of the loads alternate within wide limits. In many cases (especially for children and adolescents), the duration of the exercise periods should be shortened. As we approach the end of the stage in question, the training process is more and more modified in accordance with the laws necessary to achieve high results in full-fledged sports.

The initial specialization stage takes about 2-3 years. At the same time, depending, first of all, on the individual characteristics of the athlete and the nature of the sport, these terms can vary significantly. By the end of this stage, the athlete must have reached approximately the second level (category) of the unified sports classification.

Deep Cultivation Stage Age ranges at this stage are in the 17-20 to 35-40 age range in most sports. It is this time that is considered the time of the most active sports practice, when the highest level of sports abilities is noted, and the heights of sports mastery are achieved.

All the specific patterns of sports exercise find their fullest expression at this stage. The learning process will be very deeply specialized. The weight of special physical, technical, tactical and volitional training increases significantly. But it should not increase by reducing the time allocated for general training, but by significantly increasing the time allocated for special training. The concentrated volume and intensity of physical activity will reach their absolute maximum during this stage, reaching significantly higher rates than before. Also, the influence of competitive practice and the structure and content of training will increase significantly.

As the athlete approaches the peak of achievements, the level of additional increase in sports results decreases, and after 6-8 years of specialized training, a temporary decrease in indicators occurs.

Apparently, the following two types of reasons can be attributed to such a decrease in the long-term dynamics of sports achievements: a) biological reason - a natural decrease in the adaptive capabilities of the organism as it grows; b) insufficiently perfect modern method of organizing long-term training.

It is necessary that further rationalization of the training process could minimize such a decrease or even push it away before reaching a much older age. At the same time, the most important is, among other things, a purposeful renewal of means, methods and forms of exercises, as well as the optimal alternation of cycles, characterized by different ratios of general and special readiness, as well as varying degrees of volume and intensity of loads.

As mentioned above, the dynamics of physical activity, including perennial ones, should have a wave-like character [4]. On the scale of long-term "waves" of loads, first their volume, and then the intensity reaches its maximum. Although this community is a learning process, it usually varies between the ages of 35 and 40 in order to maintain a high level of general performance as well as special qualities and qualifications for as long as possible. What has been achieved earlier is also being improved to a certain extent (especially in terms of technical and tactical training).

At this stage, the content of the exercise by its nature from year to year approaches general physical fitness. The role and place of the competition is decreasing. The upward trend in loads

now persists only for a short period of time and applies only to certain groups of exercises. In accordance with this, the structure of the training process will also be rebuilt [5]. The boundaries between periods seem to disappear.

Annual and multi-year planning is a program for a sports coach. With its help, the trainer controls and controls the entire training structure. When drawing up annual and multi-year plans, it should be possible to change, supplement or improve them. Since by now a sharp increase in sports results and the use of various means and techniques in training athletes leads to the fact that the athlete is ahead of the planned plan, and in some cases, on the contrary, the athlete's inability to fully master the assigned tasks also requires a change in the plan. Besides unexpected trauma for the athlete, some problems in social life also require a change in the plan.

The rhythm and other states (moments) of the structure of the exercise begins to be more influenced by the mode of work. In sports practice, annual and long-term planning is of particular importance. This type of planning summarizes the general view of the athlete's training. This process unites in its structure all directions and sections of the side of sports training and serves as the basis for further plans. The annual and long-term planning includes such necessary indicators as theoretical and practical knowledge, abilities, skills and qualifications that are provided for by the plan and which the athlete must master.

The peculiarities of the sport, the level of the athlete's capabilities, climatic conditions, material and technical security should be taken into account in annual and long-term planning. The schedule of the competition is also of particular importance. The planning of training sessions according to the time, place and conditions of the competition will be more accurate and efficient.

The general signs of the main stages in the long-term process of sports training are such that today these indicators have not changed their structure, both in content and in form. The stages and results achieved on them are updated in modern sports. Nevertheless, the content of the tasks by stages has not lost its relevance.

The organization and planning of sports activities is a complex pedagogical process and requires a high level of knowledge from the coach. Before covering these points, it will be necessary to periodize in accordance with the age characteristics of the athlete.

Taking into account pedagogical, psychological and biological knowledge, children and adolescents are divided into the following age groups:

- Junior school age. 1-4 grades (from 6-7 to 10-11 years old);
- Middle school period. 5-9 grades (from 11-12 to 14-15 years old);
- Teenage years students of academic lyceums and professional colleges (from 15-16 to 17-18 years old).

The coach as a whole must be careful with his students. In sports practice, the specifics of training are distinguished. These differences are characterized by the shortness of the training time, the lower volume of loads, and the specificity of the methods of teaching exercises.

At the heart of any sports activity is sports exercise planning. Without planning, it is impossible to achieve any results or establish sports activities.

Sports training planning means a guarantee of future sports results in advance (Kerimov F., 2004). Therefore, it is advisable that trainers or specialists attach particular importance to this process.

The most important criterion to consider when planning an athletic training is the age, personality and qualifications of the athlete. Athletes can be trained according to a common plan when all three indicators are close to each other. In this case, it is also important not to forget to give them exercises individually.

There are the following types of sports training planning [6]:

1. Long-term planning.
2. Annual planning.
3. Monthly (mesocycle) and weekly (microcycle) planning.
4. Plan for a specific workout.

Each type of planning implies a certain level of tasks. It is wrong to say that there is a specific border between them. Each process acquires its own individuality and has a common unity. When planning sports activities, especially at the stage of initial sports training, the main attention should be paid to the issues of the comprehensive development of athletes. Because young athletes who have just started training, who have insufficiently formed motor forms, will not be able to perfectly master the technique without the physical qualities necessary for sports. We can say that when planning long-term training with young athletes, it is necessary to achieve the formation of a large-scale basis, which will be necessary for the athlete's further sports activity.

At this point, the ratio of general and special training alternates for many years (Fig. №1)

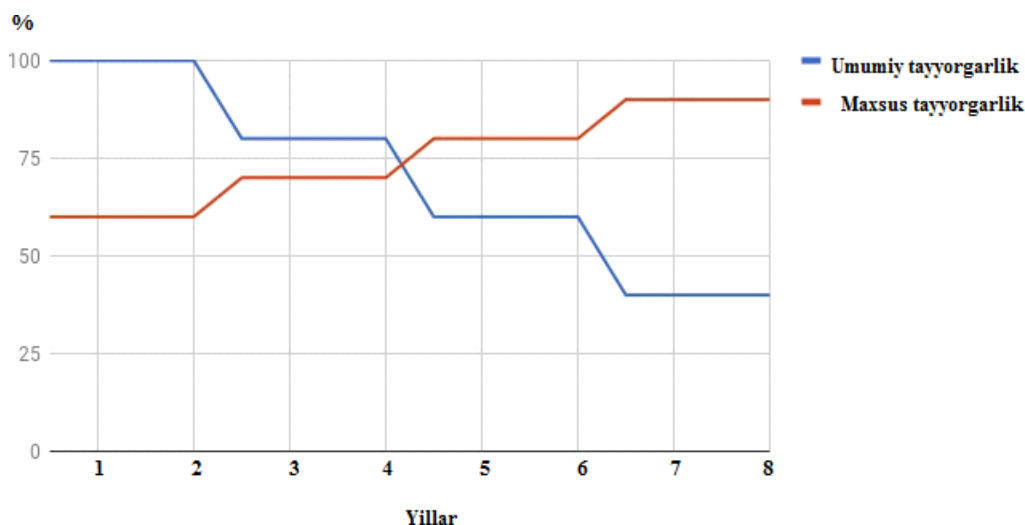


Figure № 1. Dynamics of changes in general and special readiness for long-term preparation.

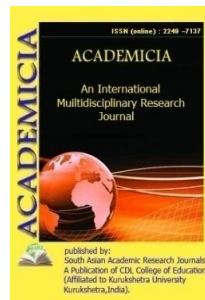
When planning a sporting event, a number of aspects should be given special consideration. Whether it's a long-term plan or short-term plans - all this should be built on the basis of certain procedures, based on certain patterns. At the same time, the issues of further sports activity,

health, spiritual and moral education of a young athlete and other similar issues are taken into account. It is especially recommended that when planning and conducting trainings for young athletes, the issue of improving their health, hormonal development, and further increasing functional capabilities remains in the center of the trainer's attention.

In the process of planning sports activity, the inclusion of a large volume of loads in the plan being drawn up, the settings of complex tasks in front of the plan create problems in the training process.

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DOI: **10.5958/2249-7137.2021.00646.7**

DEVELOPING CRITICAL THINKING THROUGH READING NEWS ARTICLES IN ENGLISH LANGUAGE CLASSES

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ABSTRACT

Today, teachers all over the world are trying to incorporate critical thinking skills into the learning process in order to raise their students as independent critical thinkers. The article discusses about critical thinking development through reading authentic news articles in English classes.

KEYWORDS: *Critical Thinking, Reading, Analytical Reading, Authentic Materials, Newspaper, Critical Discourse Analysis*

INTRODUCTION

How does critical thinking relate to the educational process and how important is its role in modern society? Reality shows that it is difficult to incorporate critical literacy and critical thinking into the process of learning English as a foreign language, as it often exceeds the capabilities of students. Today we can state the fact that this problem is not given due attention in language classes, not only in our country, but throughout the world, as evidenced by numerous experiments and studies. It was revealed that the interpretation of texts is reduced to a retelling, a description of insignificant details, and the key points of the content are not mentioned by students due to a lack of understanding of the meaning, as well as the inability to distinguish the main from the secondary.

MATERIALS AND METHODS

Let's discuss some reasons explaining the existence of this problem.

First, when teaching analytical reading in English, priority is given to explaining the lexical and grammatical subtleties of the text, rather than teaching comprehension.

Secondly, in the conditions of intensive and rich study programs, teachers do not have enough time and dedication to teach students the appropriate skills.

Thirdly, the teachers do not have a lot of experience and a sufficient level of training to develop students' critical thinking skills.

We know that, English as a Foreign Language students absorb new knowledge and bring it to their culture. In this case, good language training and critical thinking allows you to understand the latent meaning of the information received, to avoid the imposition of alien ideas or reject them. Nowadays, the method of critical discourse analysis in teaching is widely promoted abroad and in our country as well, which makes it possible to increase the level of critical language thinking of students. We have a discourse analysis course, which one of the Pre SETT modules at our university [1]. The methodology is aimed at developing the ability to explore the world around us, form critical judgments and find ways to change the course of events. Critical discourse analysis offers a revolutionary new approach to language and its teaching. There is an expression "language in action", which means that its use is sometimes ambiguous and problematic, reflecting social and ideological processes and influencing these processes [2].

According to critical discourse analysis, the text is studied meaningfully, taking into account the linguistic environment. Three aspects underlie the analysis of a communicative event: text, discursive practice, social and cultural practice. In contrast to critical discourse analysis, critical language awareness is a mental and internal ability that develops gradually in motivated students interested in independently "discovering" the language for themselves [2]. In other words, we can call this approach self-education.

Developing and educating a student as a person capable of critically evaluating his work, analyzing the thoughts of other authors, we always ask ourselves the question of what critical thinking is. Of course, this is a complex concept due to the fact that people perceive information differently in the conditions of the existence of intercultural and interethnic differences, peculiarities of logic, thinking, etc., therefore, the same facts or events are considered from different positions, and the conclusions are opposite.

We understand critical thinking as a combination of abilities and attitudes. Ability is a cognitive element that gives an idea of what to do, and students' disposition is this or that attitude or inclination that forms critical thinking in a certain direction. EFL teachers face with the urgent task of organizing work in the classroom in a new way. Students should have time to search for an approach to solving the problem posed, formulating adequate questions, considering hypotheses, and putting forward valid arguments. At this stage, the teacher's methods of work play a decisive role in shaping students' critical thinking. There is a widespread misconception that students learn exclusively through the transmission of information according to the teacher-student scheme. In this case, it can rightfully be argued that students are not interested in working together and exchanging ideas, since they work under duress. On the contrary, discussions and the formulation of one's own judgments stimulate the intellectual development of students, which contributes to a better understanding of ideas, including scientific ones. We emphasize that there is a circumstance that we should not forget: the text in English is a cultural source of values, the meaning of which is determined by a particular historical era. In other words, the author is not a neutral person, but a personality with its inherent culture, knowledge, intentions, actions that are reflected in the text, and each reader interprets the author's ideas,

guided by his own critical point of view. Knowledge is always contextual, and readers construct their understanding based on everyday and cultural views based on their own life experiences. Thus, critical thinking will always depend on a whole range of socio-cultural factors and be characterized by situational conditioning.

It is the ability to critically analyze texts and reasoning that help the reader understand the author's ideas and go beyond the text, draw conclusions, thereby forming a personality in himself, armed with new knowledge and capable of fighting, defending his civic position in our contradictory world [2].

In the discussions and debates, students develop not only critical thinking, but also to improve the skills of all types of speech activity: speaking, listening, writing, reading. There are advantages of using newspaper material in English classes: diversity, gradation of difficulty levels, consideration of socio-cultural, political-economic and other topics, contextual reading, text design in literary English, the ability to look at the text analytically, interacting with other students through hypothesis, the possibility of individual interpretation of facts. Among the above listed advantages of using newspaper material in the classroom, the most significant factor for anyone learning English as a foreign language is the literary language in which the articles are written. It is in this connection that it is appropriate to recall that the dictionary of applied linguistics characterizes literary English as follows [3]: “the language that has the highest status in society, which is spoken by educated people, which is also used in the media and fiction, dictionaries, grammars. This language is taught in educational institutions, it is studied as a foreign one”. Thus, it can be stated that the press is an excellent source of living English. It is very important to note that journalists, editors, columnists, reporters and other professionals write texts in the literary language, so the use of authentic materials is essential for effective work in classrooms.

RESULTS AND DISCUSSIONS

The advantage of using newspaper material in the classroom is obvious, since in this case a critical vision of a fact or event is encouraged, which leads to the creation of a special creative atmosphere in the class, as we have already written about above. The teacher has an urgent need to learn more about the interests of his students in order to correctly navigate in the selection of material for analytical reading or other types of activities for the formation of critical thinking, which we will write about below. The most important condition for success in this work is to increase the level of students' motivation to read the press. The choice of a newspaper depends not only on the interests of students, their level of preparedness, educational goals that are set for them. Developments are an excellent didactic material for preparing for classes. Students who are just starting to work with an English newspaper must be familiar with its structure, know the names of sections of newspapers. Knowledge of the features of a particular newspaper allows a critical comparative analysis of the structure of English and foreign newspapers. When discussing the organization of articles, relevant vocabulary is introduced, which is discussed in a group or frontally: an article with the name of the author, an expression of gratitude, the structure of an inverted pyramid, the first paragraphs of the article. In the first lessons, students introduce with grammatical features of newspaper material, in particular, headings, which are characterized by shorter sentences, the absence of clauses, the use of substantive phrases, the use of word forms without prepositions. The teacher's function in the subsequent work on the newspaper is for students to know exactly how to approach the analysis of the material read from the

standpoint of a critical reader. We give an algorithm of actions that a student should follow when working on an article:

- 1) Information about the article: before you start reading the article, you need to know all the data about the journal, the author, etc .;
- 2) information about the analysis: it is necessary to research the article as a whole and try to determine what goals the author has set, for which readership the article is intended; before reading, find clues in the title and / or subtitle;
- 3) The main details: find the formulation of the question, the thesis statement of the author, and also find out what facts the author uses to substantiate his position;
- 4) general presentation and argumentation: as you delve into the process of "observational" reading, it is necessary to achieve a deep understanding of the facts used and how harmoniously they fit into the argument; inquire about the meaning of unfamiliar words in the dictionary or try to guess their meaning; follow the author's progress in the final part, after analyzing the last few paragraphs; think about the meaning of the article, about the logic of its construction;
- 5) Assessment: after reading the article carefully, it is advisable to determine your attitude towards it, whether the reader liked it; whether it was difficult / easy or interesting / boring to read it, try to make some judgments about the article.

Analyzing the article critically and comprehensively, the student needs to logically build his train of thought, relying on the following strong points: the purpose of the article, target audience, subject of discussion, reason, main position, facts, style, presentation of arguments, conclusions, meaning, impact on the reader, dignity ... For each of the listed sections, a standard series of questions is posed for a faster and more qualitative analysis of the material. For example, in the section "Purpose" the student is required to: explain his point of view regarding the reasons why the author wrote the article; express an opinion on whether the article contains refutation / approval of the views of other people regarding the phenomena or events mentioned in the article; present a point of view on whether the author presents new information in his article, whether there are elements of novelty in it, what is the degree of its uniqueness.

In order to show the requirements for newspaper articles, determine the strategies of students for working with them, determine the assessment criteria and evaluate the work, we offer the template below.

Article ... - taken from the recommended source; - has sufficient volume; - provides opportunities for analysis.

The summary of the article assumes that ... the student ... - defines the purpose of the article; - summarizes her key points.

The presentation of the content implies that ... the student, using language means and critical thinking skills, demonstrates understanding of the content of the article and tries to interpret the author's position on the issue under consideration, as well as express consent / disagreement, approval / disapproval, etc., as well as draw conclusions ...

Criteria for evaluating article analysis

Objectivity of a critical assessment of an article _____

Reasoning logic _____

Validity and integrity _____

Lexico-grammatical design _____

Compliance with the rules for registration of work _____

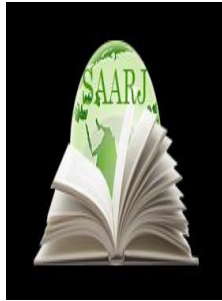
Work methods _____

CONCLUSION

In conclusion, we recommend the abovementioned types of practical activities in the lesson focused on reading newspaper materials, aimed at further developing students' critical thinking skills. Students learn to review the material that they have to read in writing, as well as develop a leadership position in the discussion.

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DOI: **10.5958/2249-7137.2021.00623.6**

ERRORS MADE BY CHILDREN IN SUBTRACTION

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ABSTRACT

This paper discussed the errors made by children in subtraction with bringing backward. The main objective of this study is to identify the error pattern among the primary school children. A paper pencil test was administered to 1824 children in Grades 4 and 5. Each paper consisted of 25 questions. An interview also was conducted with few children selected at randomly. The researcher marked the students' answers. He sorted out the wrong responses made by the children. Most of the errors identified were systematic errors. There were 10 types of errors identified in this study. Subtracting the smaller number on the right hand side from the larger number on the right hand side was the popular error pattern among the children.

KEYWORDS: Subtraction, Errors, Systematic Errors

INTRODUCTION

Mathematics is considered as an important subject in both the primary and secondary levels in Sri Lanka. A person who intends to follow the General Certificate of Education Advanced Level (GCE AL), should have passed Mathematics and the First Language in the General Certificate of Education Ordinary Level (GCE OL) examination. Thus Primary mathematics is the foundation for the secondary mathematics.

Sri Lankan Primary Mathematics syllabi consist of six main topics – Numbers, Mathematical Operations, Measurement, Money, Space and Shapes, and Data Handling. These concepts are introduced at Grade One and develop gradually up to Grade Five in the primary circle (Mukunthan, 2013). Algebra, number theory, geometry, and algebra are the four primary branches of mathematics. The usefulness of arithmetic for daily life is important, its instrumental role in other disciplines, the need for a basic knowledge in many professions and the important role of arithmetic in developing critical reasoning cannot be ignored (Mishra, 2020). The four

mathematical operations –Addition, Subtraction, Multiplication and Division are included under the main topic Mathematical Operations (arithmetic) .The idea about subtraction is introduced in Grade 2. Subtraction using objects and figures (quantity not exceeding 19) and Subtracting a number not greater than 9 from another number not greater than 9 are in Grade 2 syllabus. Subtraction without bringing backward, of numbers not greater than 99 is introduced in Grade 3. Subtraction with bringing backward in one occasion (numbers not exceeding three digits) is included in the Grade 4 and Subtraction with bringing forward in two occasions (numbers not exceeding four digits) in Grade 5.

Addition and subtraction consist of additive relationships constituted of part-part-whole relations, and the ability to discern and handle this structure has been described as critical for children's development of powerful arithmetic strategies and skills (Baroody, 2016; Fritz, Ehlert, & Balzer, 2013; Resnick, 1983).

Subtraction involves more than applying an algorithm. It is not merely rote learning and mechanical process, but rather includes a process of acquiring the algorithmic procedure and interpreting that procedure, which has to be taken into account when and how the algorithm is applied and what it means. The importance of the subject understanding the conceptual basis of the algorithmic process of subtraction has been emphasized as essential in many studies. Several studies have highlighted that children make errors in subtraction.

LITERATURE REVIEW

Generally error can be defined as something a person has done which is reflected to be incorrect or wrong. Mathematical error can be defined as a mistake in a mathematical calculation. Children make several types of mathematical errors in the classrooms. According to Drew's (2005) error could be made due to many reasons. It could be the results of carelessness, misinterpretation of symbols or text, lack of relevant experience or knowledge of mathematical topic / learning objective / concepts, a lack of awareness or inability to check the answer given, or the result in misconception.

Mulhern and Greer (1989) noted that,

- a) Errors are frequently 'surprising' usually because they may have remained undetected by teacher for some time.
- b) Errors are often extremely 'persistent'. Typically, these are resistant to change themselves and correction of errors may involve fundamental reorganization of pupil's knowledge.
- c) Frequently errors 'ignore meaning'. So that an answer which is obviously incorrect is rejected with no questioning.

Errors can occur in many ways, as described above. According to Brousseau et al (in Mulhern and Greer, 1989) errors may occur in four main ways in mathematics.

- a) As a result of major misconceptions about fundamental aspects of mathematics
- b) As a result of correct and faithful application of systematically flawed procedure
- c) When the flawed rules and misconceptions the pupils possess are not recognized by the teacher.

- d)** Due to the use of highly original, non-formal methods of solving problems invented by pupils.

Mathematical errors are significant in practice because they can be used to enhance teaching and learning.

Fiori and Zuccherri (2005) found that certain error patterns depend on different ethnic-cultural situations, teaching methods and algorithm used, and to what extent.

Many researchers analyzed several types of mathematical errors. They have classified errors under few patterns. Cox (1975) classified the mathematical errors into three major categories viz (i) Careless error, (ii) Random error and (iii) Systematic error.

Cox (1975) defined the Careless error as: ‘A student misses one or two problems out of five problems of a given type, random error as: ‘A student misses three or more problems out of five problems of a given type, but no pattern is apparent, and Systematic error as A student misses three or more problems out of five problems of a given type, using the same incorrect process as evidenced by the presence of a repeated pattern’.

Radatz (1979) classified the errors in terms of

- (1)** Language difficulties. Mathematics is like a “foreign language” for students who need to know and understand mathematical concepts, symbols, and vocabulary. Misunderstanding the semantics of mathematics language may cause students’ errors at the beginning of problem solving;
- (2)** Difficulties in processing iconic and visual representation of mathematical knowledge;
- (3)** Deficiency in requisite skills, facts, and concepts; for example, students may forget or be unable to recall related information in solving problems;
- (4)** Incorrect associations or rigidity; that is, negative transfer caused by decoding and encoding information; and
- (5)** Application of irrelevant rules or strategies.

Department for Education and Employment (1999) of United Kingdom published a model for diagnosing children’s error.

- (i)** Computational error / Careless mistake
- (ii)** Misconceptions
- (iii)** Wrong Operation
- (iv)** Over-generalization
- (v)** Under-generalization
- (vi)** Random response

Young and O’Shea (1981) noted that, many of the errors that occur in children's subtraction are due to the use of incorrect strategies rather than to the incorrect recall of number facts. A production system is presented for performing written subtraction, which is consistent with an earlier analysis of the nature of such a cognitive skill. Most of the incorrect strategies used by

schoolchildren can be accounted for in a principled way by simple changes in the production system, such as the omission of individual rules or the inclusion of rules appropriate to other arithmetical tasks.

Children's difficulties in subtraction appear to be due, in part, to difficulties with their informal approach. Moreover, difficulties at the informal level may hinder the development of more advanced procedures such as reasoning out facts (e.g. $6 - 4$ is 2 because 2 is what has to be added to 4 to make 6) or recalling facts (Carpenter *et al* 1996).

Grossnickle & Snyder (1939) noted that, many students made careless mistakes in subtraction sums. Buswell & John (1926), Cox (1975), and Smith (1968) identified that, inversion errors are by far the most common type of all systematic errors. (Example: $95 - 38 = 63$, $73 - 29 = 56$).

The significant lack of understanding of basic mathematics is a circumstance that is accepted by the education community, while the continued use of algorithmic calculations remains a priority aim in the majority of countries worldwide. For example, subtraction tends to be considered, following rote learning, as a mechanical process that consists of applying algorithmic steps in the appropriate order.

Methodology and Results

The objective of this study is to identify the patterns of errors made by the students in subtraction with bringing backward.

There are five types of schools in Sri Lanka: National Schools, Type 1 AB, Type 1C, Type 2 and Type 3. The National Schools do not have primary sections. Sinhala, Tamil and English are the instructional media in these schools. All schools having that have primary sections were selected using Stratified Random Sampling Method for this Study. Accordingly, 25 schools were selected.

A question paper consisted of 25 subtraction sums with bringing backward. The Researcher designed the Question Paper. All the question consisted numbers less than 99. The second digit of the first number of each problem is greater the second digit of the second number in each problem. The question paper was administered to 1824 students in Grade 4 and 5 selected from these 25 schools. The duration to answer the questions was One hour and twenty minutes. All the sums ($1824 \times 25 = 45600$) were marked by the researcher. Then the researcher sort out the sums with the errors. Then he identified the pattern of errors from those sums.

Only 138 students answered all the questions correctly. The sample answered 26137 sums out of the 45600 sums correctly. Therefore 19,463 (42.68%) answers were wrong. There were 23 students who did not answer any questions. Therefore the balance 18888 answers were analyzed by the researcher. 200 students were randomly selected and interviewed and the reason for their answers were inquired by the researcher.

According to Cox (1975) *children's errors were sort out as random errors, careless errors and systematic errors. The type of errors and the percentages are given in below Table*

TABLE 1 ERROR TYPE AND STUDENTS NUMBERS

Error Type	Number	Percentage
Careless Error	434	2.30
Random Error	368	1.95
Systematic Error	18086	95.75
Total	18888	100.00

There systematic errors (18,806) were further grouped.

Analyzing the Systematic Errors

According to Nanayakkara (1992) Systematic Errors could have arisen for many reasons. Data collected during interviews enabled to find the most important reason. Observation of the children's answers and the interview with them enabled the researcher to identify the following eight error types.

The question format is given bellow:

ab

-cd

.....

Where 'a' is greater than 'c'.

The identified students' error patterns are as follows:

(i) Error type I (recalling error)

Recalls subtraction basic facts incorrectly.

Example:

76	83	60	91	52
-59	-47	-36	-28	-13
.....
22	45	37	77	47

(ii) Error Type II(direction of operation)

Starts the subtraction from the left side.

Example

76	83	60	91	52
-59	-47	-36	-28	-13
.....
2	4	3	7	4

(iii) Error Type III (Zero related error)

Subtract incorrectly when zero is included as one of the numbers.

Example:

76	80	60	91	50
-50	-47	-36	-20	-13
.....
20	40	30	70	40

(iv) Error Type IV

Bringing one from the 10th place and subtracted correctly but when subtracting in the 10th place forgot the number that was brought backward.

Example

76	83	60	91	52
-59	-47	-36	-28	-13
.....
27	46	34	73	49

(v) Error Type V

Adds both numbers.

Example

76	83	60	91	52
-59	-47	-36	-28	-13
.....
135	130	96	119	65

Sign problem.

(vi) Type VI ($b - d = d - c$)**Example**

76	83	60	91	52
-59	-47	-36	-28	-13
.....
2 3	44	36	77	41

Subtracts the small number of the right hand side from the big number of the right hand side.

(vii). Type VII error $b - d = b$ **Example**

76	83	60	91	52
-59	-47	-36	-28	-13

.....
26	43	30	71	42

Writes the small number.

(viii) Error Type VIII ($b - d = d$)

Example

76	83	60	91	52
-59	-47	-36	-28	-13
.....
29	47	36	78	43

Writes the larger number.

(ix) Error Type IX ($b - d = 0$)

If they cannot subtract they just write 0

Example

76	83	60	91	52
-59	-47	-36	-28	-13
.....
20	40	30	70	40

(x) Error Type X ($b - d = ..$)

If they cannot subtract they just leave it blank.

Example

76	83	60	91	52
-59	-47	-36	-28	-13
.....
2	4	3	7	4

Writes the larger number

TABLE 2

Error type in systematic errors	numbers	percentages
Error Type I	1002	5.54
Error Type II	2171	12.00
Error Type III	1418	7.84
Error Type IV	1820	10.06
Error Type V	1112	6.15
Error Type VI	8471	46.84
Error Type VII	1735	9.59

Error Type VIII	90	0.50
Error Type IX	201	1.11
Error Type X	66	0.36
Total	18086	100.00

(E) Discussion And Conclusion

As already noted, Cox (1975) defined that, systematic error as a student misses three or more problems out of five problems of a given type, using the same incorrect process as evidenced by the presence of a repeated pattern. According to Cox's error classification, more errors (95.7%) found in this study are systematic errors.

Error types VI – X are related to borrow the number from the 10th place.

Errors induced by a borrow: (a) Misreporting of higher-order minuend values. (b) Forgetting the tens-column digit of the subtrahend, after executing a borrow. (c) Errors within the borrow operation itself, depending on location of the borrow, forgetting the tens-column value while executing the unit-columns addition of 10 and fact retrieval, and (d) forgetting to decrement the tens-column value in completing the borrow (Kase et al 2006) .

Further, systematic errors analyzed, showed that 46.84% of the errors were Error Type VI. That is children subtract the smaller number from the larger number in the right hand side. When the children do the addition or multiplication sums they do not need to consider the order of the numbers (example $2+3 = 3+2$, $4 \times 5 = 5 \times 4$). But in the operation subtraction and division this should be consider. Children may confuse this order of the operation.

12% of the errors in the sample are the Error Type II (direction of operation). When the children read or write in language they starts from left to right. But in the mathematical operations addition, subtraction and multiplication start from the right hand side. This may be the reason for children's error on direction of operation in the subtraction.

10.06% of the errors in the sample were related to sign. Children add both numbers. Because they did not consider the sign of the operation. Children learned addition first then they learned subtraction. When they do addition, they only have to add. Therefore, they did not seriously consider the sign but simply add the numbers. When they start subtracting the numbers, they, again, add the numbers.

The wrong answers for the Error Type II (Directional Error) and Error Type IX (writing zero) are the same. But the method of getting the answers are different. This error pattern was identified through the interview.

Finally it can be concluded that most of the children made systematic errors. If the bottom number is larger than the top number many children subtract the numbers from the bottom to top.

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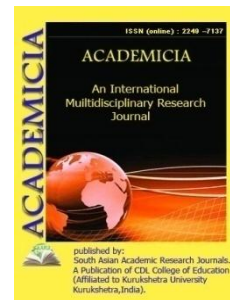
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DOI: **10.5958/2249-7137.2021.00649.2**

SCIENCE FICTION AS A GENRE OF FICTION

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ABSTRACT

The article considers science fiction as a genre of fiction; explains the reason for the attractiveness of science fiction among the younger generation; indicates the characteristic features of the genre; the most famous works that have become almost cult are indicated. Thus, based on all of the above, we can come to the conclusion that science fiction as a genre, due to its popularity, is very important in modern fiction. This genre characterizes an entire era, an era of progress and technical growth.

KEYWORDS: *Genre Of Fiction, Utopia Or Dystopia, Unreality Of Current Events, Fantastic Detective Story, "Interbreed" And Mutate.*

INTRODUCTION

Science fiction is a genre of fiction that combines unreal, currently unrealizable events with our reality. Science fiction differs from fantasy in that it contains as unreal phenomena not mystical, but scientific (that is, the distant future of people, new technologies, a new social order, and so on).

Science fiction as a genre in fiction has existed not so long ago. It arose at the end of the nineteenth century, and gained its particular popularity at the end of the twentieth and the middle of the twenty-first century.

Science fiction gained its popularity at the moment when the first man flew into space, and astrophysics began to develop. All these events gave rise to science fiction writers, room for reflection on whether there are other civilizations in this universe.

Science fiction, as you know, can be mixed with other genres - for example, short story, utopia or dystopia. An example is Zamyatin's novel "We", in which the utopian world is presented as

the result of technological progress. However, the ideological concept is still to represent the existing state system in an unfamiliar light, so the novel can be classified as a dystopia.

The characteristic features of fantastic works include the following:

1. The unreality of the events taking place. The plot can develop anywhere: from the depths of the sea to space. It is important to note that the fantastic plot will necessarily involve the interaction of the protagonists with extraterrestrial life forms. These life forms will be characterized by different from people, that is, they may have two heads, several legs, a different skin color, and the like. All this characterizes the fantastic work.
2. The main character is a simple person. It is with some ordinary person, nothing seemingly unremarkable, that fantastic events take place. That is, the main task of the author in choosing a hero was his "ordinariness" and mediocrity. Almost every fantastic work can serve as an example of this.
3. The presence of several concurrently developing storylines. It can be a romantic line, a battle line, a history line, and the like. The plot itself contains intrigue - that is, it keeps the reader in suspense until the last moment. This kind of fantastic fiction can be called a fantastic detective story.

These are some of the hallmarks of fiction as a genre in fiction. However, the presence of all these traits at the same time is not at all necessary.

In Russian fiction, science fiction has arisen relatively recently. This genre, so unlike others, aroused interest and curiosity, especially among schoolchildren. Many books have been filmed, and films have become truly iconic. An example of this is the famous Soviet film "Electronic", based on the novel of the same name. Also, at this time, the film "Guest from the Future" about the girl Alice, who became the heroine of a whole cycle of books by Kir Bulychev, is released on screens.

Modern books are in many ways a continuation of the fashion for fiction, so one can safely say that fiction as a genre in fiction is relevant to this day.

Fiction was of equal interest to readers both abroad and in Russia. The most famous works that have become almost cult are the following books:

1. Kir Bulychev "Guest from the Future". This novel about a sixth-grader girl Alisa Selezneva won the hearts of many readers. Later, he was filmed. This story is about a brave girl, space pirates, an amazing melaphone instrument that can read other people's minds, as well as brave guys from the twentieth century. This work reflects the Soviet spirit, the history of our country and at the same time is a fun and exciting fantasy novel.
2. Evgeny Veltistov "The Adventures of Electronics". This is a story about a robot boy who wanted to become a human. In this he was helped by guys from an ordinary high school, as well as his double, Syroezhkin. A funny story about the adventures of teenagers in Soviet Moscow won the hearts of millions of TV viewers.
3. Douglas Adams, The Hitchhiker's Guide to the Galaxy. This novel includes several stories. At first it may seem delusional, however, later the idea becomes clear. The novel "The Hitchhiker's

"Guide to the Galaxy" was filmed in two thousand and five and will be remembered by the audience for a long time.

4. Rachel Meade "The Oath of the True Valkyrie." This is an example of modern fiction mixed with fantasy. This mixture is new and quite unique in contemporary fiction. However, this book is a good example of fiction.

5. Natalia Shcherba "Chasodei". Contemporary Russian science fiction never ceases to amaze readers. The cycle of books "Chasodei" by the famous Russian writer won the hearts of millions of readers. In this book, time is the main value, and the watch is the most powerful tool. So, this book is one of the best works of Russian fantastic fiction.

The genre of science fiction has developed many trends and subgenres over its more than 100-year history. Each of them had their own founding fathers and their fans. Over time, some directions began to "cross" and change, and yet, even today, in science fiction literature, several of the most popular topics can be distinguished:

1. Space: travel, exploration, other galaxies, stars. A separate refrain of this group is the works about extraterrestrial civilizations, aliens and aliens;
2. Time machine: travel in time, invention of devices that allow moving in the temporal space of the future and the past;
3. Evolution of the human race: mutation, reincarnation, extraterrestrial origin, supernatural abilities, telepathy and telekinesis;
4. Utopian perception and modeling: an ideal world, a deliberately imperfect world (dystopia), the future of the planet and life after people. Also, stories about what we do not know to the end: civilizations and societies unexplored to the end (Maya, Tibetan valleys, islands, etc.);
5. Parallel worlds: mythical planets, spaces of another universe, wars for existence and survival between earthlings and representatives of another universe;
6. Scientific works: everything related to sci-fi inventions of mankind not confirmed at the moment, intelligent robots, androids, thinking computer tools;
7. Global disasters and cataclysms: viruses, diseases, zombies, flood, asteroids, comets;
8. The end of human civilization: this should include all kinds of predictions about the future end of the world for earthlings.

Thus, based on all of the above, we can come to the conclusion that science fiction as a genre, due to its popularity, is very important in modern fiction. This genre characterizes an entire era, an era of progress and technical growth. Perhaps everything that is written in science fiction books will someday become reality. However, so far, science fiction is only a part of fiction.

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DOI: **10.5958/2249-7137.2021.00650.9**

DETERMINING THE LEVEL OF DEVELOPMENT OF COORDINATION SKILLS IN PRESCHOOL CHILDREN

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ABSTRACT

To effectively manage the development of coordination skills, the formation and improvement of balance function in preschool children is aimed at determining the level of development of coordination skills in each child. Uneven development of coordination skills of preschool children was observed. The highest rates of development of the ability to maintain static and dynamic balance were observed in children aged 5-6 years. The development and implementation of new pedagogical methods, technologies, approaches to improving the physical education of children is becoming a priority.

KEYWORDS: *Preschool Education, Physical Education, Coordination Skills, Development, Effective Management, Static, Dynamic, Balance.*

INTRODUCTION

It is necessary to create a new type of modern kindergartens in the world education system through the introduction of new curricula in preschool education, the development of science-based authoring programs, the organization of modern educational courses, individualization in various forms and the introduction of other innovative processes.

In many countries around the world, pre-school education is the first link in the general education system. Each country has its own national education system, the purpose of which is to develop the child in all respects, to create the most favorable conditions for their life activities.

Each country has its own national education system, the purpose of which is to develop the child in all respects, to create the most favorable conditions for their life activities. The development and implementation of new pedagogical methods, technologies, approaches to improving the physical education of children is becoming a priority. Deficiencies in the methodology of physical education, the irrational organization of the movement regime of preschool children are considered by scientists as a pressing problem in the field of preschool education. [1]

The Action Strategy for the further development of the Republic of Uzbekistan, developed under the leadership of the President of the Republic of Uzbekistan, which has launched a new phase of reforms, serves as a methodological basis for this research.

T.S.Usmankhodjaev, A.N.Livitsky, R.S.Salomov, K.M.Makhkamjanov on the formation and development of basic motor skills and abilities necessary for life in preschool children; on the theory of physical fitness of preschool children and adaptation to physical activity F.Kh.Khadjaev, G.Q.Jalolova, F.A.Raimbekova and other experts conducted research in the field. On the peculiarities of increasing the effectiveness of the educational process of preschool children in the field of education, leading scientists from both Russia and the countries of the Commonwealth of Independent States received M.N.Aliyev, V.K.Balsevich, M.A.Vershinin, M.A.Godik, S.I.Isaak; the effectiveness of the use of new technologies in the process of physical education in preschool education M.P.Mukhina, T.M.Osokina, V.P.Nazarov and L.V.Abdulmanova; improving the indicators of physical development and physical fitness in preschool education N.A.Fomin, V.M.Shebeko, A.S.Makhov, N.V.Sedix; the main factors in the development of physical qualities and coordination skills of preschool children have been studied by L.P.Matveev, L.I.Penzulaeva, V.I.Lyax and others. The works of the First President of the Republic of Uzbekistan, the Action Strategy for the further development of the Republic of Uzbekistan, developed under the leadership of the President, who launched a new phase of reforms, serve as a methodological basis for this research. [2]

The aim of the study is to determine the level of development of coordination skills in preschool children.

To achieve the goal, the research tasks identified the levels of physical development, physical fitness and balance ability of preschool children.

In order to effectively manage the development of coordination skills, it is necessary to form and improve the balance function in preschool children, determine the level of static and dynamic balance achieved in each child and use the available means and methods of education accordingly. [3] Criteria for the development and assessment of coordination skills were implemented in four ways: accuracy, speed, rationality and ingenuity, quantity and quality. (See Figure1) For example, a child can run (jump) correctly, jump, and throw any object. On top of that, he can do it quickly and intelligently, while at the same time allowing the child to find a way out of difficult games or life situations in a timely and resourceful manner. This determines the good appearance of the coordination ability.



Figure 1. Criteria for assessing coordination ability (V.I. Lyakh, 2006)

Based on statistical analysis of static balance maintenance indicators by defined criteria, a group of children with low and moderately developed balance function was identified using special control exercises, tests and methods.

The highest level of static balance maintenance was observed in children aged 5-6 years. High static balance was observed in girls of all ages. However, no obvious differences were found between them. Uneven development of coordination skills of preschool children was observed. The highest rates of development of the ability to maintain static and dynamic balance were observed in children aged 5-6 years. It was found that the time of rapid growth of coordination ability and simplification of static and dynamic balance exercises and maintaining a stable position during the performance of simplified exercises are maintained during the growth of preschool age.

TABLE 1 AGE INDICATORS OF SMS ABILITY IN 5-6 YEAR OLD CHILDREN WITH DEVELOPMENTAL DELAYS

№	Control exercises	Gende	Duration of a given condition			
			5 years old		6 years old	
			$\bar{x} \pm \sigma$	v	$\bar{x} \pm \sigma$	v
1	Maintain static balance on one leg, seconds	B	5,36±0,67	12,5	6,84±0,84	12,3
		G	6,15±0,75	12,1	7,10±0,83	11,7
2	Maintain static balance on one leg without closing eyes, seconds	B	2,11±0,26	11,6	2,46±0,29	12,0
		G	2,26±0,28	11,7	2,64±0,27	10,2
3	Maintaining balance on both feet,	B	59,6±7,01	13,7	76,8±8,62	11,3

	seconds	G	67,8±7,7	13,4	80,9±8,99	11,1
4	Keeping balance on both feet with eyes closed, seconds	B	8,94±1,05	10,1	10,95±1,23	11,2
		G	9,65±1,12	10,6	11,12±1,28	12,5
5	Hold the "Swallow" position, seconds	B	2,11±0,26	11,3	2,46±0,31	7,9
		G	2,24±0,34	11,8	2,57±0,37	14,5
6	Hold the "swallow" position with eyes closed, seconds	B	1,24±0,20	16,1	1,35±0,23	15,3
		G	1,33±0,22	16,7	1,56±0,24	15,6

A comparative analysis of the developmental indicators of coordination skills on static and dynamic balance maintenance data in girls and boys found that they had a higher rate in girls. The study found that girls of all ages had a higher rate of development of balance skills. This is determined by the better formation of balance management and the higher level of development of the vestibular analyzer involved in the regulation of balance in girls than in boys.

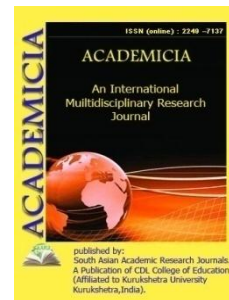
The study found that 74 (37%) and 88 (44%) of the children examined had low and moderate levels of static and dynamic balance maintenance. In this category of preschool children, slow coordination of movement was observed during the transition from one movement to another. This indicates that the functional training of vestibular and motion analyzers, which regulate the development of balance in preschool children, it is underdeveloped.

Come to the conclusion, in many scientific sources, scientists acknowledge that one of the important tasks in the field of physical education of preschool children is the targeted development of coordination skills. The development of coordination skills has been shown in the scientific literature to have a major impact on the level of development of children's ability to maintain static and dynamic balance. However, the use of special exercises aimed at developing the vestibular apparatus for children with developmental deficits in coordination and balance skills in preschool children has not been sufficiently covered in the literature, and almost no research has been conducted.

At the end of the study, a comparative analysis of the developmental indicators of coordination skills on data on static and dynamic balance maintenance in preschool boys and girls showed that the results were better in girls.

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DOI: **10.5958/2249-7137.2021.00651.0**

WORD-FORMATION SEMANTICS OF COMPOSITES

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ABSTRACT

Concepts and terms “Composite” and “Compound word” were separated. System description of ways of Russian synchronic composites-building with consideration of possibility of primary and secondary composites appearance was made, Specific, formal and semantic indications of different forms and types composites were found.

KEYWORDS: *Composites, Derivation, System In Word-Building, Word-Building Nest, Word-Building Chain, Word-Building Paradigm, Morphonology, Primary Secondary Composite-Building, Composites-Additions, Composites-Joins, Composites-Abbreviations, Secondary Composites-Substantiates.*

1. INTRODUCTION

Considering the specifics of the formal structure and semantics of Russian composites, it is necessary to note their direct connection with the method of compositing. Thus, addition composites are characterized as multi-root derivatives of words, which certainly include an interfix (materially expressed or zero) in their morphemic composition. It is the interfix that expresses the “idea of connection” that is an indicator of the general derivational semantics of composites-additions, both primary and secondary. Fusion composites, which have arisen on the basis of “fused” phrases, retain the status of derivative affix elements in the morphemic composition of the derivative. The prefix, suffix and inflectional morphemes of the producing word forms are transformed into indicators of the “internal syntax” of fusion composites.

Abbreviation composites are a combination of truncated producing bases of different types, which is not related to their morphemic composition. The word-formation semantics of abbreviations-composites is specific: reflecting the compressive function of word formation, it consists in modifying the linguistic form of representation of the called reality.

2. LITERATURE REVIEW

Our analysis of scientific literature on the problem under study, the semantics of composites (compound words) are one of the most characteristic features of the Russian word-formation system that determine the national identity of the Russian language. Their study has a long tradition, however, questions of the formal structure and semantics of composites, their relationship with single-root derivatives and phrases, methods of compositing, morphonological processes accompanying the formation of complex words, etc. until now have no unambiguous solution. The interest of researchers in Russian composites is also due to the fact that their characterization is impossible without solving a number of central problems not only of word formation, but also of lexicology, in particular, the problem of “word identity” and “word separation” [Smirnitsky. 1956. - P.114]. It is significant that there is still no single scientific definition of a compound word. Various approaches to the definition of a composite are associated with the fact that some researchers focus on the morphemic composition of the composite, emphasizing its multi-root morpheme structure, while others - on the derivational analysis of a complex word.

So, in the “Dictionary of linguistic terms” by O.S.Akhmanova “A compound word (of a composite).....a compound word that has at least two non-affix morphemes in its composition, i.e. morphemes that are not used as affixes and, naturally, acting as the basis (base) of the word”. [Akhmanova. 1966. - P.430]

According to E.A.Zemskoy, “A complex word is a combination of two or, less often, three bases, functioning as a whole and highlighted in the sentence as a special lexical unit”. [Zemskaya. 1973. -C.313]

In the encyclopedia “Russian language” a complex word is characterized as “a word that has more than one motivating basis” [Russian language. 1979. - P.313]. In his work “Basic concepts of word formation in terms” V.N.Nemchenko emphasizes that “a complex word is a derivative word, which includes at least two generating words or stems” [Nemchenko. 1985. - P.165].

E.A.Vasilevskaya in the monograph “Composition in the modern Russian language” offers the following definition: “...A compound word is a lexical unit consisting of two or more significant elements, characterized by the unity of meaning and correlated in the lexical-semantic system of the Russian language with one or another part of speech”. [Vasilevskaya. 1962. - C.22]

The Linguistic Encyclopedic Dictionary (edited by V.N.Yartseva) states that word composition is one of the ways of word-formation, consisting in the morphological combination of two or more roots (stems), as a result of the composition a complex word or composite is formed. Composition occupies an intermediate position between morphological and syntactic ways of combining language units, possessing the features of both.

We consider it important to distinguish between such concepts and terms as primary composites and secondary composites. Primary composites are the result of multi-root morphemic combining in the first step of derivation. Secondary composites are correlated with the idea of compound derivatives, or “false” compound words [Akhmanova. 1966. - C.431]

3. Research methods. The following research methods are used in the work: in general, the synchronous-descriptive method is used in the work. When analyzing the formal structure and semantics of composites, the appositive and distributive methods were used. When

characterizing the morphemic status of interfixes and structures in the composition of composites, the method of paradigmatic identification of linguistic objects by essential features was used. In the study of the semantics of composites, the elements of component analysis were used.

4. DISCUSSION AND RESULTS

The relevance of this article is also due to the fact that in the modern scientific literature there is no systematic description of the methods of Russian compositional education. Secondary compositional formation, i.e. word formation based on complex words, remains poorly studied. Many controversial issues are related to the place and role of complex words of different types in complex units of word formation, and composites in the aspect of the typology of word-forming nests of the Russian language are practically not studied.

Russian language and literature in Uzbekistan were discussed at the meeting of the theoretical seminar of the Department of Russian Linguistics, at the Tashkent scientific and practical conference "Russian language and literature in Uzbekistan".

5. CONCLUSIONS

Russian composites are considered to be a special subclass of Russian derived words with sufficiently clear formal and semantic features, as well as a systematic description of various ways of composing in the Russian language.

In theoretical terms, it is important to distinguish between primary and secondary composites, to identify the specifics of their formal structure and word-formation meaning.

We consider it appropriate in the article devoted to the word-forming semantics of composites to consider not only the specifics of the word-forming meaning of composites of different types, but also the nature of the syntactic relations between the components of complex words. According to the fair remark of E.S.Kubryakova, "the deep isomorphism of word formation and syntax is also manifested in the fact that word-formative meanings are constructed and organized rather exactly as syntactic ones are - by the name of relations, hierarchically, and not as morphological ones-by the name of individual entities" [Kubryakova, 1981. - p.141]. E.S.Kubryakova in the monograph "Types of language meanings. Semantics of a derived word" (Kubryakova E.S.-M., 1981) pays considerable attention to complex words. She emphasizes that "...on the scale of linguistic units, derived and complex names occupy a very specific place, being placed between simple words and phrases. On the one hand, they complete the series "morpheme-service word-simple full-valued word", on the other-open such a series of units of non-elementary nomination as "derived word-complex words of different types-phrase-sentence". [Kubryakova. 1981. - P.20] E.S.Kubryakova also points out, "...that syntactic constructions and complex words are different transformations of one deep essence, and in additions with a supporting verb component, the prepositional unit is considered as an object (vegetable storage)" [Kubryakova. 1981. -P.64-65] When forming a derivative, including a complex word, "...we observe the elimination of the means of the external syntax": prepositions, conjunctions, inflectional indicators of syntactic relations and their replacement by means of "internal syntax", where the center of gravity falls on the order of the elements. [Kubryakova. 1981. - P.72] At the same time, it emphasizes that in a complex word, syntactic relations are eliminated, and the indicators of these relations are removed. "The only way to mark such latent

predicates is to build a word-formation model itself. Establishing a connection between the components of a complex word-the interweaving of the linguistic and extralinguistic experience of a person” [Kubryakova. 1981. - P.63-64]

The problems of word-formation semantics of composites have been studied in studies on the “grammaticality” of a complex word (M.Stepanova, O.D.Lazerzon, etc.) in connection with the possible transformation of word combinations into complex words.

The work of E.A.Makukhina is devoted to the word-forming semantics of complex nouns, which introduces into the definition of a complex word its semantic connection with the meaning of the syntactic construction. [Makukhina. 1987. - P.7] E.A.Makukhina classifies complex words according to the types of motivating syntactic constructions (with attributive, attributive-object, subject-object relations, as well as circumstantial, comparative), “since the semantic relations between the elements of word combinations are transferred to the semantics of the corresponding composites, complex nouns are characterized by object, attribute-object, subject-object, attribute, quantitative-determinative, circumstantial, comparative-comparative relations between the components” [Makukhina. 1987. - P.17-18]

Altayeva considers the meaning of a complex word as based on the semantics of a motivating phrase, which together with the formant determines the motivated meaning.; we consider complex words, in which the meaning is reduced to the sum of the values of the motivating bases and the formant (**wood-melting, ship repair, film artist**), and complex words with semantic extensions (**carbon disulfide, forest tundra**), as well as composites whose meanings do not follow from the meaning of the motivating part and formant (**alumina, lobogreika**) [Altaeva. 1987. - P.11]

So, there is no doubt that “the semantic framework of complex words, the scheme of their semantic structure is the naming of two quantities, between which, due to their direct juxtaposition with each other, the presence of a certain connection is postulated” [Kubryakova. 1981. - C.66]

This “connection” of meanings is traditionally defined as a connective word-formative meaning. “The connective word-forming meaning is reduced to combining the meanings of two or more bases in one complex meaning (as part of a complex word, a fusion, and an abbreviation” [Grammar.1980. - P.296]

The abstract “idea of combining” several meanings into a single whole is most clearly manifested in the primary composites in the implementation of the act of composing itself:

белый и розовый → бело-розовый, долго играющий → долгоиграющий, Commonwealth of Independent States → CNG.

The idea of combining meanings is also “inherited” by secondary composites, in the formation of which it is supplemented by the derivational meaning of prefixes and suffixes: пешеход – н(ый) ← related to a “pedestrian” i.e. a person who “walks”; неморозостойк(ий) ← lack of frost-resistant trait i.e. “Hardy, frost-resistant”. The “connection of meanings” in the derivational meaning of composites is not, however, a simple sum of the meanings of the constituent elements. According to the E.U.Kubryakova: in “complex words, oddly enough, the metaphorical nature of names is more clearly felt - not an identity, but a comparison of entities”

[Kubryakova. 1981. - P.76] In the dictionary of O.S.Akhmanova, such complex words are recognized as indirect [Akhmanova. 1966. - P.430]

A.I.Smirnitsky believes that the greater semantic integrity of a complex word in comparison with a phrase is a consequence of the whole-formedness. "The wholeness of a word, naturally, in itself, expresses a certain semantic wholeness: it emphasizes that a given object or phenomenon is thought of primarily as one, a special whole, even if the complexity of its structure is noted for its individual features are highlighted. So, speaking shipwreck, we pay the main attention to the phenomenon designated by this word as a whole, although we mean its individual sides: (a) wreck, accident, and (b) attribution of the accident to the ship. On the contrary, if we say (the) wreck of (a) ship, the individual aspects of the designated phenomenon are brought to the fore, and already through the perception of the individual aspects of this phenomenon, the phenomenon as a whole is realized" [Smirnitsky, 1956.-p. 34] Considering idiomaticity as "the non-deducibility of the meaning of the whole language formation from the totality of the meanings of its parts", A.I.Smirnitsky draws attention to the following: "...semantic wholeness, based on idiomaticity, and semantic wholeness, based on wholeness, are so different moments that they can exist separately. A variety of combinations are possible here" [Smirnitsky, 1956. - p. 34].

Much attention is paid to the semantics of complex words by V.V.Lopatin when considering metaphorical motivation in Russian word formation. He believes that the classical position of G.O.Vinokur "...the meaning of words with a derived basis is always determined by reference to the meaning of the primary basis" [Lopatin, 1975.- P. 53-57], requires clarification, taking into account the phenomenon that can be called metaphorical motivation.

"A typical illustration of this phenomenon can serve, for example, the word skyscraper. Its nominative meaning is "a very high multi-storey building", but at the same time this word expresses in its word-educational structure a certain figurative expression – "scratching the sky". Most often, such figurative content is found in expressive words-characteristics, especially in additions - such as heartbreaker, loafer, golovotyap, sycophant, fat cat, etc. Just as for "ordinary" motivated words (cf. at least guide, brakodel, etc.), such expressive formations are characterized by a connection with motivating words; however, this connection in them is not direct, but figurative, metaphorical, and the metaphorical meaning turns out to be the nominative meaning of these words, as a result of which only it is reflected in dictionary interpretations. But in addition to this metaphorical meaning, in the semantics of such words, due to the clarity of their morphemic structure, the compatibility of certain roots in them, there is also a second plan associated with the direct meanings of motivating words. The interaction of literal and figurative meanings creates an image that lives in the semantic structure of such words, and it is in this that their motivation is revealed" [Lopatin, 1975. - p.53] V.V.Lopatin examines in detail the figurative semantics of such complex words as lickspittle, golovotyap, heartbreaker, etc. and makes an important point about the semantics of complex words in terms of motivation: "It is clear that in the semantics of such formations, the "figurative plan" is felt to different degrees and, accordingly, different degrees of semantic convergence with the motivating word are possible. But it is important that the vividness of the figurative content of the word is preserved, contributes to the preservation of its motivation. It is no accident that complex words occupy such a large place among metaphorically motivated words. The motivation of complex words, as we know, is generally much more specific, more definite than the motivation of affixal

derivatives, and, consequently, the metaphorical image contained in such words is more specific and therefore easier to feel". [Lopatin, 1975. - p. 54]

The array of composites presented in the "Word-forming Dictionary of the Russian Language" by A.N.Tikhonov allows us to illustrate metaphorical motivation with the following examples: зубоскал, очковтира-тель, сорвиголова, вертишейка, вертихвостка, сердцеед, блюдолиз, скалолаз, толстосум, лобогрейка, лоботряс, меднолобый and etc.

Summarizing the consideration of the specifics of the word-formation meaning of composites, we emphasize the complexity of this problem in connection with the diversity of the composites themselves, on the one hand, and the relations between their constituent parts, on the other. We consider it possible to limit ourselves to the traditional scheme of defining these relations as compositional (for primary composites – additions) and subordinate (for primary composites-additions, abbreviations, and splices). In the terminology of O.S.Akhmanova, these are complex words of composition and subordination [Akhmanova. 1966.-C.431]

The specificity of composite abbreviations, which, according to E.S.Kubryakova, belong to the periphery of Russian word formation, makes it possible for them to deny the word-forming meaning in general. See, for example, the works of R.I.Mogilevsky. [Mogilevsky 1972. - P. 1-156]. During abbreviation, there is neither an "increment" of meaning in relation to the generating base, nor its semantic change. However, it is difficult-abbreviated words are undoubtedly "secondary and derived on the basis of expanded phrases. In this case, their semantics is characterized by the transition from the motivated to the demotivated". [Kubryakova. 1981.-C.79] It was the study of the word-formation semantics of abbreviations that allowed E.S.Kubryakova to make the most important conclusions about the specifics of derivational meanings in general: "The overall result of the study of complex abbreviated names is to derive an important rule that is relevant for the entire system of relations of word-formation production: the semantic shift between the generating and derived units can be reduced not only to the transfer of a new meaning, but also to transformations in the degree of dissection of the semantic representation of the same thing. As a result, strict correlations between derivatives and generating units can exist in the system of word formation as supported by the modeled difference in the degree of explicitness of the same features in the structure of names of different levels. So, the act of word formation takes place not only when the secondary unit of the nomination differs from the word that directly motivated it by its semantics, but also by the internal organization of this semantics and the measure of explicitness in the expression of individual components of meaning" [Kubryakova. 1981. - P.71-72]

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DOI: **10.5958/2249-7137.2021.00652.2**

ANALYSIS OF THE PREVALENCE OF HEADACHES AMONG THE POPULATION IN BUKHARA REGION

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ABSTRACT

Primary headaches are common in the population and in some cases lead to impaired quality of life. The article discusses the prevalence of primary headaches among the population of Bukhara region. Headache intensity was found to be mild in 62% of cases, strong in 32% of cases, and very strong in 6% of cases. 73% of patients reported that headaches persisted using painkillers, 18% reported that painkillers occasionally worked, and 9% said they did not. The prevalence of primary headaches among the population of Bukhara region is higher than the world average.

KEYWORDS: *Migraine, Tension Headache, Nonsteroidal Anti-Inflammatory Drug, Antidepressant.*

INTRODUCTION

Primary headaches occur in 90–95% of the population, with primary headaches occurring in most cases: migraines and tension headaches [1]. Rare episodic pain has been observed in patients and they may not require any treatment. In some patients, the pain may become chronic and be complicated by medicated abuses. This in turn leads to a decrease in the patient's quality of life. According to an epidemiological study, chronic headaches account for 10.5% in Russia [2]. According to the International Classification of Headaches (ICHD-3), migraine-specific symptoms should be monitored for more than 8 days per month to diagnose chronic migraine [3]. Worldwide, 11-15% of the adult population suffers from migraines, of which 18% are women and 6% are men [4, 5, 10]. According to an international study, 1-4% of the population has chronic migraine [6, 7, 5, 8]. In Russia, this figure is higher - 6.8% [34, 9].

Materials and methods: An online survey was conducted among the population.

Results: An online survey found that the prevalence of headaches among the population was 91%. 86% of patients suffering from headaches reported headaches for a few days a month, 5%

for up to 15 days, and 9% for more than 15 days. 53% of patients had days when they could not perform their daily tasks due to headaches, while 47% of patients found that headaches did not affect their daily labor activities. When the headache characteristics were studied, 27% of patients reported suffering from depressive, 45% constrictive, and 28% pulsating headaches.

In 34% of patients, the headache increased during physical activity (climbing stairs, falling, etc.), in 66% of cases, physical activity did not affect the headache. Loud noise, noise caused an increase in headaches in 80% of patients, an indicator that affected a sudden increase in headaches under the influence of a suddenly lit lamp, or light, in 42% of cases. Headache intensity was found to be mild in 62% of cases, strong in 32% of cases, and very strong in 6% of cases. 73% of patients reported that headaches persisted using painkillers, 18% reported that painkillers occasionally worked, and 9% said they did not. It was found that 76% of the populations take nonsteroidal anti-inflammatory drugs, 11% antidepressants, 13% triptans for headaches. Headaches account for 72% of cases of tension headaches, 13% of migraines, of which 9% are chronic headaches.

CONCLUSION

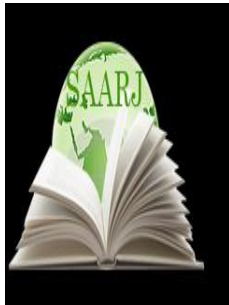
The prevalence of primary headaches among the population of Bukhara region is higher than the world average. Therefore, it is necessary to develop special measures for doctors and patients to reduce the disease and prevent its transition to chronic forms.

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DOI: **10.5958/2249-7137.2021.00653.4**

FLOW CONDITIONS FOR COATING SHELLS AND CALCULATIONS OF CARRYING CAPACITY

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ABSTRACT

The article discusses the procedure for calculating the bearing capacity of rigid plastic shells based on linearly programmed methods. For this reason, it becomes necessary, instead of the curvilinear flow conditions of coating shells, to obtain their linear approximations of bodies bounded by sections of hyper planes.

KEYWORDS: Coating Shells, Hyper surface, Coating Shell, Hypersurface, Fluidity, Tension, Compression, Bending, Equilibrium.

INTRODUCTION

The static and kinematic formulation of the limiting equilibrium problems for the shells of the coatings shows that the yield condition plays an important role in determining the upper and lower bounds for the limiting load.

In the general case, eight internal forces act at each point of the shell: normal forces N_x and N_y , shear forces N_{xy} , transverse forces Q_x and Q_y , bending moments M_x and M_y , and torques M_{xy} . transverse forces on the transition of the material to the plastic state are small, therefore often the plasticity condition connects only six of the eight listed forces and has the form [1]:

$$F_1(N_x, N_y, N_{xy}, M_x, M_y, M_{xy}) \leq K_1 \quad (1)$$

Where K_1 is a constant that depends on the flow rate of the material under simple tension (compression).

Equation (1) in the space of internal efforts N_x , N_y , N_{xy} , ..., M_{xy} . describes a closed convex hyper surface surrounding the origin. There are various kinds of specific conditions of yield (1) and variables N_x , N_y , N_{xy} , M_x , M_y , M_{xy} . are included in them, as a rule, in the second degree. The type of F_1 depends on the properties of the material, on the shape of the shell and other factors. An essential feature of the yield conditions (1) is that the function F_1 connects all six force factors.

In addition to the yield conditions of the type (1) and the theory of the limiting equilibrium of shells, such conditions have become widespread which relate only a part of the variables to each other, for example, [1]:

$$\begin{cases} F_2 (N_x, N_y, N_{xy}) \leq K_2 ; \\ F_3 (M_x, M_y, M_{xy}) \leq K_3 . \end{cases} \quad (2)$$

Or

$$\begin{cases} F_4 (N_x, N_y, N_{xy}) \leq K_4 \\ F_5 (M_x, M_y, M_{xy}) \leq K_5 \\ F_6 (N_{xy}, M_{xy}) \leq K_6 \end{cases} \quad (3)$$

Here K_1 , K_2 , ..., K_6 -constants.

From (2) and (3) it can be seen that instead of one condition (1) we obtain two or three conditions. In (2), only bending forces enter into two equations, respectively, and three equations (3) combine internal forces of the same directions. Instead of the regular "smooth" hypersurface (1), we now obtain the yield condition in the form of the intersection of two or three hyper surfaces. This condition is singular; it has edges and vertices.

Yield conditions of the type (2) or (3) are called "with partial interaction" yield conditions, in contrast to condition (1) with full interaction of all internal force factors.

Moving along the path (1) \rightarrow (3), one can obtain a condition of the form

$$N_x \leq K_1, N_y \leq K_8, \dots, M_{xy} \leq K_{12} \quad (4)$$

Assuming complete independence between the force factors in the limiting state. In the six-dimensional space of internal forces, condition (4) is met by a hyperparallelepiped.

The modern theory of the limiting equilibrium of shells allows the researcher to choose the yield condition in the finished form. Another possibility is to obtain this condition in the space of internal forces N_x , ..., M_{xy} , proceeding from the yield condition formulated in the expressions σ_x , σ_y , σ_{xy}

The transition from the stress space to the stress space is a rather difficult task, often impossible due to the impossibility of integrating the stress condition over the shell thickness.

There are various simplifying hypotheses and models, for example, a three-layer solid shell model, which allows one to obtain an acceptable solution in some cases. The content of this problem is beyond the scope of this dissertation work, therefore, here we will restrict ourselves

only to conclusions about the diversity and possible irregularity of the fluidity conditions, which should be analyzed.

As can be seen from the description of mathematical models of limiting equilibrium problems, equilibrium conditions play an important role in them. They are usually written in differential form [2]:

$$\left\{ \begin{array}{l} \frac{\partial N_x}{\partial x} + \frac{\partial N_{xy}}{\partial y} = 0; \quad \frac{\partial N_y}{\partial y} + \frac{\partial N_{xy}}{\partial x} = 0; \\ \frac{\partial^2 Z}{\partial x^2} N_x - 2 \frac{\partial^2 Z}{\partial x \partial y} N_{xy} + \frac{\partial^2 Z}{\partial y^2} N_y + \frac{\partial^2 M_x}{\partial x^2} - 2 \frac{\partial^2 M_{xy}}{\partial x \partial y} + \frac{\partial^2 M_y}{\partial y^2} - q = 0 \end{array} \right. \quad (5)$$

These are partial differential equations.

Since the goal of the solution is the definition in the final form of expressions for all internal efforts, the problem is reduced to integration (5). Instead of analytical methods, numerical methods are often used, and then they resort to some kind of discretization of relations (5) -wave or corpuscular.

For example, the transition from differential to algebraic relations is possible using finite differences.

Let us first consider a particular case without an instant problem statement. From (5) with $M_x = M_y = M_{xy} = 0$, we obtain

$$\left\{ \begin{array}{l} \frac{\partial N_x}{\partial x} + \frac{\partial N_{xy}}{\partial y} = 0; \quad \frac{\partial N_y}{\partial y} + \frac{\partial N_{xy}}{\partial x} = 0; \\ \frac{\partial^2 Z}{\partial x^2} N_x - 2 \frac{\partial^2 Z}{\partial x \partial y} N_{xy} + \frac{\partial^2 Z}{\partial y^2} N_y + q = 0. \end{array} \right. \quad (6)$$

where $Z(X, Y)$ is the equation of the median surface in Cartesian coordinates;

q is the intensity of the distributed load normal to the median surface.

Draw a regular grid with a square cell on the area occupied by the shell. For the node with the number i, j , we obtain from the first and second equations (6), using the one-sided differences

$$\begin{aligned} (N_x)_{i-1,j} - (N_x)_{i,j} + (N_{xy})_{i,j-1} - (N_{xy})_{i,j} &= 0, \\ (N_y)_{i,j-1} - (N_y)_{i,j} + (N_{xy})_{i-1,j} - (N_{xy})_{i,j} &= 0. \end{aligned} \quad (7)$$

In the third equation (6), the coefficients under the efforts N_x , N_y , N_{xy} are the curvatures of the middle surface, which are constant or varying from node to node. It is important to note that the system formed by the third equation (6) and equations (7) is an algebraic system of linear equations. Denoting the curvatures

$$K_x = \frac{\partial^2 Z}{\partial x^2}; \quad K_y = \frac{\partial^2 Z}{\partial y^2}; \quad K_{xy} = \frac{\partial^2 Z}{\partial x \partial y}$$

and moving on to dimensionless efforts

$$n_x = N_x N_0^{-1}; \quad n_y = N_y N_0^{-1}; \quad n_{xy} = N_{xy} N_0^{-1}; \quad N_0 = \sigma_0 k h,$$

h is the thickness of the shell, we obtain a system of linear equations for the mesh node with the number

$$\begin{aligned} (k_x n_x)_{i,j} - 2(k_{xy} n_{xy})_{i,j} + (k_y n_y)_{i,j} + q_{i,j} &= 0, \\ (n_x)_{i-1,j} - (n_x)_{i,j} + (n_{xy})_{i,j-1} - (n_{xy})_{i,j} &= 0, \\ (n_y)_{i,j-1} - (n_y)_{i,j} + (n_{xy})_{i-1,j} - (n_{xy})_{i,j} &= 0. \end{aligned} \quad (8)$$

An equation of the form (8) can be written for each node of the grid area.

In a more general case, that is, in the moment theory of shells, to represent the second derivatives of the moments in the third equation (5), we use the second differences. For a point with a number, we get

$$\begin{aligned} \frac{\partial^2 m_x}{\partial x^2} &= \Delta x^{-2} [(m_x)_{i-1,j} - 2(m_x)_{i,j} + (m_x)_{i+1,j}], \\ \frac{\partial^2 m_y}{\partial y^2} &= \Delta y^{-2} [(m_y)_{i,j-1} - 2(m_y)_{i,j} + (m_y)_{i,j+1}], \\ \frac{\partial^2 m_{xy}}{\partial x \partial y} &= \frac{(m_{xy})_{i-1,j-1} + (m_{xy})_{i,j} - (m_{xy})_{i-1,j} - (m_{xy})_{i,j-1}}{4\Delta x \Delta y}. \end{aligned} \quad (9)$$

Here ΔX , ΔY is the grid step in each direction, the quantities m_x , m_y , m_{xy} are dimensionless bending moments introduced by the formulas

$$m_x = \frac{M_x}{M_0}; \quad m_y = \frac{M_y}{M_0}; \quad m_{xy} = \frac{M_{xy}}{M_0}; \quad M_0 = \frac{\sigma h^2}{4}$$

Substitution of relations (9) into (5), replace the third equation with the corresponding algebraic expression. It is important to note here that all algebraic equations obtained by grid discretization are linear with respect to the efforts n_x , n_y , m_{xy}

Consider the $\frac{1}{4}$ part of the shell, square in plan. Figure 1 shows the finite difference mesh and the numbering of its nodes. Composing the equilibrium equations (5) in algebraic form, we take into account that (8) - the equilibrium equations must be made only for loose nodes of the shell. If we assume that the shell is supported on four sides, then the equilibrium equations will be compiled only for the internal nodes 1, 2 and 4. Since for each node we compose three equilibrium equations, we will get nine algebraic equations in total:

the symmetry conditions of the problem allow, when drawing up the equilibrium equations, to identify the nodes (Fig. 1 b) 2 and 7, 3 and 8, 9 and 5, as well as 7 and 10, 4 and 11, 2 and 13, 4 and 14, and due to this simplify equations noticeably;

- the conditions for fixing the edges allow you to immediately indicate the values of internal forces at the points of the mesh coinciding with the contour, for free feathering of the edges at

$$x=\pm a, N_x = 0, M_x = 0, N_y \neq 0 \text{ и м.н.}$$

$$y=\pm a, N_y = 0, M_y = 0, N_x \neq 0 \text{ и м.н.}$$

For definiteness, let the middle surface of the shell be an elliptic paraboloid

$$Z = \frac{f}{2a^2} (x^2 + y^2) \quad (10)$$

where $2a$ is the size of the shell side in plan; f -boom lift.

Calculating the curvature of the middle surface, we find

$$K_x = \frac{\partial^2 z}{\partial x^2} = \frac{f}{a^2},$$

$$K_y = \frac{\partial^2 z}{\partial y^2} = \frac{f}{a^2}, \quad (11)$$

$$K_{xy} = \frac{\partial^2 z}{\partial x^2} = \frac{f}{a^2} = 0.$$

In order to construct a promising procedure for calculating the bearing capacity of rigid-plastic shells based on linear software methods, it is necessary to obtain linear approximations in the form of bodies bounded by sections of hyperplanes (polyhedrons) instead of curvilinear yield conditions. The problem of such linearization contains the following aspects.

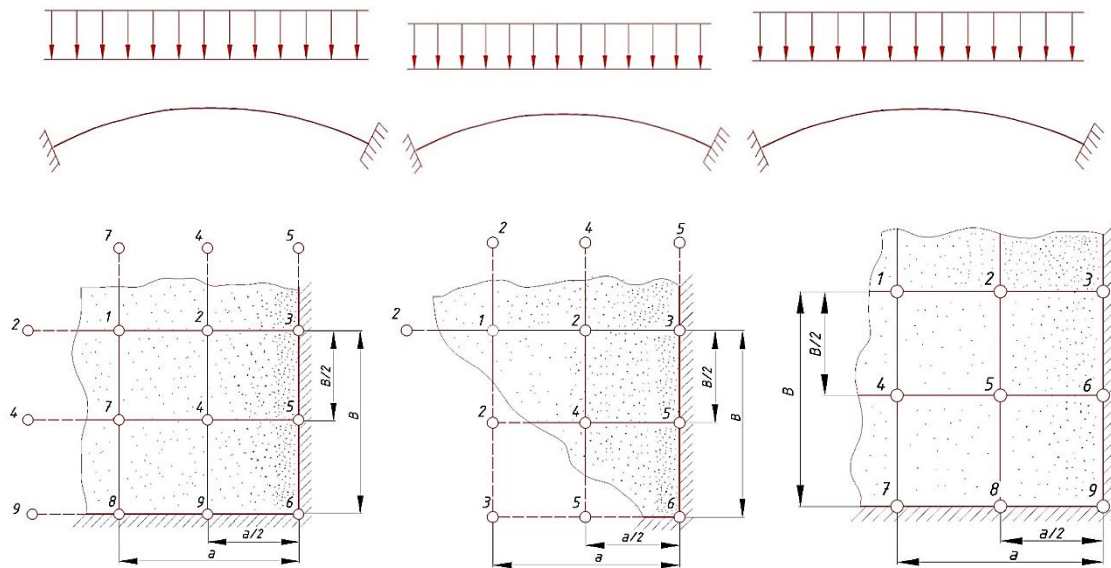


Fig.1

1. The linearization technique should be suitable for both regular and piecewise regular surfaces.
2. In order to control the details in the approximation of hypersurfaces by polyhedra, it is necessary to construct both inscribed and described ones each time.

3. The size of the problem, the amount of computation and computer time per metro depend on their number of polyhedron faces and increases sharply with an increase in their number. Therefore, the question arises about the choice of the optimal number of faces, which allows you to obtain the specified accuracy of calculations for unnamed time spent.

So, we have the coefficient of the faces of the secant or tangent polyhedra, which is the elements of the main matrix - the matrix of the plasticity condition in the linear programming problem, which in turn calculates the lower bound for the carrying capacity of the covering shells. The calculated results are shown in Fig. 2.

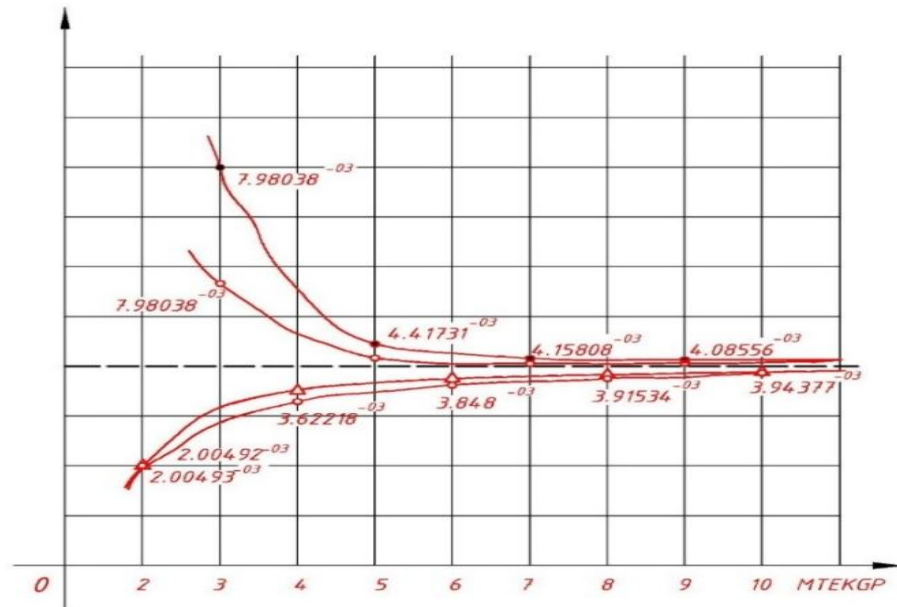


Fig.2

This approach makes it possible to consider from the same positions not only regular, but also piecewise smooth flow conditions, for example, conditions with "limited interaction" (3).

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DOI: **10.5958/2249-7137.2021.00654.6**

THE PROBLEM OF HOMOGENEOUS AND WELL - KNOWN NOUNS IN ONOMASTICS

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ABSTRACT

We know that onomastics is taking shape as a special branch of linguistics within lexicology, and that onomasiological scientific thinking is important in the formation of a semantic structure, and it provides information on how to name a concept that has emerged in our minds. The first stage in the formation of existing words and terms in a language is the onomasiological process. This process is always addressed, and at the same time it is important to understand the identity of the nation.

KEYWORDS: *Onomastics, Lexicology, Nickname, Cognatename, Toponym, Anthroponym, Hydronym, Oykonim.*

INTRODUCTION

Man recognizes and studies the phenomena of the external world, perceives some of their internal and external features, and on this basis gives them human rights - form. In this, the phenomena of existence are partially felt.

Because man is not able to perceive every event and all its features in a comprehensive way at once, a complete understanding of things and all their characteristics involves several stages in the development of human thought [1].

It is well known that at the onomasiological level, scientific thinking moves from meaning to form, talking about how to call a concept that has emerged in the mind. The first stage in the formation of existing words and terms in a language is the onomasiological process. Especially in the current context of the collapse of the former Soviet Union, the realization of the identity of

national peoples, the nomenclature, abnormal naming of places, the reconsideration of some of the resulting toponyms, the renaming of some concepts, the national identity of children.

There is a need for this process when choosing a traditional name. Therefore, onomasiological research has become of great theoretical and practical importance these days.

MATERIALS AND METHODS:

The fact that the branch of onomasiology called onomastics is now considered as a separate branch of linguistics within the scope of lexicology is of great scientific and theoretical importance. Onomastics is a branch of lexicology that deals with the art of naming. From the modern point of view of linguistics, this aspect has the status of an independent branch of linguistics. This section explores the famous horse system, also known as the term mother. Until the 1960s and 1970s, the term onomastics was used to refer to a system of human names.

In writing this paper, we used a wide range of inductive and deductive methods to compare and summarize a wide range of scientific data.

We have also studied the work of many scholars to analyze the roots of ancient lexicology. For example, we have studied the work of Lebedeva (1952), Hasanov (1953), Ripetskaya (1954), Miroslovskaya (1955), Podolskaya (1956), Mikhailov (1956), Mitrafanova (1958), Superanskaya AV and a number of other scientists.

Result:

In the course of this research, we have obtained a number of unique analytical results. Onomastics is a unique heterogeneous system with a number of homogeneous tags. In particular, anthroponymy, toponymy, zoonymy, astroponymy and others [2].

In addition, onomastics includes real names that represent the real names of real concepts in nature and society, as well as famous names of non-real life concepts - mythonyms.

Famous names studied in the field of onomastics have an invaluable pragmatic convenience. Their invaluable pragmatic convenience is that famous horses create a universal opportunity for a person to exist or a natural-geographical object without prior agreement [3;4;5;6].

Fundamental research in the field of onomastics in the linguistics of the former Soviet Union began to emerge in the 1940s. In the 1950s, a number of works on toponymic characterization emerged. The dissertations of Konkashpayev (1948), Lebedeva (1952), Hasanov (1953), Abdurahmonov (1954), Ripetskaya (1954), Miroslovskaya (1955), Podolskaya (1956), Mikhailov (1956), Mitrafanova (1958) are among them.

In 1958, Superanskaya's study of general issues of onomastics was published. A number of dissertations on onomastics have been written in Turkology, mainly since the 1950s. They can be grouped thematically as follows: 1) Toponymic research (Ph.D. dissertations by K. Abdimuratov, R. M. Yuzboshev, A. Abdurahmanov, S. Otaniyozov, D. Isayev); 2) Anthroponomic research (Januzakov's candidacy); 3) Research on hydrominic characteristics (A. Kamolov's dissertation).

Uzbek onomastics has had a "foundation" since the 1960s. In this regard, E.A. Begmatov has a remarkable service. He is one of the first scientists in the field of Uzbek scientific anthroponymy.

The scientist has published a number of scientific works on Uzbek onomastics.

It was also mentioned above that onomastics is taking shape as a special branch of linguistics within the scope of lexicology. Each linguistic field, which gains the right to independence, independence, has its own theoretical issues. When approached from the perspective of the problem, onomastics also has its own theoretical issues that determine its position and status. One of these issues is the relationship between common nouns and the basic unit of vocabulary - common words, related names. Onomastics studies nouns. The types of nouns that are considered onomastic units are different.

It ranges from very simple words that can be understood by those who speak the language, to the most complex ones, the meaning of which is difficult for even the most intelligent linguists to know, and which language the name belongs to. At all stages of development of any language, in the process of naming a subject or object, the names of sometimes modern, sometimes already historical treasures, sometimes imaginary persons, objects are chosen. This is due to the fact that the basic unit of onomastics is the composition of the elements. A famous horse is different from a famous name concept. Famous names may not be famous horses, they may be related horses. In particular, while toponyms, anthroponyms, hydronyms, oykonims, oronyms, and urbonyms are also well-known names, some realonyms, especially ethnonyms, cannot be included in well-known names [7;8].

Famous names are the basic lexical unit of onomastics. It is universally acknowledged. Related names are a lexical unit of the general lexicon of a language. This feature of related names is also widely recognized.

One of the main divisions of the lexicon of any language is the grouping of words in any language. Both groups of words have their own purpose and function. Related horses organize a series of names. Names organized into a category are linked based on common characteristics. Such names represent a generalized representation of objective phenomena. Pronouns are used to name certain objects that belong to a certain group of objective beings.

In addition, Mill admits that famous horses are illegal. Although they name objects, they do not embody any of their properties. Well-known names are related to the concept of individual objects and do not provide any confirmation or denial of them. Therefore, such horses are not translated, nor are they given a superlative name by means of figurative expressions. Mill points out that famous names are like chalk marks on houses. These characters have a purpose, but they don't make sense. The purpose of the names is to denote denotation. Logically, if there are no single objects, there will be no proper names to express them in speech. Unlike famous horses, an object named after a similar horse is vague and unrestricted.

An object named after a famous horse is always clear and strictly limited to others. There is no similarity in science between the name and the common word, that is, the relationship between the common name and their dimension. This is confirmed by some evidence in Russian linguistics. For example, VD Bondaletov's monograph "Russian Onomastics", published in 1983, elaborates on the differences between famous and related names. We find it necessary to quote the views of the three great Russian scholars mentioned in that play, and thus to emphasize the diversity of attitudes to the subject [9;10].

Russian onomasiologist A. A. Beletskaya connects the difference between famous and related horses with differences in their characteristics.

It is acknowledged that atoklinoms act as individualizers as the names of individual events, while cognate words serve as classifiers. The former separates the events of some object in a class, a gang, from the events of another object of the same class in the same class, the latter by combining an event and an object with another object or event of the same sex. shib stands.

Another Russian nominee, A. V. Superanskaya, tries to distinguish well-known names from similar names based on their three characteristics. According to the scientist, there are three signs for related words in well-known names.

Famous names are not given for gangs or groups, but for a particular group or individual. A well-named object does not have the same characteristics as the group to which the object belongs, or other objects in the group.

As the name implies, the event is always clearly demarcated:

A noun does not have a concept, it is not associated with any concept, it does not have a clear and specific connotation specific to the level of the language. According to the scientist A famous name is not connected with a concept. It is in close contact with a specific object in a single description.

V.A Nikonov distinguishes a well-known name from a similar one on the basis of another feature. He uses the 'social stamp' on famous names to distinguish them from related horses.

In the monograph "Essay on the General Theory of Famous Names" published in 1973 by the Polish linguist E. Grodzinski, onomastic units are characterized by similar names: 1) one-syllable; 2) multi-design; 3) think of groups as empty (empty) design. This scientist also admits that the name cannot be directly related to certain specific concepts.

There is another difference between a noun that is a unit of onomastics and a common word: a noun always belongs to the noun category, which is a characteristic of all nouns.

Ordinary words that are not considered onomastic units may or may not belong to the horse family. But the important thing is that in the formation of the well-known name - onomastic units, related names play the role of the base. Because all famous horses are based on the material of the soil of related horses. The naming of names is a post-period phenomenon. There is another reason why famous names belong to the category of horses: when words belonging to another category without a name also become an onomastic unit, it moves to the horse, regardless of which word group it belongs to. For example, Bought (verb) - Sotvoldi (horse), sharp (adjective) - Sharp (horse), beautiful (adjective) - Beautiful (horse), eighty (number) - Eighty (at) and so on. At the same time, it is necessary to clarify the question of whether the onomastic unit always belongs to the famous horse. No, onomastic units can also be related to a horse. For example, Uzbek, Tajik, Russian, Kyrgyz, and Kazakh ethnonyms are onomastic units, but they are not nouns. So there is a difference between a famous horse and a famous name. The famous name is a unit of onomastics. Famous horses are onomastic units written in capital letters. Famous horses are a wide range of concepts: they include horses that are written in lower case.

It should be noted that just as famous horses with "invaluable pragmatic convenience" (Dj. Siril) originated on the land of related horses, there are also cases of famous horses switching to related horses: "Some signs of denotation" "If the relations between the features remain common

and stable, the nouns become related names, that is, the nouns belong to the generalized concept, which includes all the objects to which it belongs”.

DISCUSSION:

A.V. When Superanskaya writes about controversial issues of onomastics, they include, among other things, the current problems of Uzbek onomastics.

1) Current and historical aspects of onomastics: 2) real and life names: 3) names that are understandable and incomprehensible to language owners: 4) name issues in language and speech: 5) names in literary language and specific to regional and social groups [11].

Only when these problems are solved together will it be possible to talk about the semantics of nouns and begin to develop a general theory of onomastics. Currently, Uzbek onomastics is studied in the following areas: 1. General theoretical issues of onomastics (theoretical onomastics): 2. Problems of onomastic names and terms used in our classical literature, artistic onomastics (poetic onomastics): 3. Spelling of famous horses , naming problems (practical onomastics).

These three branches of Uzbek onomastics are so interconnected that one of them complements the other, and one of them is inseparable from the other. In particular, onomastic terms used in classical sources serve as a reliable linguistic object in the knowledge of the history, culture, psyche, spiritual world, way of life of the people - their level [12;13].

CONCLUSION:

In short, it is obvious that the study of historical onomastics is possible only through the study of scientific, philological and artistic works of historical classification. The lack of historical development of Uzbek onomastics has caused concern among many scholars.

Concerned that this important and topical issue was not included in the study, B. Bafoev wrote: “In the history of the Uzbek language, there is almost no research on words on onomastics in written sources. Personal names and place names, like other groups of words in the language, should be checked phonetically, morphologically, lexically and semantically. However, in the modern Uzbek language there are no works that have studied linguistics in detail. There is still no scientific literature on the names of people used in Uzbek written monuments.

The number of stages in the study of names in the history of the Uzbek language must be determined. In time, it is possible to support the views of scholars dealing with onomastics that the onomastic lexicon of the language of historical works is an undiscovered reserve of Uzbek historical lexicology. Their study is of great historical, geographical, historical-ethnographic, historical-enlightenment and historical-linguistic significance. Indeed, many current problems of Uzbek historical nomenclature await their researchers." Undoubtedly, every effort in this direction can be a good thing for the development of Uzbek linguistics.

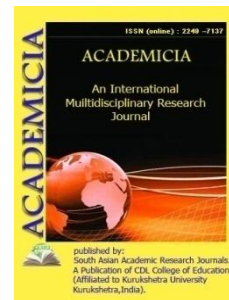
Since the 60s of the last century, Uzbek anthropology has made significant progress. Monographs and a number of articles by E. Begmatov (1965), G. Sattorov, S. Rakhimov on the study of Uzbek anthroponymy, and on the organization of the system of Uzbek toponymy and ethnonymy by A. Ishayev, H. Hasanov, Kh. Doniyorov, B. Orinboyev, S.Qorayev, T.Nafasov, Z.Do`simov, Y.Khojamberdiyev, J. Latipov, Sh.Qodirova, L.Karimova, N.Oxunov, T. Rahmatov, S.Nayimov , H. Kholmuminov, A. Otajonova, A. Turobov, T. Enazarov's

monographs and numerous articles appeared. In addition, many linguists have to some extent touched upon the field of Uzbek onomastics.

Our observations show that almost all the works on Uzbek nomenclature are devoted to the study of modern Uzbek language and famous horse materials in its dialects and dialects, and almost all works on Uzbek historical onomastics. not done.

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DOI: **10.5958/2249-7137.2021.00655.8**

CHRONIC COLITIS

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ABSTRACT

The article examines the origin, clinical course, treatment and prevention of colitis. The arsenal of specialists includes our own modern diagnostic laboratory, the latest examination methods and extensive experience in the effective treatment of diseases. See your doctor in time to avoid complications, learn more about the prevention, diagnosis and treatment of chronic colitis.

KEYWORDS: *Colitis, Disease Symptoms, Diagnosis And Treatment, Prevention And Prognosis.*

INTRODUCTION

Chronic colitis is a disease localized in the colon. This is an inflammation of the mucous membrane, which is accompanied by characteristic symptoms - diarrhea, pain, constipation, rumbling, excessive gas formation. This is one of the most common diseases of the digestive system, affecting mucous, sub mucous and muscle tissues.

Causes and risk factors

Chronic intestinal colitis can be triggered by a number of reasons:

- Improper nutrition is the most common cause of the onset of the disease. Monotony, a minimum of vitamins, a lot of proteins and carbohydrates, little fiber - all these are factors that can affect the development of pathology.
- Low mobility, alcohol consumption.

- Diseases of the stomach and digestive system as a whole - gastritis, pancreatitis, enteritis, cholecystitis, as a result of which food is improperly processed by enzymes.
- Consequences of acute intestinal infections, worms and other parasites.
- Impaired bowel function, including congenital.
- Consequence of taking drugs that affect the intestinal environment.
- Exogenous intoxication with mercury, arsenic, phosphorus salts, lead.
- Endogenous intoxication caused by uremia, hyperthyroidism.
- Liver failure.
- Exposure to radiation, radiation therapy.
- Atherosclerosis - causes ischemic colitis in older patients.
- In women during pregnancy.
- After

Most of the mentioned risk factors are united by impaired digestion of food, as a result of which the multiplication of pathogenic bacteria is accelerated. The process of assimilation of the basic elements from food is disrupted, and dysbiosis begins.

Symptoms of the disease

- The emergence and exacerbation of chronic colitis in adults and children is characterized by a number of signs:
 - First of all, the manifestation of the disease is pain of a spastic aching nature. Often localization is the left iliac region, stomach. On examination, the doctor determines the enlarged areas of the rectum. The pain becomes more pronounced after eating and goes away after a bowel movement and flatulence.
 - Problems with stools - often with constipation and faeces that are fragmented and covered with mucus or diarrhea. There is also "obstructive diarrhea" - the release of liquid feces after a portion of the normal.
- Pain with the urge to empty the bowels.
- Bloating, rumbling, flatulence.
- Colitis types
- Colitis classification depending on the main symptom:
- According to the etiology of occurrence, the following types are distinguished:
- 1. Primary:
 - ◦ Infectious - caused by pathogenic fungi.
 - ◦ Toxic - chemical intoxication.
 - ◦ Parasitic - caused by parasites.

- Allergic - a reaction to drugs or food.
- Radiation.
- Lymphocytic, collagenous and others - etiology is still unknown.
- Mechanical - a consequence of multiple constipation.
- Medication - a reaction to taking antibiotics and other medications.
- 2. Secondary - is a consequence of other diseases, how to treat it depends on the circumstances that provoked the disease.
- Ulcerative colitis is most likely due to allergies. It rarely manifests itself and passes with inflammation and the formation of necrotic ulcers.
- Diagnostics
- Chronic colitis is detected by the following stages of the examination:
 - Coprological studies - analysis of feces in order to determine the quality of metabolic processes and the state of the digestive system as a whole. Signs of colitis are usually white blood cells and red blood cells in the test samples, as well as mucus in large quantities.
 - Irrigography or X-ray of the intestine to determine the localization of the disease, assess the state of the mucous membrane, determine dyskinesia.
 - Sigmoidoscopy and colonoscopy are important studies to help diagnose catarrhal and atrophic changes in the colon.

Chronic colitis treatment

The chosen treatment depends on the patient's condition, the exact diagnosis. If it is possible to treat a patient on an outpatient basis, he does not need to be in the hospital. The treatment regimen depends on which doctor is treating and how serious the situation is.

First of all, it is important to follow the diet. The patient receives recommendations on the menu, a list of what not to eat, advice on diet. The basic rule is fractional meals only with permitted foods. In the stage of exacerbation of the disease, work related to business trips and interfering with the observance of the correct daily routine is prohibited.

Compliance with the diet is complemented by medication and pain pills. Usually these are antibacterial agents, vitamins, enzymes, sorbents, decoctions and herbal tinctures. Physical therapy also has a beneficial effect on the healing process. These are electrophoresis, amplipulse, diadynamic currents, **and acupuncture**.

Possible complications

In case of untimely or incorrect treatment, as well as non-compliance with the recommendations, the patient runs the risk of getting:

- Intestinal bleeding.
- Perforation of the ulcer.

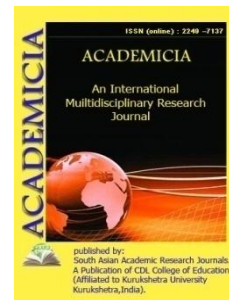
- The appearance of adhesions.
- Diverticulitis
- Intestinal obstruction.

Which doctor to contact

When the first warning signs appear, you must make an appointment with a gastroenterologist. Treatment of chronic colitis in the acute stage in a hospital requires an appointment with a proctologist. Better doctor's proctologists in Moscow are available in the clinic of the Central Clinical Hospital of the Russian Academy of Sciences. The arsenal of specialists includes our own modern diagnostic laboratory, the latest examination methods and extensive experience in the effective treatment of diseases. See your doctor in time to avoid complications, learn more about the prevention, diagnosis and treatment of chronic colitis.

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DOI: **10.5958/2249-7137.2021.00656.X**

ANALYSIS OF THE STATUS, MOVEMENT AND LEVEL OF FUNDING OF FUND FUNDS IN FOREIGN ENTERPRISES

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ABSTRACT

The economic description of the foreign textile enterprise is given in the analysis of a condition of use of the basic production capacities and the analysis of a condition, movement of a fixed asset in the foreign enterprise "POSCO International Textile" and level of fixed assets of the enterprise. The level of formation and effective use of working capital in the enterprise was assessed. The impact of the efficiency of fixed assets and working capital on foreign enterprises on the competitiveness of the industry, the improvement of the process of commissioning and use of fixed assets at the enterprise and the effective use of working capital of the enterprise were discussed.

KEYWORDS: *Foreign Enterprises, Textile Enterprise, Fixed Assets, Working Capital, Intangible Assets, Capital Investments.*

INTRODUCTION

In the context of economic liberalization, fixed assets play a key role in all factors that increase production efficiency and ensure economic growth.

On the scale of the whole national economy, fixed assets constitute the national wealth of the country. The term fixed assets of an enterprise can also be used in practice and in the literature with the term “fixed assets” or “fixed capital”.

In the process of production, the workers of the enterprise use the means of labor to influence the objects of labor and turn them into finished products.

The main feature of enterprises is the availability of property belonging to them. This is what determines the material and technical capabilities of enterprises and ensures their economic freedom and future. No enterprise can carry out its economic activities without the use of certain property.

Enterprise property can be divided into current assets and long-term assets. This takes into account not only the social appearance of the enterprise property, but also the role, importance and impact on the economy of the enterprise in the production process.

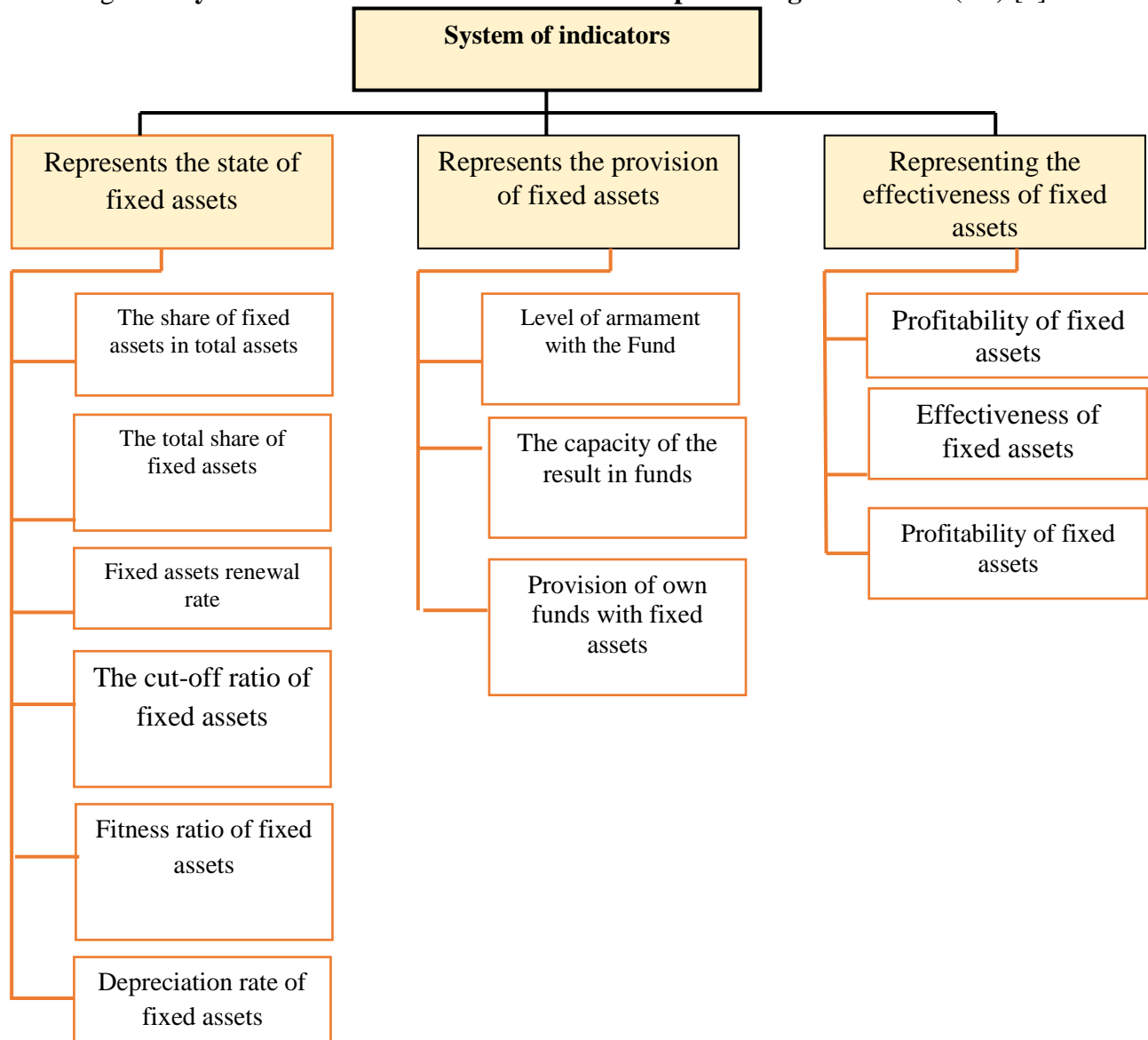
Long-term assets account for 65-85% of the assets of large and medium-sized enterprises. Structure of long-term assets [1]:

1. Fixed assets
2. Intangible assets
3. Capital investments
4. Long-term financial investments

Long-term assets are involved in the economic activities of the enterprise for a long period of time. This is due to the duration of the depreciation process and the slowness of the rotation speed. Therefore, they are called long-term or slow-moving assets. They are also called immobilization funds.

Fixed assets (fixed assets) are not only means of labor, but also the material wealth of enterprises. It has value, so it can be mortgaged as property. In addition, if the company does not have enough funds to repay the debt at the time of liquidation, it is possible to repay the debt by selling this real estate. The main means is the wealth of the property owner. The state and the enterprise are interested in their effective use. Because the financial result of the enterprise increases with the effective result. He pays tax on income.

Figure 1 System and classification of indicators representing fixed assets (Av) [2]



We begin the analysis of fixed assets at the foreign company POSCO International Textile by studying the composition, structure and dynamics of fixed assets (fixed assets). Changes in the composition of fixed assets occur throughout the year. Therefore, it is necessary to analyze in detail the structural changes in their composition.[5]

Indicators representing fixed assets have a certain place among the indicators of economic potential. Significant funds of business entities will be involved in these funds. The return of these funds will be made through the efficient use of fixed assets [2].

Indicators representing fixed assets are divided into three groups: indicators of the state of fixed assets, indicators of the availability of fixed assets, indicators of the efficiency of fixed assets. The classification of this group of indicators is shown in the following diagram (Figure 1).

The ways to determine the indicators representing the condition of fixed assets are given in the table below (Table 1).

TABLE 1 INDICATORS OF THE CONDITION OF FIXED ASSETS [2]

	ame of indicators	What does it mean (content)	Determination formula
1.	The share of fixed assets in total assets	Indicates the percentage of fixed assets in total funds	Av / B
2.	The structural structure of the active part of fixed assets (Avf)	Represents the percentage of the active part of fixed assets in the total amount of fixed assets	Avf / Av
3.	Renewal ratio of fixed assets	This represents the share of new fixed assets in total fixed assets at the end of the year	$Av.yang / Av.b.q.yo$
4.	Depreciation rate of fixed assets	Represents how much of an item of property, plant and equipment is written off	$Av.chiq. / Av.b.q.yb$
5.	Fitness ratio of fixed assets	Represents how much of the value of total fixed assets is in residual value	$(Av-Av.esk.) / Av$
6.	Depreciation rate of fixed assets	Indicates how much of the total value of fixed assets is equal to the amount of depreciation	$Av.es / Av.yb$

We begin the analysis by finding the coefficients shown in the table, using a table based on the balance sheet of the foreign company POSCO International Textile (Table 2).

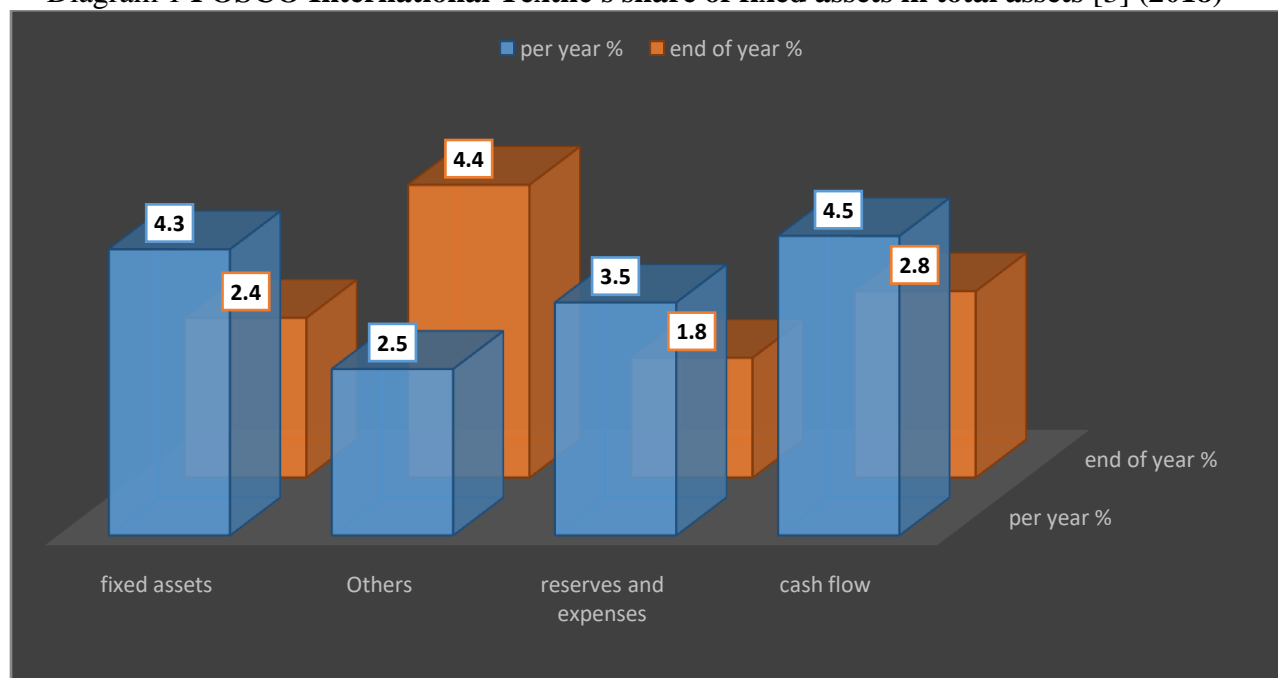
TABLE 2 ANALYSIS OF THE PROPERTY STATUS OF POSCO INTERNATIONAL TEXTILE LLC [3]

Indicators	Beginning of 2018 y		At the end of 2018 y		Difference	
	Amount, mln. sum	Amount, %	Amount, mln. sum	Amount, %	Amount, mln. sum	Amount, %
Total property	525 638,33	100	574 417,37	100	48 779,04	-
Including: 1. Long-term assets	309 254,83	58,83	308 142,67	53,64	-1 112,16	-5,19
Including, A) Fixed assets (at residual price)	195 464,94	63,21	210 038,50	68,16	14 573,56	4,96
B). Others	113 789,89	36,79	98 104,18	31,84	-15 685,71	-4,96
2. Current assets (current assets)	216 383,50	41,17	266 274,69	46,36	49 891,20	5,19
Including A)Reserves and expenses	133 138,86	61,53	191 612,66	71,96	58 473,81	10,43

B) Cash	42 695,92	19,73	37 358,17	14,03	-5 337,74	-5,70
C) Accounts receivable	40 548,73	18,74	37 303,86	14,01	-3 244,87	-4,73

According to Table 2, the company's economic assets amounted to 48779.04 mln. sums. At the beginning of the reporting year, the share of long-term assets in total assets was 58.83%, while current assets were 41.17%. The share of fixed assets in long-term assets was 63.21%, and the share in total assets was 37.19% ($195464.94 : 525638.33 * 100$). By the end of the reporting year, the share of fixed assets in long-term assets increased by 4.96% to 68.16%. The share of fixed assets in total property at the end of the reporting year was 36.57% ($210038.5 : 574417.37 * 100$), the share of decrease was 0.62% ($36.57 - 37.19$). This information can be more accurately represented by the following diagram (Diagram 1).

Diagram 1 POSCO International Textile's share of fixed assets in total assets [3] (2018)



cash flow

at the end of the year

debtor debts

in the beginning of the year

From the data of Diagram 1, it can be seen that the amount of reserves and expenses at the enterprise by the end of 2018 increased by 10.43% compared to the beginning of the year and amounted to 191,612.66 mln. sums. This leads to the stagnation of working capital in warehouses, a decrease in the turnover rate of working capital. [6]

The share of each type of fixed assets in total fixed assets represents its structure. The structure depends on the nature, nature, level of specialization, technology of production. In the analysis of the structure, attention is paid to the ratio of active (active) and passive parts of fixed assets. Production capacity depends in many ways on the active part of fixed assets. Their passive part is not inextricably linked with production, they only create conditions for production.

There is no definite conclusion about the active part of fixed assets in the literature on economics. One group of economists includes total fixed assets in addition to buildings and structures, the second group includes machinery and equipment, vehicles. Buildings and structures are part of the passive part of fixed assets, but facilities in the fields of electricity, oil refining, gas and others are included in the active part. Thus, the active part of fixed assets can include machinery and equipment, computer equipment and computers, vehicles.

The higher the active part, the more progressive the fund. The statement of fixed assets in the report on the movement of fixed assets (Figure 3), the representation of information on long-term leased fixed assets further expands the object of complex economic analysis of fixed assets.

Below, by analyzing the structure and dynamics of the fixed assets of a foreign enterprise, we can see the change in the active and passive part of fixed assets.

TABLE 2 ANALYSIS OF THE STRUCTURE AND DYNAMICS OF FIXED ASSETS AT POSCO INTERNATIONAL TEXTILE [3]

Indicators	In the beginning of 2018 year		At the end of 2018 year		Change	
	Amount, mln. sum	Share, in percent	Amount, mln. sum	Share, in percent	Amount, mln. sum	Share, in percent
Total fixed assets	644 557,06	100	657 078,23	100	12 521,17	-
Including:						
Active part	625621,80	97,06	636 491,97	96,87	10 870,17	-0,19
Passive part	18 935,26	2,94	20 586,26	3,13	1651	0,19

From the data in Table 2, it can be seen that the total value of fixed assets increased from 644557.06 million sums at the beginning of the year to 657078.23 million sums by the end of the year. sums and amounted to 12521.17 mln. increased by UZS. Its active part was high weight (96.87%), an increase of 0.19% compared to the beginning of the year, while the share of liabilities decreased by 0.19% during the period under review.

We use the following data to calculate and analyze the indicators related to the movement of fixed assets (Table 3).

TABLE 3 FIXED ASSETS MOVEMENT AT POSCO INTERNATIONAL TEXTILE IN 2018 [3] (MILLION SUM)

Indicators	Residue at the beginning of the year	input	output	At the end of the year
Fixed assets (initial value)	606 836,44	50 671,78	429,99	657 078,23
Including:				
New fixed assets		50 671,78		
Depreciation of fixed assets	411 371,5			447 039,73
Residual value of fixed assets	195 464,94			210 038,5

Based on the data presented in Table 3, we determine the following coefficients representing the movement of fixed assets.

The replacement rate of fixed assets (Kyang) is determined by the following formula as the ratio of new fixed assets to the initial value at the end of the year:

$$K_{yang} = Av.yang / Av.b.q.yo. * 100$$

That is,

$$K_{yang} = 50\,671.78 : 657\,078.23 * 100 = 7.71\%$$

where: Av.yang - the amount of newly arrived fixed assets; Av.b.q.yo - the initial value of fixed assets at the end of the period;

The depreciation rate of fixed assets (Kchiq) is determined by the following formula as the ratio of fixed assets written off during the year to the initial value at the beginning of the year:

$$K_{chiq} = Av.chiq / Av.b.q.yb * 100$$

That is,

$$K_{chiq} = 429.99 : 606\,836.44 * 100 = 0.07\%$$

where: Av.b.q.yb - the initial value of fixed assets at the beginning of the period;

Av.chiq - fixed assets written off during the reporting period.

As a result of the following business operations, fixed assets are excluded from the assets of the enterprise:

- when realized;
- due to the inexpediency of further use;
- free transfer to foreign enterprises and individuals;
- contribution to the charter capital of other enterprises as a share;
- when transferred under a financial leasing agreement;
- when a deficit or loss is detected.

Updating the product range, raising its quality to the level of demand, increasing labor productivity, reducing costs require constant equipment of production with new equipment.

$$\text{replacement coefficient: } (K_a) = Av. \text{ output} / Av.kel * 100,$$

That is

$$K_a = 429.99 : 50\,651.78 * 100 = 0.85\%$$

Machine and equipment fleet expansion coefficient (Kk): $100 - 0.85 = 99.15\%$

The technical condition of fixed assets is represented by the following indicators:

- suitability coefficient;
- wear coefficient.

The coefficient of suitability of fixed assets (Kyar) is determined by dividing their residual value by the initial value (Table 4).

TABLE 4 ANALYSIS OF THE USEFUL LIFE OF FIXED ASSETS AT POSCO INTERNATIONAL TEXTILE [4] (MILLION SUM)

	Indicators	beginning of the 2018 year	At the end of the 2018 year
1.	The initial value of fixed assets	606 836,44	657 078,23
2.	Depreciation of fixed assets	411 371.5	447 039,73
3.	Residual value of fixed assets (1-2)	195 464,94	210 038,5
4.	Fitness ratio of fixed assets (3/1*100)	32,21%	31,97%

From Table 4, the suitability ratio can be determined for each type of fixed assets, including total fixed assets, including fixed assets. The level of usability of fixed assets at the enterprise decreased from 32.21% at the beginning of the year to 31.97% at the end of the year.

Depreciation rate of fixed assets (Kesk) is determined by the ratio of the amount of depreciation to the initial value of fixed assets (Table 5).

From the data in Table 5 it is possible to estimate the renewal of fixed assets, the useful lives of fixed assets by studying the dynamics of the level of depreciation of fixed assets.

TABLE 5 ANALYSIS OF THE DEPRECIATION RATE OF FIXED ASSETS AT POSCO INTERNATIONAL TEXTILE, [4] (MILLION SUM)

T/p	Indicators	The initial value of fixed assets	Depreciation of fixed assets	Depreciation factor, % (4/3*100)
1	2	3	4	5
2	The beginning of 2018	606 836,44	411 371.5	67,79
3	The end of 2018	657 078,23	447 039,73	68,03
4	Change (3-2)	50 241,79	35 668,23	0,24

Depreciation rate depends on the methods of calculating depreciation allowances, changes in the composition of fixed assets, depreciation rates. The level of obsolescence at the enterprise under analysis increased from 67.79% to 68.03%, while its serviceability decreased from 32.21% to 31.97% per year.

The structure of fixed assets is determined by the specialization of the industry and reflects the characteristics of production and maintenance of the enterprise. It depends on the total amount of fixed assets of the enterprise and the volume of non-production, assets and liabilities, as well as their changes and dynamics during the year.

A sharp increase in the initial value of fixed assets relative to the residual value indicates an increase in depreciation in the coefficients and a decrease in their suitability, i.e. a deterioration in condition.

The sharp increase in the residual value relative to the initial value indicates that the fixed assets have been updated, their depreciation has been reduced. One way to reduce obsolescence, that is, to improve the condition of fixed assets, is to make timely capital repairs, purchase new ones, as well as write off obsolete equipment. This measure should be taken into account in the context of free market relations.

The availability of fixed assets is a measure of the technical support of the enterprise, the mechanization and automation of labor and work. These indicators can be used to determine the level of material and technical base of each enterprise. As a result, these indicators are key indicators (Table 6).

The indicators in Table 6 are determined by the example of a foreign company POSCO International Textile.

1. The degree of armament with funds is the ratio of the value of fixed assets (according to initial estimates) to the number of workers in the largest shift. It reflects the level of provision of workers with tools (fixed assets) and is determined by the following formulas:

$$Kf.t = Av.f / Is = 636491.97 : 1100 = 578.63$$

where: Kf.t - coefficient of provision of employees with fixed assets; Av.f - value of fixed assets; Work is the number of workers in the largest shift.

Data are obtained from Figure 3 financial report and Form 1-T statistical report for analysis.

Production at the foreign company POSCO International Textile is carried out in 3 shifts 24 hours a day. There is also a day shift. The total number of employees is 3942 people, the largest shift employs 1100 people.

2. The maintenance ratio (Kt.t) is calculated as the ratio of the amount of production equipment (i.e the active part of fixed assets) to the number of workers in the largest shift and is determined by the following formula:

$$Kt.t = I.us / Is = 524513.04 : 1100 = 476.83$$

where: Kt.t - coefficient of technical support; I.us is the sum of production equipment.

TABLE 6 INDICATORS OF THE AVAILABILITY OF FIXED ASSETS (AV.) [3]

Indicators	What does it mean (content)	Determina tion formula
1. With funds degree of armament	Active Av. Corresponding to one employee. represents the value of	$Av.f/Is$
2. Technical support percentage (Kt.t)	The ratio of the amount of production equipment to the number of workers in the largest shift	$I.us / Is$
3. Funding level of the result (Fund capacity)	How much is Av 1 for the result indicator? indicates that the sum is correct	$Av./Q$
4. Provision of own funds (Um.) With fixed assets	How much is 1 sum Av. represents the amount of capitalization or the degree of capitalization of own funds	$Av./Om$

3. The stock capacity of the product indicates how much the amount of fixed assets corresponds to the result of 1 sum and is determined on the basis of the following formula:

$$Fc = Av./ Q = 650817.65 : 955697.48 = 0.68$$

$$Fc = Av./ Q = 639557.03: 778521.37 = 0.82$$

Fund capacity is inextricably linked with saving or increasing capital investment. For example, when the stock capacity of a product decreases and its production volume is constant or growing, the conditions for the use of fixed assets improve, which means that there is an opportunity to save capital investment. The following formula is used to find it:

$$Ek = Fc.o'zx Q = (0,82-0,68) \times 955697,48 = 133797,65$$

Here: Ek - capital investment savings, sums; Fc.oz - change in stock capacity of the product in the reporting year compared to the previous year, sums.

4. Own funds (Om.) Av. provided that 1 sum is how much Av. represents the amount of capitalization or the degree of capitalization of own funds:

$$Ko'm = Av / O'm = 650817,65: 305105,91 = 2,13$$

The ratio of fixed assets to fixed assets in the enterprise was 2,13.

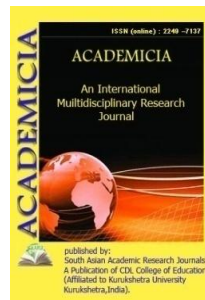
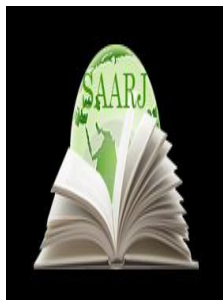
In conclusion, it can be said that in other sectors of the textile and light industry to ensure deeper processing of raw cotton, export of finished products such as dyed yarn, knitted fabrics and fabrics to foreign countries, and then, based on the active adoption of modern technology and design, finished textile products we can achieve tremendous efficiency in production.

At the same time, it is necessary to increase the production capacity of textile enterprises, introduce more quality control of raw materials, expand the production of high quality products that meet international standards based on our national traditions, and attract foreign investors and designs to Uzbekistan. we need to study marketing and produce and export knitwear in line with our traditions in a new design style.

The article "Improving the efficiency of the use of fixed assets and working capital in the textile industry of the country" using the data of the foreign company POSCO International Textile, a large textile company located in Fergana region. Since this enterprise is a weaving enterprise of great importance not only in the region, but also in the Republic, its data were taken as the object of this article.

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DOI: **10.5958/2249-7137.2021.00647.9**

THE HISTORICAL ROOTS OF SPIRITUAL EDUCATION OF YOUTH

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ABSTRACT

The article covers the origins of the Uzbek people, the stages of development, and the attitude to the education of young people. The teachings of Sufism cover the upbringing of children and its practical significance. In the Middle Ages, either during the khanate period or during the colonial period, it was a major trend. Berdakh believes that a person's personal happiness is related to the happiness of the people. The Uzbek people express their ideas of patriotism, sense of homeland, people's freedom, peace, liberty, peace in the legends "Tomaris" and "Shirak", such as honor, justice, faith, courage and bravery, devotion to the people.

KEYWORDS: Khorezm, Sughd, Bactria, Parthia, Spirituality, Religion, Customs, Values, Language, Spiritual And Moral Education, Lifestyle, Art

INTRODUCTION

The origin and formation of the statehood of the Uzbek people, as well as the emergence and development of pedagogy are studied, its culture, spirituality, religion, customs, values, language, spiritual and moral upbringing, lifestyle, art are recognized by the Turkic peoples. emphasize the work of the independent nation-Uzbek people. The formation of the spiritual and moral education of the modern Uzbek people goes back a long way. Located between the two rivers, the Amudarya and the Syrdarya, this people and homeland, as a Turkic-speaking people, inherited Turanzamin and paid special attention to the education and spiritual outlook of the young people who are their future. In the ancient cities of Turan, Khorezm, Sughd, Bactria, Parthia, Parkana, Margiyana, special attention was paid to the cultural conduct of public affairs, education, morality. Science, art, culture and literature were revived in these cities. As a result, the folklore of the region was formed, which reflected the national spirituality, education, morality, and they served as the primary source of spiritual and moral education of the Uzbek

people. After all, the people's hopes, joys and sorrows, joys and sorrows, spiritual and moral worldview, philosophical and legal ideas, ideas about morality are reflected in them.

MATERIALS AND METHODS

President Sh. Mirziyoyev stressed the important role of morality in the upbringing of children and their development into a harmoniously developed generation: "We must pay special attention to our youth today. They are not only our confidence and future, the youth - the decisive force of today and tomorrow. In other words, in order for tomorrow to be as we expected, we need to pay serious attention to the education of young people today. "Proverbs, epics, fairy tales, legends, myths, legends, myths, melodies, songs, proverbs, etc. the word has become an example of the oral creation of the people - messages that have an all-miraculous effect. As we get acquainted with the examples of folklore, "... we realize that our people have a great foresight, foresight and talent for foresight, that he never lived without dreams, always striving for the future." For example, in the examples of Uzbek folk art, including proverbs, fairy tales, proverbs, legends, proverbs, epics, music and songs, the people's spirit, high feelings, dreams, hopes, goals, patriotism, diligence, heroism, parents and respect for teachers and social status.

The Uzbek people express their ideas of patriotism, sense of homeland, people's freedom, peace, liberty, peace in the legends "Tomaris" and "Shirak", such as honor, justice, faith, courage and bravery, devotion to the people. He expressed his moral ideas in such epics as "Alpomish", "Rustamkhan", "Murodkhan", "Oysuluv", "ShirinbilanShakar", "Yusuf and Ahmad". These epics teach our youth the qualities of humanity, patriotism, generosity, friendship, heroism, to make them brave, courageous, to put their country, people, sacred values above all, to be brave, courageous, just, able to protect their people from various aggressions. encourages. Proverbs, sayings, and legends, which have been created and refined over thousands of years, contain the wisdom and wisdom of the people, which includes a wide range of spiritual and moral education, including justice, diligence, wisdom, humility, humility, modesty, kindness, loyalty, generosity, honor, non-betrayal of trust, gentleness, courage, bravery, courage are glorified, enmity, betrayal, hypocrisy, slander, ignorance, laziness, lying, arrogance, slander, slander, envy are condemned. The upbringing of young people and the attention paid to them have been given special attention in every period. In the Middle Ages, either during the khanate period or during the colonial period, it was a major trend. Berdakh believes that a person's personal happiness is related to the happiness of the people. He stressed that in order to achieve true happiness, everyone should combine their personal interests with the interests of the people, and not spare their lives if necessary for the happiness of the people. According to Berdakh, a person should have high moral qualities, such as impartiality, nobility, conscientiousness, diligence, courage. Berdakh emphasizes the important role of school in the mental education of young people. At school, the child should be brought up in a good manner. In his opinion, a teacher who teaches at a school should be an example to children with his politeness, pure heart, honesty, good knowledge of his subject. Virtue is the most valuable spiritual and moral quality of a person.

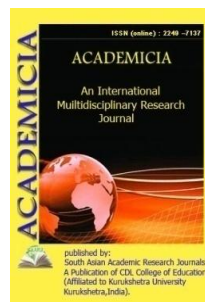
CONCLUSION

Its content embodies such behavioral criteria as kindness, generosity, trust, loyalty, humanity, perseverance. The nature of the work of goodness and its importance in human perfection is stated in the wise words of the wise people. The sages encouraged people to do good, knowing

that the basis of goodness is to do good. "Do good and go to the river - a fish knows, a creator does not know", "Everyone has a good deed, of course he will gain prestige", "If you want, the people will love you", He asked the sage, "What should be saved and forgotten?" He replied, "If people have done good to you, do not forget them, and if you have done good to anyone, forget them." "Good is the work of every man, and evil is the work of every man." In short, the views of the Uzbek people on the early spiritual and moral education are reflected in the proverbs, sayings, stories, myths, legends, fairy tales, songs, wise sayings, aphorisms, epics, etc. They have been a tool of wisdom of the people in every period of socio-economic development and have been passed down from generation to generation.

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DOI: **10.5958/2249-7137.2021.00648.0**

DEFINING THE DIFFERENCES BETWEEN GENDERS IN FOREIGN LANGUAGE LEARNING STRATEGIES

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ABSTRACT

This article discusses the differences between genders in foreign language learning strategies, the gender characteristics of students' personality: "gender", "masculinity", "femininity", "strategy" during the process of foreign language teaching. It should be noted that in pedagogy, gender socialization means a socio-pedagogical two-way process of creating ideas about femininity and masculinity in girls and boys. We think that the definition of a gender-created personality given by S. Boehm seems interesting to us: "A gender-created personality is both a product and a process."

KEYWORDS: *Gender, Gender Approach, Gender Characteristic Of Personality, Gender Identity, Foreign Language Learning Strategies.*

INTRODUCTION

The attention to the gender characteristics of students' personalities, orientation to international standards, as well as an increase in the role of self-development are clearly distinguished in linguistic education at the present time. Lack of taking into account the gender characteristics of a person in the process of teaching a foreign language, there is insufficient understanding of pedagogical phenomena in the context of the system of expectations regarding the norms for the performance of gender roles by students become a serious obstacle to improving the educational process in a pedagogical university.

MATERIALS AND METHODS

According to the fact that the gender identity of students determines their individual strategies for learning a foreign language requires substantive concretization of the basic concepts used in philosophy, pedagogical practice and psychology. One of the main concepts of paramount importance for our article is the concept of "gender".

The definitions of this concept differ from each other depending on the aspect of its consideration. It is interesting to highlight the meaningful characteristics of the concept of "gender" in psychological, pedagogical and sociological sources.

The term "gender" is borrowed from the English language. Macmillan English Dictionary for Advanced Learners define the term "gender" is (1) the fact being either male or female = sex. (2) In Linguistics the gender of a word is whether it is masculine, feminine or neuter [1]. The term "gender" is defined as a cultural phenomenon in many sociolinguistic books. According to the social classification, it is subdivided into "masculine" and "feminine". "Sex" is a word that correlates with biological differences between a man and a woman. According to the American psychologist S. Boehm, gender is a set of social and cultural norms, which in society, through power and domination, are can be performed by people depending on their gender [2]. We think that the definition of a gender-created personality given by S. Boehm seems interesting to us: "A gender-created personality is both a product and a process. This is both an individual set of masculine or feminine traits, and a way of creating reality, which in itself creates these traits". [2]

From the point of view of modern sociology, the term "gender" means the social role intentions of men and women in relation to each other. Unlike the concept of sex, gender concerns not only the physiological properties by which representatives of different sexes differ from each other, but also socially formed traits inherent in the concepts of "femininity" and "masculinity" [2].

Thus, the term "gender" is used in cases where it is important to emphasize the socially and culturally determined differences found in the behavior of men and women, and to give a holistic mental representation of gender, filled with cognitive and behavioral meaning, obtained by a person in the process of gaining personal experience...

Currently, in world culture, there is a weakening of the polarization of female and male social roles, which makes noticeable changes in the process of gender socialization of the individual. It should be noted that in pedagogy, gender socialization means a socio-pedagogical two-way process of creating ideas about femininity and masculinity in girls and boys. This process is aimed at improving their personality and is focused on the formation and development of behavior inherent in the representation a certain gender in the process of performing various social roles [3].

In the process of pedagogical interaction, it is necessary to create conditions for maximum self-realization and disclosure of the abilities of both female and male students. Taking into account gender psycho physiological and personal differences helps to increase the efficiency of the process of teaching a foreign language. Scientific knowledge about gender characteristics, the dynamics of the formation of the psychological sex, the main features of the manifestations of gender in communication, behavior and learning activities contribute to the implementation of

taking into account the individual and age characteristics of students, the implementation of a differentiated approach in the educational process.

The use of a gender approach in teaching a foreign language contributes to solving the problems facing the teacher during classes, drawing his attention to his own gender characteristics, expanding self-awareness, the ability to reflect on his mental organization and himself as a subject in the pedagogical process.

For the successful implementation of a gender approach in foreign language classes, it is necessary to have a clear understanding of the essence of the categories "masculinity" and "femininity". Masculinity and femininity are social categories and are only indirectly related to the biological sex of a person. According to researchers, the gender identity of students determines their individual strategies for learning a foreign language.

There are various definitions of strategy. So, in the psychological encyclopedia, the word "strategy" means skillful leadership, a plan of behavior or action, a deliberately composed set of operations to solve a problem or achieve a goal.

According to E. Kassels, the strategy is a model of the organization's behavior, which it follows to achieve its long-term goals [4].

According to R. Oxford, a strategy is a mental process that learners use to support the storage, acquisition, reproduction and use of information. These are concrete actions of students aimed at increasing efficiency, speed, ability to transfer to new situations, self-direction of learning [5]. These are memory strategies, cognitive, metacognitive, affective, compensatory and social strategies.

- Memory strategies are aimed at improving the memorization process. Cognitive strategies are mental processes focused on the assimilation, storage and retrieval of information from memory. According to R. Oxford, memory strategies do not provide "deep processing" of information, unlike cognitive strategies. However, they make it possible to translate information into long-term memory and ensure its reproduction [5].
- Metacognitive strategies are a sequence of actions aimed at planning, organizing and controlling cognitive processes.
- Compensatory strategies allow students to use a foreign language in the production process speech despite missing knowledge or information. They compensate for the insufficient set of grammatical and lexical means.
- Affective strategies are aimed at the ability to exercise emotional self-control, help to cope with feelings of fear during classes.
- Social strategies determine the ability for cooperation and cooperation, the manifestation of a tolerant attitude towards another culture, empathy, etc.

CONCLUSION

In conclusion, we say that the gender identity of students to a certain extent determines their individual strategies for learning a foreign language. Taking into account the gender characteristics of a person in the course of teaching a foreign language will increase in the effectiveness of the educational process.

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DOI: **10.5958/2249-7137.2021.00629.7**

“IMPACT OF TELEVISION ADVERTISEMENT ON PREFERENCE & PERCEPTION OF ADOLESCENT GIRL: A CASE STUDY OF ALLAHABAD CITY”

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ABSTRACT

Adolescence is the most vital and delicate age of human life. During this stage they try to follow new fashion, culture and style that are presented to them through different programs and advertisements on television. As they have strong desire to adopt something new and different that differentiates them from others, they are targeted audience for advertiser on television. In India 19.6 % of total population is adolescent (10-19) year as per the study of census 2011. In this context, the present study is undertaken to measure the impact of television commercials on the purchasing preferences of adolescent girl of Allahabad city. A questionnaire was prepared to meet out the objectives of the study. The responses are compiled into tables. For examining variables, percentage analysis was used. The outcomes of the research revealed that adolescent have strong belief in television commercial. It considerably influenced their purchasing preference. Finally, finding and conclusions showed that television advertisement significantly influence the buying preferences of Adolescent girls of Allahabad city.

KEYWORD: Advertisement, Purchasing Preference, Adolescent, commercials

INTRODUCTION:

Television is the most powerful and influential medium of communication around the world. Due to its powerful effect, most of advertisers opted television for advertising their products. Advertisers try to attract the teenagers as they are easily to influence in most of the cases. This is because it is believed that adolescents (10-19) are easy to be persuaded to buy any goods or a service which is being advertised on television. Television influences their life style, preferences and perception towards any product. Advertisers try to establish “brand-name preference” at an early age of the adolescent. They often try to imitate what they are begin presented in advertisements because they found it as smart, attractive, powerful and having a profligate life style. Thus television is the most powerful medium that affects its viewers through its content i.e., infotainment and advertisement. The present paper is the study of impact of television advertisement on the buying pattern of adolescent girl of Allahabad city. The study was conducted in Naini, town of Allahabad city. A sample of comprising 50 adolescent girls of two schools were selected purposively and structured questionnaire method was employed. The study observed that television advertisement is the most important significant source of information about products, fashion, services among them. While friends and other reference group were taken as next important source of information. The respondents are agreeing that television advertisement is an important means of multimedia in the world that is easily accessible to the large number of consumers within a second.

LITERATURE REVIEW:

Buying pattern of young consumer particularly adolescent girls has always been a main focus of researcher in the field of consumer behaviour.

According to the study of **Atkin (1978)** adolescent are the primary and targeted customers for advertisers’ as they can easily attracted towards the advertisement.

Moschis and Mitchell (1986) stated that television affects its viewers’ buying behavior and also influences the communication and household decision of adolescent. His study also revealed that teenagers have always been a targeted audience for the advertisers.

Another study in this context Saxsena (1990) described that adolescents influenced by TV advertisement and usually preferred to purchase the brands and products which are advertised more on television.

Modern (1991) described that advertising establish a basic awareness about product or services in the mind of youngster and provide the knowledge that affects their choice of products and services.

Rana (1995) described in his study that T.V. advertisements Influenced the social behavior, including purchasing behavior to a large extent. The reason behind this television has charm; instantaneous transmission capability and universality of appeal. These factors easily attract the adolescent.

Another study conducted by **Mahajan and Singh (1997)** on the impact of media on lifestyle of adolescents (12-18 years) found that television advertisement affected the lifestyle of individuals. They inclined to purchase the product advertised on TV. They don’t much concern about the price of the product.

Cotte and Wood (2004) revealed in their studies they found substantial variation in the degree TV advertisement influenced the adolescent purchasing behaviour. It depends on different factors like age, ability, educational attainment level, explaining the advertisement according to their own perception.

Anywale et al (2005) stated that TV advertisement influenced the buying pattern of adolescent. They found that adolescent started to evaluate them by comparing with advertised products. Television advertisement greatly influences the adolescent girl's consumption behavior and preferences.

Ahmetoglu et al.(2010) in his study conclude that advertisements have a great convincing and motivating power to persuade the viewers.

Abideen and Saleem (2011) said that advertisement created positive effects on the purchasing intention of consumer's in the Pakistan's second largest city Lahore.

Rafique et al, 2012 described that advertisement is the most common and easy way to communicate with the larger mass at a same time. They argued that culture is one of the most significant factors influencing the buying behaviors of the people as different people have different wants and trends according to their life styles. So it may be said that advertisement works like a magic to the adolescent that changes the needs and wants of the people.

Bolatito 2012 study showed that impact of advertisements on behavior of adolescent consumers that it play role of advertisement in brand and creating preference to a particular brand in telecommunication industry.

Sharma &.Parul 2013 investigated the impact of TV ads on buying behavior of adult consumers. Their study found that TV ads had considerable influence consumer buying process. They revealed that adolescent who are fond of watching TV advertisements strongly considered that TV advertisements had impact on consumer mind and the exposure to TV ads had not only enhanced their involvement in purchasing but had resulted in their purchasing frequency.

Rammurthy Marula Kumar et al. (2013) conducted a study to understand the impact of TV advertisements on its viewers. By using scheduled questionnaire and simple percentage analysis for data collection and interpretation, their study revealed that 70 respondents agreed that TV created a positive perception for TV ads as there is a creative and innovation in TV ads. It also observed that there is significant relationship between TV ads and its impact on the purchasing pattern of its viewers. The other factors affecting the behaviour of viewers such as information about products, product quality, changing consumer lifestyle

Ibitsyo & Tejumaie 2015 in their study conducted at University of Lagos students between (16 – 26 years) authors found that use of celebrities in advertisements largely Influence the purchase decision of the students. Majority of the students (78.75%) preferred to buy products advertised by celebrities and 69% said that it is necessary to use celebrities in advertisements. Study also revealed that 97% of the students are influenced by advertisement while making their purchasing decisions and with use of celebrity in advertisements increase the memorability of the students.

Methodology:

The present study was conducted in two girl's higher secondary school- one government and one private, situated in the area of Naini, Allahabad city. A sample of 100 adolescents girls has been selected randomly (50 from each school). The students of 9th-12th classes were taken for the study. A structural questionnaire was used to collect the information from the respondents. The data was collected in the month of September and October, 2017 to find out the impact of TV advertisement on the purchasing preference of adolescent girls of Naini, Allahabad city. The obtained data were complied and tabulated. The analyses of the result were done by using simple percentage technique.

Objectives:

1. To find out the purchasing behaviour of the adolescent girl of Allahabad city
2. To explore the role of TV advertisement in influencing the purchasing behaviour of adolescents girls.

RESULTS AND DISCUSSION:

TABLE 1: OPINION REGARDING THE ROLE OF TV ADVERTISEMENT IN PURCHASING DECISION

Introduction of new product	56 %
Reinforcing & familiarity to the product	29 %
Stimulate to purchase the product	15%

Table 1 shows majority of the respondents (56%) were agree that TV advertisement has important role in introducing new product to its viewers. whereas on the question on reinforcing & familiarity to the product 29% favored. Further, 15% respondents' opinions that TV's advertisements stimulate to purchase the product.

TABLE 2: IMPACT OF TV ADVERTISEMENT ON THE PURCHASING PREFERENCE

Have intense desire to buy advertised product	65%
Most of decision/taste influence by TV advertisement	35%

Table 2 depicts that more than half percent of respondents (65%) agree that T.V advertisement create intense desire to buy advertise product and 35% said that most of their decisions or taste are influenced by TV advertisement.

TABLE 3: REACTION ON NOT BEING ABLE TO BUY ADVERTISED PRODUCT

Disappointed	(48%)
Frustrated	(13%)
Don't mind	(39%)

Table 3 clears that reaction of respondents on not being able to buy advertised product 48% reported that they were disappointed, while 13% frustrated and some (39%) said that they do not mind it at all.

TABLE 4: TV ADVERTISEMENT ON DECISION MAKING

Help us to make better choice	(47%)
Usually mislead us or confused us about product	(21%)
Don't influence	(32%)

Above table 4 reveals that majority of respondent (47%) said that TV advertisement help them to make better choice among the available product. It shows that respondents mostly attracted towards the product that is advertised. 21% said that T.V advertisement usually confused and mislead them in choosing the product. However, collected data shows that 32% revealed that their purchasing decision is not influence by TV advertisement.

TABLE 5: REFERENCE GROUP THAT INFLUENCE YOUR PURCHASING PREFERENCE/DECISION

Family & Relative	51%
Friends	
28%	
Social environment	21

Table 5 describes that the majority of respondents (51%)were influence by their friends while purchasing some product while 28% reported that their decision influenced by their family and relatives and 21% opinioned that their decisions affected by social environment in which they lived.

TABLE 6: PREFERENCE TO BUY PRODUCT WITH YOUR POCKET MONEY

Clothing	51%
Cosmetic	39%
Gifts	6%
Foods	4%

Table 6 reveals the responses of the respondents on their preference to buy a product with their pocket money. In majority number of respondents (51%) answered that they prefer to spend their pocket money on clothing while 39% and 6 % prefer to spend on cosmetic and on food respectively. According to Russel et.al (1998) study on the spending pattern of adolescent boys in America shows that boys aged between 16-19 years mostly prefer to spend their pocket money on movie, dating entertainment, car expenses whereas girls from same age prefer to spend their money on clothing cosmetics and fragrances.

TABLE 7: PREFER TO BUY PRODUCTS

Local	14%
Branded	62%
Standardization	24%

Table 7 shows that most of the respondents (62%) said that they prefer to buy branded products and 24% respondents choose to buy standardized products.

TABLE 8: TV ADVERTISEMENT ENHANCE THE DEMAND OF PRODUCTS

Yes	86%
No	14%

Table 8 play significant role in enhancing the demand of the products 86% of respondent agree that after watching the advertisement on TV their demand for specific product has been increased, while 14% of the adolescent girl respondent that TV advertisement do not enhance their demand for specific product or services.

TABLE 9

TV ad across interest about changing Life style and consumption pattern	45%
Do you attracted to purchase particular good after watching its advertisement	35%
Product advertise by favorite model/actor Convince you to buy product	20%

Table 9 reveal that 45% of respondent says that TV advertisement arise the interest about changing life style and consumption pattern 35% said that after watching the advertise product they are attracted towards it to buy. While 20% said that product advertised by their favorite actor/model convince them to purchase that specific product.

CONCLUSION:

Television advertisement become integrated part of day today life. It is the most convent and accessible medium of communication to the adolescent. They are mostly prefer to spend their leisure time in watching TV and attracted towards the advertisement. And on the advertiser side adolescent are easy to influence and manipulated that not only increase the organization sale revenue.

The result of the study reveals that TV advertisement arouses their interest and influences their purchasing decision. They consider TV advertisement play significant role in introducing a new product. Apart from providing information TV ad also create intense desire to buy the advertised product. Majority of adolescent girls reported that they get disappointed when they do not able to purchase the advertise product that they want. They also agree that TV advertisement help them to make better choice of product. They consider that through the advertisement they got the information regarding the products' features that satisfied their need. On the question of influence of reference group on their purchasing decision, most of them answered that their friends are most influencing group to their purchasing decision.

However, the adolescent girls utilized their pocket money on clothing and on cosmetic and they prefer to buy branded product, beside it they said that after watching the TV advertisement their demand for that particular advertisement their demand for that particular advertised product has increased. Most, of them said that TV advertisement significantly arouses their interest about changing life style and consumption pattern. On the basis of this purposed study it may be concluded that TV advertisement greatly influence the purchasing preference of its viewers.

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DOI: **10.5958/2249-7137.2021.00657.1**

EFFECTIVE WAYS OF ASSESSMENT OF READING COMPREHENSION

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ABSTRACT

At the first sight, testing reading comprehension seems easy and straightforward compared to productive skills. In testing oral abilities or writing there is hearable and seeable data to assess, while in receptive skills it is difficult to assess the process which occurs consciously or unconsciously in the brain system. However, taking any passage and designing simple items and addressing it to students cannot give the expected results on the measuring reading comprehension of students. Due to the unobservable process in reading assessment, designing reading tests cause major difficulties for test designers. For instance, on measuring a particular skill it is impossible to measure that particular skill since it is cannot be observed cause of conscious process in the brain and the teacher cannot know exactly student uses that particular skill which is intended to measure by the test designer. While reading there is several stages to achieve ultimate comprehension of the text including decoding the symbols into words, transforming the words into meaningful content, and understanding them. As a second language reader, this process may contain extra stages.

KEYWORDS: Reading Comprehension, Assessment, Summative, MCQ, Gap-Filling, Matching Headings

INTRODUCTION

Assessment is one of the essential tools in the education process for further instructions. While designing or constructing reading comprehension check question items, the test designer should take into account the students' basic knowledge and overall comprehension on reading competence. Another important point is that covering all of the students and providing reliable

reading test items is much harder than expected. Since every student has their own diverse backgrounds on literacy. The level of the students while mastering certain skills can be totally different, some of the students need basic skills on reading comprehension, while some of the students may already mastered sub-skills of reading. Considering these factors test designer need to provide the material that fits all of the students' needs in the classroom. Basic needs can be determined by ongoing assessments. Cause of the diversity of students, implementation of one method of assessing cannot be appropriate for all students. Applying different techniques on assessment is considered a beneficial tool among teachers. There is a competitive misconception have among teachers on assessing students. Some group of the teachers sees the assessment as a checking tool, while more modern teachers see assessment as a tool which should promote the student towards the learning process. It is also a great tool for gathering data about students and designing further implications for teaching strategies on reading comprehension.

In the research field, there are competitive two paradigms on assessing reading. The former stereotype is on the purpose of testing students' strengths and weaknesses in the process and the other one's aim is to assess and diagnose the obstacles which are causing some challenges for students while reading process. As two of the above-mentioned terms can be interpreted as formative and summative assessment types.

The main objectives of this paper are analyzing the test items which are related to reading comprehension and achieving a reliable result from the students taking into account the majority of test designing methods and strategies. Another important primary objective of this paper is help to students to reach the ultimate comprehension of reading passage through implementing variety of test designing techniques. As in designing process of test items general knowledge of students and speed of the reader should be taken into account.

The importance of this project for teachers is that assisting for teacher in designing test items and views of researcher on how to address the test items for students so that they can differ the terms test and assessment. Regarding the assessment, designing and conducting the test items researcher tries to provide more rationale, justification and evidence to support his perspectives on testing reading.

METHODOLOGY

As the next generation of majority of the students belongs to Generation Z after Millennials, assessing and testing them in educational field is becoming harder. To design appropriate test items which fit student's needs, taking into consideration the students' needs analysis allows teachers and test developers to collect deeper data and understanding regarding the students. The paper highlights the important points while designing and constructing the test items and analyzes the weak and strong sides of original example, which is taken from the Academic Lyceum under Uzbek State World Languages University. After analyzing and synthesizing process researcher compares the original version and modified version of the test and tries to give more justification to support his rationale in terms of their reliability, practicality, validity and authenticity. Expected outcomes on designing test items are intended to receive positive wash back and promote and encourage the students towards studying.

The originally designed test for sophomore students in the lyceum is intended to address as a mid-term test in semester 1. The overall test contains three big parts including reading comprehension check questions, language use question involves mostly vocabulary items and

writing task. In the reading comprehension check part, 10 questions are involved. The grading system is quite straightforward. For the right answer in the reading and language use section is given 1 point. During the observation of this test, it seemed to be quite easy to complete. Reading passage question items contain only MCQ questions providing 4 alternatives to students. The test is intended to address for B1+ learners since majority of the students' language proficiency level is quite the same. Development of learner profile is a good way while educators gain enough relevant data about students' general knowledge and interest, their strength and weak sides, as these above mentioned information is extremely practical and valuable during constructing relevant test strategies. To check the modified version of reading strategies in terms of reliability and validity of that test, a group of students was invited to take part in this project.

The primary goal of any assessment is providing strong evidence about learner's needs and collecting information about student's overall comprehension. In that case usage of different testing methods and techniques on reading is very helpful in conducting the needs analysis of learners and approximate comprehension level of the students. In designing process of reading items and implementation, major step is identifying the base knowledge and proficiency level of students. In the lyceum context sophomore students' proficiency level in English should be higher intermediate, since lyceum is specialized in teaching foreign languages. In this regard selection of appropriate passage which fits to the grade level of students according to ESL standards, plays an important role in learning process. In every classroom has students with diverse backgrounds and undoubtedly their needs also differ from each other. Hughes (2003) assumes that to measure the exact level of the students more than one type of question type should be addressed. In this regard, author of the paper included two types of assessment strategies to check approximate level of reading comprehension of students. The nowadays, there is a stereotype that to measure the ultimate level of reading comprehension, productive skill-based assessments should be integrated for reading assessment, for instance writing summary or reflection. However, this is misleading concept, we need to recognize the fact that writing summary exercises can be difficult for even higher proficiency students. Traditional writing integrated reading assessments involve several questions which reader must answer by reading the whole passage. Main problem with that kind of assessment is lack of multi-modality which limits the students attempt to showing their general competence. Considering all of these factors test assessments which demands the minimal ability to write from students, gap-filling exercises are applied by the researcher to measure approximate level of student. For the second question types, matching headings assessment type is implemented for students.

DISCUSSION

The initial reading comprehension check questions involved only MCQ question items and it seemed to me not reliable enough to assess the exact knowledge of the students. Cause of this researcher decided to focus on reading test to modify. Any good assessment should cover three major principles: practicality, validity and reliability. Practicality can be defined from different perspectives as every subject on designing and addressing process has their own perspective while evaluating the test as practical. From the teachers' point of view, practical tests should be easy to assess and score considering effect and time. Administration members emphasize its financial sides and available human resources during the addressing process. In terms of practicality, reading section is practical as it is easy to implement and convenient to scoring. According to Brown (2010) MCQ questions should be carefully designed which characteristics

of test items and distractors need to guard the test items from unreliability. To make the test more reliable in using MCQ technique for assessing reading comprehension, distractors need to be carefully designed and implication process of the test also should be taken into account. Ambiguous test alternatives and providing more than one correct answer make the test less reliable. However, providing too many options for students can cause some anxiety and confusion which can lead to design unreliable tests again. In terms of reading section question items, there are only 4 options for each question and it may increase the possibility of guessing which means one option is equal to 25% of correct answer. Another noticeable thing in the questions is lack of distractors, as in MCQ techniques distractors play an essential role. Considering all of these factors test items seem less reliable for me to identify the more approximate level of readers. On constructing the test item, the most essential principle and the most effective criteria in evaluating the test items and techniques is validity. A valid reading test measures the exactly reading comprehension of the student and to provide content validity the test need to measure the exact performance of student directly.

When having a research about the learners needs about testing reading, most of the students assume that MCQ questions are easy to accomplish, which gives more independence for students. Most of students were in favor of this technique of assessment. It is more convenient for them to guess and find correct option. Moreover, it demands lower-order thinking abilities and doesn't require to use of cognitive abilities from students. Lack of available human recourses in the classroom also rises the higher possibility of cheating. In that point of view, level of the passage and quality of test items were not compatible with each other. The level of the anxiety during the assessment process can be lower in MCQ test, nonetheless it doesn't measure the approximate level of student.

The reading test which was addressed for students as a mid-term should base on the materials which were discussed at the previous lessons. If the mid-term reading section is intended to measure the expeditious reading skills of students and during the test it requires more detailed reading from student in that case it would not be valid enough. Another important point both teacher and test-taker need to consider is face validity. Good example for face-validity is clearly instructed direction, in addition to test appearance which does not cause any doubt for test-designers and well-designed test items. Fairly difficult and not complicated test items also serve for improving the face-validity of assessment. Considering the all of the factors reading section seems partially valid.

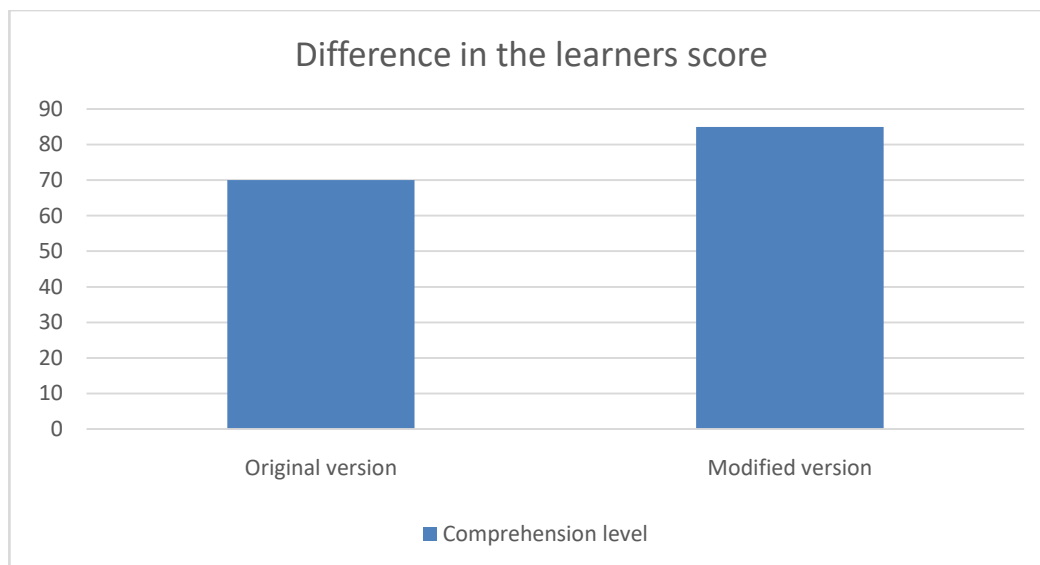
Taking into account all of considerations and assessment principles, the test items are easy to administer, to evaluate and requires only low-order thinking skill as it allows to students giving more focus on content itself. Another strength side of this test is it is dueable within the time limit. Moreover, majority of students are familiar with this assessment technique and it doesn't require extra detailed instructions from teachers. Besides that, entrance exam of most of the local universities is wholly based on MCQ questions. However, major problem with this reading section is relying on only one technique. According to Wren (2004) to measure the approximate level of students' reading comprehension more than one technique needs to be applied. Besides that, role of distractors especially in MCQ test items is quite essential. Lack of distractors impacts to likelihood of guessing on test items. As test contains only four alternative options it raises level of guessing correctly up to 25%. Moreover, MCQ in local context especially students who are familiar with each other impacts on growth of the possibility of cheating. In micro level,

especially in local context lack of human resources and insufficiency of total control within the classroom also influences to possibility of cheating. As a consequence of these factors, even reliable and valid tests cannot measure the approximate level of students.

While modifying the chosen reading test learners' needs were taken into consideration as well as the other classroom members. Shanklin&Rhodes (1993) state that teachers or test designers should develop the test items considering the learners' needs and including all classroom members. In designing process of reading items and implementation, major step is identifying the base knowledge and proficiency level of students.

Applying product-oriented assessment assists to improve further instructions and curriculum of the local context. However, some of the reading tests mainly tend to focus on limited range of vocabulary which may not be valid for lower and higher proficient students. Reaching ultimate level of comprehension requires using different methods and applying into test practice. For the fair assessment, types of the test and intended measurement should be determined and constructing specific components can provide overall validity of the assessment. It is essential to take into account diversity of test types while constructing, since they will determine the major problems on the students, their reflection and engagement for the test items.

When the researcher addressed the modified version of reading test, students feedbacks were positive and they said that they were highly motivated by doing modified version. Major upside of modified version was also enhancement of reading comprehension percentage. Modified version demanded more detailed reading from students and it helped them to comprehend the passage better. During the analysis of results of original and modified version, we can observe that after implementation of modified version, the comprehension level of students regarding the passage was higher. The following chart describes the information about comprehension level of students between two test items.



Major disadvantage of MCQs is possibility of guessing. Concerning the guessing of students teacher cannot judge the exact level of students. Advantage of gap-filling exercises over MCQs it prevents students from likelihood of guessing. Teacher cannot identify that students read that passage carefully or they ticked and circled the possible answers. That's why teacher cannot

create the true image of students' knowledge while checking. Another interesting point is that, MCQs are not compatible with real-life situations, in actual life mostly individuals need to choose between two items. While complicated distractors may easily frustrate the students which can lead to failure of student or high level of anxiety in assessment process. Practicality of MCQ in terms of scoring, administration is undeniable fact, while actually designing reliable MCQ is time-consuming compared to other techniques and it costs much more than ordinary items as it takes much area on the papers. Heaton (1990) suggests that while designing that kind of test items, the options should be equal in length and compatible with content of passage. Having considered several drawbacks of this technique the author of the paper decided to substitute this technique into gap-filling exercise in the form of sentence completion. Alderson (1996) considers there are two types of gap filling activities including pseudo-random and rational cloze. Pseudo-random technique removes the word or words in the definite rate. Main distinction between regular gap-filling exercises is that in this technique first letter of word is omitted in the passage. It serves to prevent from confusion while filling the gaps. Without the help of the teacher or any hints are not required in this type of technique. Alderson (1996) states that that kind of testing item provide huge opportunity for test-takers and gives independence. Furthermore, this technique motivates the students on assessment process and serves to reduce the anxiety level on students. Nevertheless, concerning the several advantages of this assessment technique, it demands high level of language knowledge in terms of vocabulary and grammar. That's why providing meaningful gaps which are related to previous sentences or reading passage itself makes gap-filling test more reliable and valid. It is evident that goal of using that kind of assessment is to check reading comprehension of students. Weir (1990) states that gap-filling items are easy to administer and construct, in addition to easy to evaluate. In this regard gap-fillings are very practical. Comparing to other test techniques gap-fillings assess only exact part of the reading comprehension and knowledge of students. Learners know exactly that what kind of word type should be inserted into the gap, since it is very helpful on assessing expeditious reading skills of student. Moreover, advantage of gap-fillings, they give opportunity to focus on particular part of passage only, which reduces the possibility of confusion among the students.

For the second question type, matching headings assessment type is implemented for students. The main advantage of this type of test item is to check students detailed reading abilities and their skimming also. By summarizing the main idea of the paragraph students need to match correct headings into appropriate paragraphs. It is one of the best strategy for checking students skimming and expeditious reading skills, since matching headings activity demands skimming skills and identifying topic sentences from students. Another major advantage of this activity is it forces students to read whole passage in detail and it serves to comprehend the passage better. On improvement the confidence in the students this technique can be essential also. Doing the task within the time limit gives a confidence and motivation for students for further studying process.

CONCLUSION

As a conclusion, further improvements for chosen test items from the perspectives of researcher should consider main principles. Assessment process can promote learning process or it can diminish the inner motivation of students. In that case reading assessment should be taken into special attention while designing. Test constructors and teachers as main actors in the micro and

macro level have great responsibility on designing valuable and reliable test items. The wash back of students after implementation of assessment need to be take into consideration by test designers. Each test designer`s awareness on developing test items and involving important factors on them, makes test more reliable and valid. The primary goal of testing reading is measuring the overall ability of reader, however different reading assessment strategies can be used for different purposes. In our education system most of the time reading assessments mainly framework with the assessment of the proficiency in that particular skill or it can be referred as standardized testing which is commonly used by educational authorities. Standardized assessments are very helpful for assessing the general competence of reader and serve to construct further development of instructions. Mostly proficiency measurement assessment belongs to high stakes of assessment as it is developed by taking into account future goals and objectives on teaching reading. The major challenge in developing that kind of assessments is involving all the components of reading. As constructing reading assessment is not straightforward as it is seen. In terms of validity, reliability and time effort standardized test assessment should cover all of these and including the consequences after administration of test items.

As a teacher and student, researcher gained a lot experience regarding development of test items and doing them compatible with the major principles of assessment. Without doubt researcher can say that project practiced as an essential step on further development of career.

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DOI: **10.5958/2249-7137.2021.00658.3**

RESEARCH ON THE NEW UZBEK POETRY

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ABSTRACT

XX century poetry is accounted new poetry according to its essence. Well, it was renewed. Previously, in this century, science and technologies achievements were increased, and as the result of it, the pace of life became greater than before. It was the first thing. The second thing, which we have to say, is social and political changes that occurred in our country within 100 years. In addition, the matter affected our compatriots' outlook. The factors of these two direction distinguished incomparably XX century's people than earlier epoch. Also its notion, outlook, worldliness were renewed. In consequence, literature and poetry stepped their new level. These renewals appeared in poetry both maintenance and form. It would be proper if we call the poetry of 1905-1990s as a new poetry. Because, from 1905 year it was pursued the activity of jadidism as the motion in Turkistan and becoming popular conceptions of jadidism. The reason is that to say until 1990s is, at that time Uzbekistan became an independent state and it brought new literary atmosphere with itself. Therefore, this period is separate and independent research object. One of the main peculiarities of new Uzbek poetry is its publicity. Because in XX century our compatriots overcame a lot of changing and occurrences: overcome three social systems and witnessed two world wars, revolution incidents, civil wars and their horrible results. In consequence, poetry socialized. For the time being there appeared necessity of poetry reformation for being reflected people's soul living social historical condition. As the result of it our poetry came across several quality changes, as rhythmic- intonation construction, poetic expression manner, and subjective form. Human is a difficult creature who has a biological, social and sensual condition in himself, it has a sign of them which belongs to him. From the historical development of humanity the "new era" – began in XVII century in Europe, in our

country in XX century, - characterized with turning over the sociality in humanity. The ideal-thematic changing and progressing of sociality in our poetry is characterized with it. The worldview of "new human" is also changed, he began to think about only to live and reach to the heaven, but also think to change his real life. As a result the esthetic-ideal nature in literature changed; God is not main figure of it, but the social aim that human can earn with his action is. The cultural-economical relations progressed; social-economical relations changed and shaped the "new human". In XX century we can distinguish four literal generations according to the poetic principals; new poets, ancestors of XX century, ancestors of 1960th and 1970th years. They differ from each other according to their ideal-esthetic and poetic principals.

KEYWORDS: *New Human, New Uzbek Poetry, Four Literal Generation, Social Poetry, Social Aim, Form and Content Changings In Poetry, Aesthetic Ideal, Ideal-Thematic Changing, Poetic Expression.*

INTRODUCTION

Each new period requires people recognize the passed period as the roots of today and tomorrow refers to the past. As a result of science and technological development contemporary life has got a rush speed. People have changed their views, outlook and customs. On the other hand, this connected with the last occurrences and their influence to the mind. These two changes distinguished the people of the XX century, than other periods. And this varied person started to be reflected in poetry.

As we have faced to the new period people and their psychological principle are of in great socio - political event. It is necessary to investigate people of XX century on the point, point of mind development and psycho-sociological principles. It also demands to investigate XX century Uzbek literature steps in the field of socio-psychological processes. Investigating the development of Uzbek literature, it's socio-psychological factors, soul reflection in the poetry, their mind helps to recognize our past, cut believe, life condition and our outlook. With this significance the theme emphasized common crucial character as knowing the past life, serve as a great experience. The theme makes global educational significance because; it plays admonition role to realize public life, also for its present and future. In XX century, our compatriot overcame various changes and occurrences: (they) overcame three social regimes and witnessed two world wars as well as their horrible results; (they) lived under the pression in conflict to humanity with revolutionary slogans whether they believe the future or not realizing thoroughly. Changes and turns in social political life clarified our literature themes, in addition to that author, especially, a poet put away social noteworthy problems "aimed at his cornea inside" (Ortega and Gusset) besides, he devoted himself to inner thoughts. Thus, social great altering also has been observed in poetry. In the meantime, initially, there came out the necessity of analyzing XX century Uzbek literature thematic-ideological matters on the point of current social point of view. On the other hand, there appeared necessity of poetry reformation to reflect peoples' soul living in social historical condition. In consequence, our poetry came across several quality changes, as rhythmic-intonation construction, poetic expression manner, and subjective shape.

In general, XX century Uzbek poetry appeared on the ground of different cultural and social life condition having different purpose and form. Exploring it thoroughly, on the ground giving

scientific judgment, moreover, we can summarize theoretically for our next literature development.

XX century Uzbek poetry history, poetic matters have been studied thoroughly moreover and it is permissible to say that investigation has not become sluggish until today.

In its turn, we should mention several articles and monographs created by the authors including Fitrat, Olim Sharafutdinov ("Ayn"), Usmonxon, A.Sa'diy, B.Maxmud, O.Hoshim, Oybek, H.Olimjon, I.Sulton, H.Yoqubov, S.Mamajonov, O.Sharafiddinovg, N.Karimov, B.Nazarov, N.Xudoyberganov, B.Akramov, N.Rahimjonov, I.G'afurov, I.Haqqulov, O.Abdullayev, H.Boltayev, Q.Yo'ldoshev, B.Norboyev, S.Meliyev, Ya.Qosim, J.Jumaboyeva who added their valuable contribution to the development of new poetry and literature. Meantime, some candidate and doctor dissertations came out. Some of researches in this direction elucidate to the certain stage of Uzbek poetry in XX century from a historical perspective, the highlighted, ideological, thematic and poetic peculiarity which belongs to that direction. So, their exist works directed to search literary theoretical problem and they are investigated according to the matter of poetry in XX century. Some valuable opinions are also mentioned about the works of the great writers of XX century. Thus, in spite of contemporary poetry investigation, it has just begun to be studied completely and monographically. It is natural. At first, it was learned the matters after the Independence, what had been postponed to touch on some unknown reason; Secondly the literature of XX century and poetry has just started to be comprehended as a researching object and a special stage. In a sense, our work is one of early experiments on that occasion. Throughout the century our poetry outlived such periods as rising and falling, developing and ruining. Anyway, one must emphasize that at the beginning of the XX century the progressing poetry succeeded in a new stage, renewed its essence, maintenance and form. While the verse it is the period what reflects human soul and image. Coming to the XX century our country stepped into the period called "modern life" presenting Western development history what altered the compatriot itself. He had a new look to life, with new intentions, "what formed a modern person". We must underline that social-historical events of the development in our country did not give any chance for it. Of course, such overturns have left traces in people's life and naturally in the poetry too. According to the previously mentioned, it is our duty to set conceptual-literal contents of the poetry in the XX century. First, we think that the period 1905-1990 is chronological time of the XX century in Uzbek poetry. Why? Because it means chronological century and literary century do not match to each other and it is not surprising. Though the new pages of the literature were noticed at the end of the XIX century, anyway its innovation began to appear after 1905. This idea as social may be marked that social events are tied with the history of literature may be a little bit suspicious. However, we cannot deny that jadid actions were famous and at the same time it came to an end. It is not so close to define the beginning of Uzbek literature from the middle of XIX century. But firstly it was carried out in the field of classical poetry tradition, then the features in any periods of progress of literature do not come into existence spontaneously. They set their roots referring to their past. We ground on that point to define the last boundary. After 1991, the social and political condition changed in our country, new social economic relations have occurred in society, the point of the art and the imaginations, and its duties renewed completely. Thus, on the point of the history of literature. It is beginning of new period what can be the great work to investigate fundamentally by future generation. Here in this article we are speaking about XX

century Uzbek poetry period of modern Uzbek literature. We may come across such a question that what the main features of Uzbek poetry of the XX century of course it has different features. Human is so complicated creature who contains biological, social and mental origins himself and you can see that on his each activity or his each product new period of the history of human beings began in XVIII century in Europe and in XX century in our country is characterized with changing a feature that defined in human's social essence.

Ideological thematic renewing and having advantage of social point and spirit on our poetry are annotated with that factor. Having differences from our ancestors new people started to have worldview. They began to think about not only living for the next world and reaching to paradise, they began to think about erecting their lives in real life.

As a result, aesthetic and ideal views of literature are changed: so, now it is not based on the God but it can be achieved by peoples' effort, which in near future, and that was pointed with origins of ideal good deed and beauty's essence.

The intellectuals first comprehend the requirement of renewing in society it is like a rule. At the end of the 19th century the communication our country was not so good among Russia and other countries, depending on this new economical and cultural life effected our national life so that intellectuals had to think deeply about requirement of renewing. We can say enlightened writer's poems on agitating and advocating news is the first stage of thematic renewing in our poetry. Person became active in renewed social and political condition, his life position changed; he comprehended his private life and changes in social life. Chance for comparing other countries life gave no satisfaction the exist condition of nation life. Jadidism ideology that gathered all intellectuals and the literature decided to explain this ideology – jadidist literature appeared. This is the first factor that changed our poetry to ideological side. In this operation outward factor played great role and in that case it was affected inner factor also. Particular, increasing outward cultural and economical communication appeared needs for renewing, changing existence social – political attitude and shaped new person. On the other hand, jadidists ideological communication with Turkic in Russia and reformation movement in Turkic, literal communication with developing countries also one of the important factor to increase socialization. Of course, our poetry have been ideologically depending on jadidist literature and occurred a contradiction on old and a new social life defenders, after the October revolution contradiction moved to sphere “jaded-sho'ro”. As a result, poetry was far from the art and the most poems, which were written in the period of communism, named after transient events. Namely, poetry was under the grip of ideology in condition of communist ideology, which was the support of totalitarian system. Until the end of the 50s, poetry lived as a defender, musician and propagandist of ideology and system, a person – “I” was banished from the poetry and “We” who spoke by the name of ideology took its place. By this way, the sociality, which was naturally peculiar to the literature, was defamed and the following position, which was contrast to the nature of literary work, was settled in the beginning of the 60s and nearly it lasted until the independence. There are four literary generations according to ideological- authentic position and generality of poetic principles in Uzbek poetry of century: “jaded poets, the generation of the 20s, the literary generation of the 60s and 70s. These generations are differ from according to their ideological-authentic position and the peculiarity in the poetic-principles, by chronological side authors who entered the literature among the decades come up or join to one of the following generations. At the same time, these generations tied up with each other on

the base of their law and on the ground of dependence, the whole sight of Uzbek poetry in XX century will appear. Now, there are some certain social-mental factors, which were marked on the ideological-authentic principles of each counted generation.

This position belongs to the changes in society (objective) and began to be recognized widely (subjective).

Returning poetry to imagery thinking:

1) New method representatives functioned in cultural branches, and as a result, they had a chance of aesthetic thinking:

2) The changes in the society did not appropriate them and was limited to express it clearly.

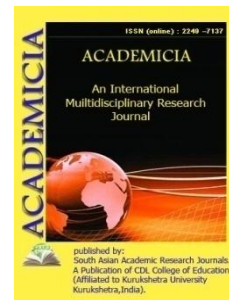
3) it was explained with social –psychological factors which appeared in the social political position and didn't appropriate to their purposes.

Creating “real literature” comprehended, as a result the beginning of xx century new imagery was originated according to the realistic bases. The usage of raw wealth sources in poetic imagery riched the poetic literature.

The development of imagery mind was resulted in limiting human speech freedom, widening of symbolical and metaphoric imagery... Epic and Dramatic type connected with each other and so it effected to improve lyric subject. Now in the poetry line “lyric I” can be (“executive lyric”, “character cal lyric”), depiction of object feeling or in description reflected (“descriptive lyric», incidental lyric”). They effected to become a wide chance of description and expression in new poetry. The end of the XX century new Uzbek poetry increased according to content.

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DOI: **10.5958/2249-7137.2021.00659.5**

REACHING HIGH YIELD BY GROWING CABBAGE VARIETY OF OTECHESTVENNAYA IN ACCEPTABLE PERIOD

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ABSTRACT

Otechestvennaya variety of cauliflower was planted at different times in the Andijan region, to study their growth and development. Otechestvennaya variety of cauliflower was studied. It is recommended to apply 3-4 t of ammonium nitrate, 5-6 t of superphosphate and 1-2 t of potassium salt per hectare. Fertilizer, potassium salt and half of superphosphate are given before plowing, nitrate and the rest of superphosphate is given before planting or as a supplement during the growing season of plants. The head of the cauliflower is snow-white, sometimes yellowish-white and green. The bright white cabbage is delicious to eat and is well-received by the population.

KEYWORDS: Agriculture, White Cabbage, Cauliflower, Varieties And Hybrids, Light, Moisture, Heat, Agricultural Technology, Soil, Biologically Active Substances, Seedlings, Picrofka, Gross Harvest, Net Harvest, Greenhouse, Greenhouse.

INTRODUCTION

The importance of white cabbage and cauliflower in the agriculture of the independent Republic of Uzbekistan is growing every year. Therefore, we need to elaborate on the definition of these

cabbages.

In our country, the growing interest of the population is in the fact that the edible organ of cauliflower is a strongly branched, but densely packed bouquet, which is also called cauliflower.

The head of the cauliflower is snow-white, sometimes yellowish-white and green. The bright white cabbage is delicious to eat and is well-received by the population. The white color depends on the characteristics of the variety and the technology of protection from light rays, especially from direct sunlight.

The importance of vegetables rich in biologically active substances in the diet for the healthy life of mankind is very high. Cabbage is one of the highest vegetables and is grown in almost all countries of the world. The sown area of the world is 255-260 thousand hectares, and the gross harvest is 4.5-5.0 million tons.

Its composition differs radically from ordinary white cabbage, including relatively low in sugar, but high in glucose, high in ascorbic acid (up to 155 mg%), nutrients are mainly protein nitrogen, dry matter content is 8.6-11. , 7%, nutritional value - 100 g, 29 kcal or 121 kJ of energy in the product. Cauliflower is also rich in mineral species, with 25-89 mg of calcium, 21-29 mg of potassium, 22-111 mg of phosphorus per 100 g of product; Contains 0.6-1.3 mg of iron.

The timing of planting cauliflower in the experiment

TABLE 1

№	Sort	Sowing time
1	Otechestvennaya	10.03.2019y
2	Otechestvennaya	20.03.2019y

In the experimental system, the main crop was cauliflower "Otechestvennaya" grown in two terms. The first term was March 10, the second term was March 20.

According to our calculations, the yield of cauliflower "Otechestvennaya" sown on March 10 was 128.5 quintals, and the yield of cabbage sown on March 20 - 107.1 quintals.

Formation of surface parts of cauliflower varieties and hybrids, as well as the average weight and marketability of cauliflower

TABLE 2

Varieties and hybrids	The day after planting		Duration of cabbage formation, days	Harvest time	Harvest duration, days	Number of leaves in 1 bush, pcs	The length of the largest leaf, cm	Average weight of cabbage, gr	The amount of marketable cabbage, %
	Until the cabbage begins to form	Until the first harvest							
Otchechestvennaya	60	72	15	10.05	29	21,0	46,2	436	92,8
Rannyaya gribovskaya 1355	61	74	13	15.05	26	20,3	42,0	386	91,1
Gudman F ₁	61	77	12	16.05	25	23,3	48,3	380	90,6

The figures in Table 2 show that when 30-32-day-old cauliflower seedlings were planted on a 70 × 35 cm scheme on March 10, the following was determined in terms of their growth and development.

Cauliflower Rannyaya gribovskaya 1355 variety and GudmanF1 hybrid seedlings began to form cabbage 61 days after planting, and the first crop was harvested 73-74 days later. Otechestvennaya variety of cauliflower is known for its earliest ripening. That is, 60 days after planting, cabbage begins to form, and the first crop is harvested 72-80 days after planting.

The largest cauliflower of the studied cauliflower varieties and hybrids was Otchechestvennaya variety, and Rannyaya gribovskaya produced 1355, and Goodman F1 hybrids 380 g.

Based on the following information, each agro-technical measure in the technology of growing cauliflower should be aimed at achieving the intended goals.

1. The main purpose of growing cauliflower is to grow high quality and durable crops.
2. In the technology of growing cauliflower, the planting density of seedlings determines the rate of growth and development, as well as the amount of harvest and product quality.
3. Planting cauliflower Otechesvennyi in the scheme 70x35-1, March 10, will ensure a high yield and almost 40% of the harvest will be high and high quality.

In the cultivation of high and early yields of cauliflower should pay close attention to its planting scheme and sowing period to sow on March 10 to get a high yield (70x35-1 cm) and ensure good formation and high yield of bouquets grown in these planting schemes .

Cauliflower prefers fertile soil and quality cultivated fields. Therefore, in the conditions of Uzbekistan, it is preferable to plant this crop in areas rich in organic matter, high water capacity, cool meadows and meadows. However, it also gives good yields on well-fertilized gray soils on high terraces.

High soil fertility and moisture requirements are the main factors in choosing a place for cauliflower.

This requires the selection of fertile soil and regular supply of moisture to ensure high yields from the plant.

In the Central Asian region, the most suitable places for cauliflower are rich in organic matter, low temperatures, high moisture content, peat bogs or meadows, meadow-swamp soils in the lower reaches of rivers.

Cauliflower grows poorly in light loam and sandy loam soils and in areas with low organic matter content. It does not like salty, salty and sour soils.

For cauliflower, legumes and autumn cereals are the best past crops. In vegetable growing, tillage before planting is unique. The time of tillage before planting and the methods of its implementation depend on the time of planting vegetables, the physical condition of the soil. Cauliflower is a good source of fertilizer, especially organic fertilizers. Therefore, it is recommended to apply a large amount of manure (50-60 tons per hectare).

However, scientific and practical experiments in the south on the cultivation of cauliflower show that it is possible to increase the fertilizer rate to 20-30 tons per hectare by mixing organic and mineral fertilizers. It is recommended to apply 3-4 t of ammonium nitrate, 5-6 t of superphosphate and 1-2 t of potassium salt per hectare. Fertilizer, potassium salt and half of superphosphate are given before plowing, nitrate and the rest of superphosphate is given before planting or as a supplement during the growing season of plants. Cauliflower is fed with nitrogen fertilizers in the early stages of development, and with a mixture of nitrogen and phosphorus during the formation of cabbage. The first feeding of cauliflower is carried out 1-1.5 weeks after transplanting, and it is recommended to feed 2-3 more times at intervals of two to three weeks.

This means that when cauliflower is grown in the evening, it should be fed in accordance with its biological requirements.

Preparing the seedlings

Regardless of the type of vegetables grown from seedlings (white and cauliflower, tomatoes, peppers and eggplant, etc.), if they are prepared with good quality, they will yield early and give a high quality yield, and the farmer will have economic benefits.

So, in order to get an early harvest of early cauliflower, it is necessary to start preparing the seedlings early and bring it to a level that meets the standard requirements. To do this, pre-sorted, treated and high-yielding seeds are used.

Seedling care is very important for high yields of cauliflower. Early cauliflower seedlings are grown in heated film and in some cases in glass greenhouses and greenhouses, while cauliflower seedlings grown in the middle and summer periods are grown in field nurseries in rows or in rows.

Irrigation

Cabbage grows well in areas with low temperatures and high humidity, and farmers know that it gives high yields. Therefore, it is important to have enough moisture in the soil during the growth and development of cauliflower.

Cauliflower is grown in our conditions, planted in two periods in early spring and summer. Regardless of the period of cultivation, it requires a lot of moisture during the growing season, especially during the formation of the inflorescence.

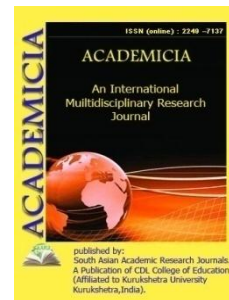
According to N.I. Akulova, Y.X. Pantiyelev, cauliflower should have an optimal level of humidity during the period of growth and development. Those planted in the period are watered 10–12 times. It is recommended to give 2-3 m³ to 4-6 m³ or 40-60 l / m² per 100 m², taking into account the development of the plant and the depth at which the root system grows.

CONCLUSION

Cauliflower is a soil-demanding vegetable, so it is important to feed it during the growing season. Therefore, in its cultivation is applied in large quantities per hectare (20-30 t), 4-5 t of ammonium nitrate and 5-6 t of super-phosphate and 1-2 t of potassium salt. Organic fertilizer and potassium salt are all applied, half of the phosphorus fertilizer is applied to the soil before the main tillage, and the rest is applied during feeding.

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DOI: **10.5958/2249-7137.2021.00660.1**

CLASSIC TRADITIONS AND FOLKLORE MOTIVATIONS IN THE STORIES OF ISAJAN SULTAN

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ABSTRACT

The exposition portrait consists of a set of typical characteristics that reflect the unchanging, stable qualities and attributes of the person, regardless of the character's state of mind. In the stories of Manzil and Baghi Eram, these two concepts complement each other and discover art. Therefore, it can be said that these stories differ from each other in their ideology and art. The "stream" used here in ancient mythology served as a mythical means of uniting "own" and "other" worlds. Therefore, as soon as the protagonist crosses the ditch, he passes to the "other world" and in front of his eyes appears a "garden with golden lids and crystal handles", i.e. the garden of Eram.

KEYWORDS: *crystal handles, attributes,*

INTRODUCTION

One of the true talents of today's literary process is reading the works of Isajon Sultan, observing and analyzing the idea and purpose in them, and witnessing how the simple truths of human life are reflected in beautiful artistic colors.

It should not be forgotten that the image that will be created in any work of art, first and foremost, a means of reflecting the writer's attitude toward people and life is calculated. At the same time, it is the aesthetic that the author gives to the events of life price is also. Each character has one or another aesthetic ideal of the writer incarnate. That image is specific to this task it is necessary to move in a social environment, in a spiritual environment. This is natural should happen. Where the author is alive in the work of art only an artificial, formal imitation of things, events and the fate of people this is not a work of art, but a work of art consists only of a

set of objects. From such artificiality In order to be free, the artist's aesthetic thinking must be clear and stable.

If we look at all the works of the writer in large and small genres, we can see in them the commonality of the relationship of modern prose and folklore, along with the elements of art in our classical literature. "Wooden bucket", "Windy night". In the stories of Manzil and Baghi Eram, these two concepts complement each other and discover art. Therefore, it can be said that these stories differ from each other in their ideology and art. Regardless of the subject, the writer Isajon Sultan considers the understanding of what is the purpose of life and coming to this world as the main criterion for describing his most honorable work for man. The exposition portrait consists of a set of typical characteristics that reflect the unchanging, stable qualities and attributes of the person, regardless of the character's state of mind. It is artistically generalized and at the same time represents the characteristics of the forces that influence the fate of the main characters. The story of Manzil, which we want to analyze, is also based on ideas that discuss human life and its essence. In most of his works, the spirit of self-discovery and understanding of the meaning of life leads. An example of this is the Muslim portrait in the play. It is fair to say that the components of a work of art that manifest psychic analysis are conventionally called forms of psychology. Munakkid H. Umarov said, "Just as the forms of psychology are diverse, so are its poetic means, such as portraits, dialogues, monologues, dreams, psychological symbols, emotional movements, landscapes, hallucinations. Each of them helps the writer to reveal the secrets of the hero's inner world. "

The protagonists of the story "Manzil" Muslim, Muhammad and Abdullah also set out in search of the treasure of their lives. On their way to the destination, they encounter mountains, oases, and deserts on these roads. These scenes involuntarily remind us of the birds and the valleys they crossed in search of Semurg in A. Navoi's epic "Lisonut-tayr" or Santiago, the protagonist of "The Alchemist". All of these heroes set out in search of the treasure and meaning they needed. However, not all the heroes of the work were able to reach this address. The other companions of the protagonists of our story, Muslim, Muhammad and Abdullah, also did not have the opportunity to reach this address. This is also a matter of fate. Here we see that the names of the heroes of the work are not in vain: Muslim, Muhammad.

Their friends became victims of the promised wealth and pleasure along the way. In a word, they forgot the purpose for which they set out by indulging in the lusts of the world. In the language of mysticism, they could not rise from the Shari'ah to the sect, from the sect to the enlightenment. The main protagonists of the story, due to the strong faith, patience and faith in their hearts, reached their goals and destinations. In this way, they overcame lust, which was their greatest enemy.

Look, they did what they were looking for, but they came across an unexpected, unthinkable situation. They went and saw that there were a number of talisman gates. But there is not a single gate in them that mentions the names of their partners left on the road. There is no name for them among the gates of Mount Tilsim in the Tilsim Valley, which have been sought for almost a lifetime. There is wisdom here, too, that it is not written in their destiny to come here.

It is no coincidence that the name of this lifelong mountain and valley is Tilsim. The spell will have a solution to a puzzle that is unknown to everyone. They were eager to know the meaning and solution of their lives, and this magic was found. It read: "This treasure is enchanted in the

name of one of the servants of God. I swear by the attributes of the Creator that I, the possessor of this magic, will deliver my demon-possessed Palbos horseman to his husband in the blink of an eye. I will pour out the riches of the world under my feet. I will make you king over whomever you want. I teach worm-birds and animal language. I am weak only before God and before the judgment he has decreed. ” As they read these words, whatever they see with their eyes on the outside of the ring, they see their reflections. They realize that what they have been searching for all their lives is only in themselves. In our author's *Eternal Wanderer*, the *Eternal Wanderer* asks the saint on the mountain to perform a miracle.

Indeed, man often does not appreciate all the miracles that surround his treasure. They look for him elsewhere. Jalal al-Din Rumi, in one of his sayings, likened this state of a man to a madman who seeks water from another place without seeing a stream flowing past him.

The Semurg birds also went to the places they were looking for with some difficulty, and they realized that the Semurg they were looking for was actually themselves.

The protagonists of our story also realized this fact and wanted to return to their homeland, and the time was approaching for Muslim and Muhammad to hand over the deposit. Although they were at the end of their lives, they achieved the truth they were looking for.

The protagonist of the story "Garden of Eram" also remembers his immaculate childhood, when he met his grandfather Kholmuhammad, who was heartbroken by the pollution of nature and the pollution of the canals that once flowed with clear water: "The old man came to us and played pizza. After a while, we saw that his eyes were watering. "Why are you crying, Grandpa?" I asked. The old man, his beard trembling, said, "Once upon a time, I used to pour the bread my mother baked like that, and I remember that, my son. Well, I've flown like bread in this ditch myself. 'Did I think the breadwinner was coming, anyway, I remember taking my soaked bread and handing it to him. The old man took the bread and wept without shame. "The narrator-hero follows Kholmuhammad, who continues on his way in tears. As he crossed the ditch in front of him, he saw a strange landscape of a legendary corner: "I saw myself in front of a garden with golden gates and crystal handles." In Uzbek folklore, the writer creatively uses the mythological notion of the hero's journey to another world. Used the detail effectively. The "stream" used here in ancient mythology served as a mythical means of uniting "own" and "other" worlds. Therefore, as soon as the protagonist crosses the ditch, he passes to the "other world" and in front of his eyes appears a "garden with golden lids and crystal handles", ie the garden of Eram. Through the depiction of this strange garden in the hero's imagination, the author uses the ancient mythological imagination as a conditional-symbolic background and uniquely expresses the spiritual experiences of modern man, whose heart is fed up with the fact that the environment is becoming more and more deprived of its original beauty.

The author has skillfully incorporated the mythological views of our people about the Garden of Eram into his work in order to describe the fact that the human psyche is always full of instantaneous beauty.

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DOI: **10.5958/2249-7137.2021.00661.3**

SOME HYGIENE ISSUES ACCORDING TO THE CONDITIONS OF THE WORKERS OF POULTRY FARMS

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ABSTRACT

The purpose of the study is to assess the environmental and hygienic impact of production factors on the health of poultry farm workers and to develop measures to improve working conditions, improve the environmental situation on the territory of farms. It is established that the unfavorable factors of the production environment of poultry farms are strenuous physical labor, neuropsychiatric stress, the impact on the human body of chemicals, bacterial and dust aerosols, fungal microflora, excrement and other products of poultry life.

KEYWORDS: Ecology, Hygienic Requirements, Working Conditions, Production Factors, Manual Labor.

INTRODUCTION

Poultry farming is the most industrially developed branch of animal breeding. Working conditions at poultry enterprises have a pronounced specificity, which determines the specifics of sanitary supervision at each technological process stage. The leading organizational forms of industrial poultry farming are their specialization in the eggs and meat production. Industrial poultry farms are built mainly according to standard projects designed for the maintenance of 250-500 thousand laying hens, 3-10 million broilers, 1-1.5 million ducklings, 0.25-0.50 million turkeys or ducklings per year. According to the State policy, in order to provide the population with meat products and eggs, at the initiative and support of President Sh.M. Mirziyoyev, starting in 2017, the organization of poultry complexes and poultry farms began to develop rapidly. At present, there are more than 60 poultry complexes and about 250 poultry farms in Bukhara region alone.

The research purpose: giving an ecological and hygienic assessment and the production factors influence on the health of workers in poultry farms and developing measures to improve them.

Materials and methods: The work was carried out on the basis of JSC "Bukhara Parranda" of Kagan region. The study of working conditions at each production stage was carried out by the sanitary inspection method and observation. The temperature measurements and the premises humidity at each production stage were carried out using an aspiration psychrometer (Sanitary Rules And Norms of the Republic of Uzbekistan 0324-16), which consists of ammonia, hydrogen sulphide, carbon dioxide - by aspiration method using the analyzer (SS 12.1.005.88) and dust by aspiration method.

RESULTS AND DISCUSSION

The production process at the enterprises is organized according to the flow method, taking into account the biological characteristics of the bird's body and consisted of a number of technological stages. These include obtaining hatching eggs from parent (brood) flocks; incubation and withdrawal of day-old chicks; their cultivation and recruitment of replacement and industrial herds; an industrial herd maintenance that provides the main products; primary processing of birds; preparation and distribution of feed; recycling. In the shops of the parent flock, intended for obtaining fertilized eggs, birds are kept in groups (4-5 roosters and 30-40 chickens) in two - three-tier automated cage batteries of the KBMP, KBR-3 type, or on the floor on a deep non-removable mat, mesh floors.

In the shops of an industrial herd, laying hens were housed in mechanized and automated cage batteries. The main operations in batteries (feeding, drinking, cleaning manure) are mechanized and automated, the eggs collection in automated sections was carried out by belt conveyors with a storage drive fed to the table, from where the eggs were collected, packed in cardboard boxes, or immediately fed by conveyors to the egg warehouse.

For the cage keeping of the parent and industrial herd, pavilion-type premises were built, for the floor, as a rule, one-story. The poultry houses size and their number are determined by the farm capacity. One poultry house accommodates 12-80 thousand laying hens, 10-20 thousand broilers and 4.5-6.4 thousand heads of parent stock. Buildings for keeping poultry, especially bearing chickens, were envisaged mostly windowless with extended daylight hours to 17-18 hours due to artificial lighting.

The microclimatic keeping conditions of an adult livestock of productive poultry in the workshops of the parent and industrial flocks corresponded to 12-18 °C in the cold and 18 -20 °C in the warm periods of the year with a relative humidity of 60-75%. At the same time, the maximum permissible concentration of ammonia is 10 mg/m, hydrogen sulfide -1 mg/m - for broilers and 5 mg/m for other bird species, and carbon dioxide 0.2% by volume. To ensure the required parameters of the air environment in the poultry premises, ventilation and heating systems of the "Climate" type are equipped, capable of operating in automatic mode according to a given program.

In hatchery shops, hatching eggs are sorted and stored in a warehouse at a temperature of 4-12 °C. According to a specific schedule, batches of eggs in the amount of up to 14-15 thousand pieces are most often disinfected with formaldehyde vapor, placed in trays and placed in incubators. During incubation, the equipment operating mode is monitored with the help of instruments and biological control is carried out on the 6th, 12th and 18th day (translucent eggs on mirage tables and weighing trays with embryos). Tilting egg trays are transferred to hatcher on days 19-20. At the end of the incubation, the young are selected from trays into boxes,

subjecting them to zoo technical sorting and, if necessary, additional sorting by gender, and transferred to other workshops. Hatchers, implements and workplaces are thoroughly cleaned and disinfected. Incubation waste is sent for recycling.

The hatcheries were located in free-standing one-story buildings, where incubation and hatching zones for the installation of incubators, rooms for sorting and storing eggs, a disinfection chamber, a washing room, utility and auxiliary rooms, including a sanitary inspection room, were provided. The most widespread are incubators with external servicing of the "Universal" type, the operation of which is fully automated, and the temperature in the chamber is maintained at 37.2-38.3 °C at a relative humidity of 49-64%.

In the workshops for growing young animals, the livestock were housed in age cage batteries (KBE-1, KBA-4, BKB) with transplants on the 30th, 60th and 120th days or in universal cage batteries designed for one-stage non-stop poultry rearing (KBU -3). Cell batteries are equipped with devices for mechanized distribution of feed and manure removal, groove, nipple micro-bowl shelves and removable electric heating devices. When fully kept on deep, permanent bedding, the birds were planted on the floor covered with a layer of wood shavings cut with straw 20-25 cm thick.

The air temperature in the places where the birds are located should be maintained at 35 °C -26 °C for the first 10 days and 26 °C -20 °C thereafter at a temperature in the hall of 28 °C -18 °C, relative humidity 55-70% and movement speed air 0.5-0.6 m / s. The gases content, according to zoo technical requirements, should not exceed 10 mg/m³ for ammonia, 5 mg/m³ for hydrogen sulfide and 0.2% for carbon dioxide [5,6,7].

Slaughterhouses of poultry farming were completed with flow-mechanized conveyors with spatially suspended conveyors with a capacity of 500-3000 heads per hour. According to the technological stages, the labor division of workers of poultry farms is carried out. To care for poultry in the workshops of the parent and industrial herd, teams and teams are organized as part of poultry operators, mechanics, operators, night and auxiliary poultry women, electricians. Work in these workshops with caged birds was characterized by moderate physical exertion and a certain neuro-emotional stress during the performance of operator functions. In workshops with floor keeping of poultry, the low productivity of manual labor increases.

The poultry-operator in the workshops of the parent and industrial flock from 15-25% of the time was busy with the poultry culling, 10-15% - watching the feed distribution, 30-35% - collecting and laying eggs in containers and up to 20% - washing troughs with a brush. At the same time, the operations associated with walking make up 35-55% of the time, and during the shift, the worker walks a distance of up to 10-12 km. (time study materials). A significant amount of physical labor, especially in the first 10-15 days of caring for a bird, a pronounced dynamic component and the need to maintain a forced working position for a long time are characteristic of work in the workshops for rearing young animals; in cage keeping - bending low or standing with arms raised high at the low upper tiers of cage batteries; in outdoor keeping birds - low bending state. In the majority of poultry farms, in the first 10-20 days, especially with floor keeping, the young were handled manually, which creates great physical activity.

In the first 15-30 days, the poultry operator spends up to 40% of the time, by clear regulation of work processes for day and night, for manually dispensing feed at least 4 times in a 6-hour shift, 15-20 for washing drinkers, feeders and equipment hot (90 ° c) solutions of disinfectants. At this

stage of the technology, the operator is exposed to physical stress, high humidity of 60-90% and the influence of disinfectants. Work in hatcheries was characterized by a certain cyclicity, associated with significant physical exertion and accompanied by pronounced neuro-emotional stress. [5,6,7]

Slaughter shops were serviced by personnel with a narrow specialization in individual technological operations slaughter, gutted and monotonous production operations in the slaughter shops were carried out manually with intensive working movements at a high speed of execution of the technological process cause a high monotony of labor against a background of significant eye strain and concentration of attention (established by a survey personnel) within 10-18 mg/m³ (research continues in this direction).

The greatest amount of dust is found in the breathing zone of workers during the dry feed distribution, culling and catching of poultry, cleaning of premises 14-18 mg/m. The dust of poultry houses is predominantly organic, animal (down, feathers, dandruff, droppings, etc.), vegetable (feed, litter) origin, which are strong allergens. The production intensification and the rapid development of poultry farms in the context of industrial technology are accompanied by the rapid accumulation in the environment of various kinds of microorganisms, including those pathogenic for humans. With a specific feature of poultry production, bacterial contamination of the air reaches significant values. According to the literature, 7.5-22 thousand microorganisms are found in 1 m³ of air in poultry houses. When the content of single-tier cell bacteria is up to 509 thousand, with a full content of poultry per 1 m - 1 million microbes. Microbial contamination of the open atmosphere on the territory of poultry farms is 20-45 thousand colonies per 1 m³. The microflora of poultry farms consists of opportunistic microorganisms (Staphylococcus aureus and White, hemolytic streptococcus, intestinal coli, etc.), along with them, pathogenic microorganisms of the intestinal group, especially Salmonella, causative agents of psittacosis and toxoplasmosis, fungal microflora are found. This is the material for further research. [3,4, 7, 8] The conducted research showed that poultry farms had a significant impact on the state of the air environment in the surrounding area (tab).

Some parameters of chemicals around the poultry complex

Distance from the poultry complex (m)

	chemical substances	200	400	600	1000	1500	2000
1	Ammonia content mg/m	250	175	98	42	19	9
2	Hydrogen sulfide content mg/m ³	18	13	9	6	4	1,5
3	Carbondioxide content %	0,9	0,7	0,6	0,4	0,3	0,2

The maintenance personnel of poultry farms, when caring for poultry livestock, had to stay for a long time (6-8 hours) directly in the premises for keeping poultry, where, according to zoo technical requirements, a certain microclimate is maintained (temperature 30-35 ° C, humidity 70 + 80%).

In the studied poultry farm in the workshops and in some areas, the microclimate parameters did not always correspond to the sanitary and hygienic standards: in the cold season, the air temperature in the buildings for young animals was 28-35 ° C, in the buildings for keeping the

parent flock and industrial meat breeds of poultry, on the contrary the temperature is kept at a relatively low level (2.5-12 °C), the relative humidity of the air during this period ranges from 49 to 90%, depending on the features of heating and ventilation at an air speed of up to 2.5 m/s. The air environment of poultry houses is polluted by gaseous products, in particular ammonia, hydrogen sulfide, intestinal gases, carbon dioxide, which are formed during the life of the bird and as a result of the decomposition of organic substrate (feed, litter, droppings, down, feathers). The amount of continuously generated gases is determined by the age of the bird, the way it is kept, the state and organization of forced air exchange.

When chickens are kept from 1m of litter, ammonia 10-25 mg/h, hydrogen sulfide 4-15 mg/h, carbon dioxide 4-5 mg/h are released. With a cage keeping of 50 thousand laying hens, 127.5 m³ of carbon dioxide are produced every hour. According to our data, in the premises for the content of laying hens, the ammonia content was 15-35 m³, hydrogen sulfide 10-15 m³ and carbon dioxide 5-8 m³. The above factors are not indifferent to the body of those working in poultry farms. The most unfavorable factor on poultry farms is dust. The concentration of dust in the air in poultry houses varies widely.

In a laboratory study around a poultry farm at a distance of 1000 meters in the atmospheric air, the concentration of ammonia was 42 mg/m³, hydrogen sulfide - 6 mg/m³, which dictates the need to revise the sanitary protection zone when planning the construction of poultry farms and complexes.

CONCLUSION: Thus, the unfavorable factors of the working environment of poultry farms are intense physical labor, neuropsychic stress, exposure to the human body of chemicals, bacterial and dust aerosols, fungal microflora, excrement and other poultry waste products.

The above urgently requires a qualifying scientific analysis and the development of scientifically grounded and effective health improvement measures to improve working conditions for workers and protect the atmospheric air around poultry complexes and farms. Among the important recreational activities is the planning solution for the placement of poultry complexes and farms in relation to settlements. Poultry houses, auxiliary buildings and structures of poultry farms, in accordance with the sanitary standards and rules for the protection of atmospheric air SanRN No. 0350-17, should be located on the territory separated from the residential development by a sanitary protection zone from 300 to 1500 meters, which is subject to their adjustment.

The planning and organization of the territory, the placement of individual production facilities on it is carried out taking into account the zoohygienic and veterinary and sanitary requirements aimed at preventing the introduction of infection from the outside, preventing the spread of infectious diseases among the population, preventing air pollution from emissions from poultry farms. In order to radically improve working conditions and reduce the incidence of poultry farmers, the pace of transition from private mechanization to continuous automated technology based on multi-tier cage batteries with full automation of the processes of feed distribution, drinking, dropping, collecting eggs, management and control of the microclimate and other technological operations should be accelerated (disinfection of premises, eggs, washing equipment, inventory, etc.).

For the transportation of manure, it is necessary to use more extensively pneumatic removal systems, which allows reducing the number of maintenance personnel and vehicles, as well as improving the sanitary working conditions of workers in poultry farms. A prerequisite for the

protection of atmospheric air when cleaning poultry houses, hatcheries, feed shops and other production areas from dust and bacterial aerosols is the installation of mechanical filters of various designs on the inflow and discharge into the atmosphere. [1, 2, 3]

In incubator shops, it is recommended to use not only light, but also sound alarms on control and automatic control panels, in places of intense dust formation, local exhaust ventilation. Egg testers, candling and sorting of chicks should be done in dark colored clothing against a dark background. In slaughter shops, it is necessary to mechanize and automate production operations. The epidemiological well-being of poultry farms is ensured by the admission of service personnel and visitors to the production areas through sanitary and veterinary access checks with a change of everyday clothes for special clothes, clothes and shoes.

Preliminary and periodic medical examinations are important for the prevention of occupational diseases in poultry farmers, according to Order No. 300 M3 of the Republic of Uzbekistan of 2000.

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DOI: **10.5958/2249-7137.2021.00663.7**

THE NEED FOR INTEGRATION OF SOCIAL AND TECHNICAL KNOWLEDGE IN THE DEVELOPMENT OF TECHNOLOGICAL CULTURE OF STUDENTS OF HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article analyzes the modern pedagogical conditions, factors, stages, components, methods of developing the techno-cultural culture of students of higher technical education institutions. The article also explores the pedagogical mechanisms of ensuring the integration of social and technical knowledge in the formation of axiological attitudes in the conduct of technical creative activities of students. Systematic reforms have been carried out in our country to form the content of higher technical education on the basis of the integration of science and industry. The Action Strategy for the further development of the Republic of Uzbekistan includes the implementation of priorities such as "development of mechanisms for assessing the quality of education, improving the availability and efficiency of educational services" [1] and "large-scale training and retraining in the required specialties" [2]. The formation of integrated and systematic integrative knowledge, skills and competencies in learners and diagnostic assessment of learning outcomes play an important role in ensuring.

KEYWORDS: Education, Higher education, Higher technical education, Technology, ethics, Techno-ethics, Technical Creativity, Axiological attitude, Humanitarian knowledge, Technical knowledge, Integration.

INTRODUCTION

Today, the formation of the techno-cultural culture of future professionals, especially students of higher technical direction, is one of the important pedagogical problems. As a phenomenon,

techno-culture is an intellectual-cultural medium between techno-optimism and technopessimism, which combines the knowledge used in technology, different ethical-cultural approaches to the place of technology in the system of human-society-nature relations and technical behavior of people.

According to international experience, the deepening of the integral connection of production structures with the natural, technical and social sciences has a positive impact on the effectiveness of education. Integration processes such as further expansion of the integrative organizational function of education, modernization of forms and methods of education, formation of important personal and professional qualities also play an important role in further development of the theory and practice of techno-ethics, ensuring the harmony and continuity of innovative professional and technical potential. This requires examining the process of development of techno-cultural culture of students of higher technical education institutions on the basis of integration of pedagogical and technical knowledge by pedagogical diagnostic methods and development of relevant methodological recommendations on identified problems and expanding didactic opportunities of educational integration.

Systematic reforms have been carried out in our country to form the content of higher technical education on the basis of the integration of science and industry. The Action Strategy for the further development of the Republic of Uzbekistan includes the implementation of priorities such as "development of mechanisms for assessing the quality of education, improving the availability and efficiency of educational services" [1] and "large-scale training and retraining in the required specialties" [2]. The formation of integrated and systematic integrative knowledge, skills and competencies in learners and diagnostic assessment of learning outcomes play an important role in ensuring. In this regard, the study of the state of development of techno-cultural culture of students of higher technical education, the study of their professional competence in their field of specialization, the development and implementation of innovative methods of pedagogical diagnosis.

MATERIALS AND METHODS

The analysis of the literature shows that a new direction in the theory of technical education is the study of techno-culture - the culture of technology and human relations. Techno-cultural culture reflects the specificity of these relations and the importance of educational relations, the moral qualities of future professionals in the technical field and the nature of the factors that affect their personal and professional development.

Some scholars argue that techno-cultural culture is an interdisciplinary field of knowledge that embodies a broad reflection on technology, not philosophy [3]. There are basically two arguments to support this view. The first is that techno-cultural culture includes various forms of understanding this phenomenon and, as a result, is far from the classical philosophical-pedagogical traditions in terms of language. The second argument relates to the nature of the decisive tasks of techno-culture. A look at the methodology of solving these tasks shows that techno-cultural culture is mainly focused on solving two tasks. The first task is to understand technology, to form a clear idea of its nature and essence, not by the crisis of technology, but by the crisis of modern "man-made civilization." In the process of solving it, it is understood that the ecological, eschatological, anthropological (spiritual) and cultural crises of our civilization are inextricably linked. The number of so-called "civilizations" is growing. This implies the

impact of technology on all aspects of civilization and man, as well as the deep technical foundations of the development of civilization. [4]

RESEARCH METHODOLOGY

In the course of the research were used scientifically-philosophical principles and methods such as systematic, theoretical deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

ANALYSIS AND RESULTS

Many scientists associate the crisis of human culture and civilization with technical and technological progress. For example, M. Heidegger considers that the main problem of our time is that modern technology has turned both nature and man into its "servant" (a functional element of technology) [5]. K. Jaspers also speaks about the same point, noting that man is becoming one of the types of raw materials for processing and can not get rid of the judgment of the technique he created [6]. The saddest thing is that as a result, both nature and man are degraded, destroyed, because the inanimate machine is becoming a simple functional element and material of the factor of production. L. Memford sees the cause of the crisis in something else - when the importance of "megamines" (complex hierarchical structures of human activity) in culture has increased. It is clear from such considerations that there are views on technology as a factor in not only progress but also crisis. Therefore, the decision of the axiological approach to technology and the formation of skills of techno-cultural culture in the future specialists of the technical field has an urgent pedagogical significance.

The University of Massachusetts (USA) is working to create a methodological framework for multidisciplinary educational complexes in the formation of techno-cultural culture among students of technical higher education, to ensure the sequence of integration-divergent processes, to develop systematic models of integrative education and to improve diagnostic methods. Belfield Pedagogical University (Germany), National Advice on Pedagogical Technology (UK), Seoul Cyber University (South Korea), Center for Pedagogical Technology (Russia), Republican Agricultural Research and Production Center (Uzbekistan) and other prestigious research centers and universities scientific research is being conducted in educational institutions.

In recent years, a number of important scientific results have been obtained on the research problem. Methods for the implementation and diagnosis of an integrated system of knowledge aimed at shaping the techno-cultural culture of students of higher technical education (Massachusetts University); on the basis of modern didactic means of teaching the system of an assessment of development of professional opportunities of future experts on the basis of integrated technology (Institute named after Frica Bauer) is created; the organization of the process of vocational education on the basis of interdisciplinary integration, the development of professional intellectual and psycho-emotional development of future specialists in the field of technology and the technology of its assessment (National Advice on pedagogical technology); the theoretical foundations of interdisciplinary interaction of subjects in the humanities and technical cycle and their application to practical activities are diagnosed (Seoul Cyber University); developed an algorithm for designing the activities of teachers and students in the context of the principles of integrative design and quantitative-qualitative approach (Tsentr pedagogicheskix technological); The mechanism of integration processes based on the use of modern resource-saving technologies in the education system of the republic has been developed

and the directions of complex diagnostics of real demand and needs for future specialists in the labor market have been introduced (Fergana Polytechnic Institute).

Today, scientists are talking about integrative-pedagogical concepts, that is, the unity of systematized views, rules and ideas that determine the content and direction of integrative-pedagogical activity in this or that field.

The results of the analysis show that there are different views on the conditions of integration of educational content. But, in our view, from a general point of view, they do not contradict each other, but rather complement each other in content. Admittedly, the views of scholars in some areas are close. For example, the terms “research objects must be compatible or close enough in content”, “research methods that use the same or similar content in the integration of academic disciplines” are more appropriate in terms of meaning: “integration components to specific connection points , Must have a degree of "brotherhood." Despite the differences in the expressions, we see a commonly calculated sign for the conditions listed above. This is the semantic closeness of the integrating components.

Based on the analysis, the following conditions of integration of methodological significance for the study were identified:

- The presence of different elements that are close to each other in terms of content (proximity of research objects, the same research methods or their proximity to each other, general theoretical concepts, laws);
- The need to integrate them into a whole, based on the purpose of education (the basics of integration);
- Maintaining the independence of the components at the minimum level necessary for the formation of integrity.

Ensuring interdisciplinary integration is now an objective need, as improving the professional training of future vocational education teachers requires a combination of training in general (pedagogical) and field (technical) disciplines. The interdisciplinary integration proposed in the study served to reveal the potential of academic disciplines in the study of cognitive and technological problems. The study clarified the differences between concepts that are close in content, such as integration, interdisciplinary, interdependence, membership. In fact, they are concepts that complement each other with content, character, connection, and relationship, reflecting the holistic picture of the unification process that takes place in education. These concepts were interpreted as integration, interdisciplinary, interdependent. The relationship between integration and interdisciplinary interdependence is much more complex.

A unique system is created on the basis of interdisciplinary, interconnected, integrated. Interdisciplinary connections allow the content to be established at the level of closely related concepts, topics, sections of academic science, and for students to consciously deepen their knowledge, but this does not ensure their systematic connections. Testing the possibilities of interdisciplinary connections in practice did not lead to significant changes in the level of knowledge acquisition, the nature of learning motives, or the level of personal development. According to researchers, it is desirable to prioritize the concept of interaction between general and vocational education, which is ensured not only by means of interdisciplinary communication, but also through the application of specific principles: polytechnic, membership,

professional orientation, problem-solving and others. However, despite some achievements, it does not allow students to significantly increase their level of knowledge, skills and abilities. In our opinion, a qualitatively new level of vocational education can be achieved in the context of an integrated educational process based on integration and differentiation of knowledge, semantic generalization, the principle of "enlarged units" and the "technological principle". The integration (synthesis) of general and special knowledge is an important condition for improving vocational education.

In the process of higher technical education, it is important to form the techno-cultural culture of future specialists on the basis of the integration of socio-humanitarian and technical knowledge. At the same time, it is necessary to integrate technical knowledge with philosophical and moral knowledge about the current place of technology in the human-society-nature system in the formation of students' techno-cultural culture. At the same time it is necessary to teach students the subject "Technical Philosophy and Techno-Cultural Culture".

Given the characteristics and nature of techno-cultural culture, the content of teaching this subject is systematized as follows. All its components are divided into three sections: basic, additional and basic sections.

The following courses are taught in the main department:

- History and essence of technology;
- Technical concepts and essence;
- The genesis of technology in culture;
- Concepts and essence of technology;
- Technical environment and technical presence;
- Ethical and axiological problems of techno-cultural culture.

Additional section courses:

- Technical history;
- Properties and formation of science;
- Features and formation of engineering activities;
- Traditional and non-traditional design;
- The structure and formation of technical sciences;
- Technique and beauty (design research).

The Basics section includes the following courses:

- Ethics and techno-cultural culture;
- Theory of activity and techno-cultural culture;
- Axiology and techno-cultural culture.

We will discuss these sections in more detail. First, it is important not to be content with stating certain points in the main section, for example, only the author's point of view or any other

authoritative point of view. At the same time, the content of education is determined by the communication of different perspectives, research programs. But this means that the basic unit of educational material is the intellectual situation. The intellectual situation can be different, for example: overcoming certain difficulties and problems, promoting a certain research program and trying to implement it, criticizing the approaches defended by representatives of other directions, and so on.

The second feature of the approach is the separation of 'reflexive' content. In turn, this implies a special methodological reconstruction of the content on the basis of activity theory, thinking theory, cultural studies and some other special disciplines.

It is self-evident that the forms of narration in the main section should be problematic and dialogical, in which reflexive factors should be widely used.

Through this science, for example, the great philosopher Heidegger must understand the problem that man himself has already become a "factor" of technology, and that nature must also become a "factor," and form a critical attitude to it. While researcher J. Martin acknowledges that it is easier to destroy the planet itself today than to end the damage it has done to the planet, at the same time, "technology has created this problem, but its only solution is not to hinder the development of technology. is a two-way development. To abandon technology or to stop its development is to condemn the world to unprecedented needs ... It is necessary to choose and develop technologies that are compatible with nature. " [8] In short, some philosophers believe that technology should be humanized, harmonized with nature and man. At the same time, some philosophers [9] try to justify the idea that any attempt to humanize modern man-made civilization is in vain, because the system is able to demonstrate extreme resistance to such "cosmetic operations". It is noteworthy that both parties to the dispute provide more convincing evidence to support their views. Communicating such ideas to students in the classroom and interpreting their content will greatly contribute to the development of techno-cultural culture in them.

The methodological problem in the development of techno-cultural culture of students of higher technical education institutions is to achieve in their worldview - the process of reduction of technology to non-technical: activities, forms of technical rationality, values, certain aspects of culture. To achieve this, it will be necessary to acquaint students with the definitions given to the technical concept in the social sciences. For example, in the course of the lecture, the teacher of social sciences and humanities should give the answers of technical specialists to the question of what is technology and influence the development of their techno-cultural culture by rationally shaping their attitude to this definition. For example, the following definitions of technology can be used: technology is a means to an end, a specific human activity. Some definitions emphasize ideas and the role of their realization, the importance of certain values. For example, while analyzing the definitions of concepts proposed in techno-cultural culture, F.Rapp argues that for H.Beck, technology is the transformation of nature through the human spirit [10]. In his view, everything that gives material meaning to human desire is in fact technique. The idea of creative transformation of nature is one of the central ideas of F. Dessauer's work. After enumerating the numerous definitions given to the concept of technique, he gives it his own definition: technique is the real existence of ideas, which arises as a result of the processing of natural materials and objects. F. According to von Gottl-Ottlilienfeld, technique is the art of finding the right path to a goal in the subjective sense, and in the objective sense - a set of means and methods of action in

the context of a particular area of human activity. L. Tondl considers everything that a person uses to change certain properties of the objective world to achieve his goal as a technique [11].

It should be noted that in all such definitions of the concept of technology (reflecting certain approaches of researchers) its materialization occurs, that is, technology seems to disappear and is replaced by certain forms of activity, values, human spirit, various aspects of culture. Sometimes the technique is presented to the researcher not as a substance, but as a deep and universal aspect of any human activity and culture. This begs the natural question: is technology an independent entity, that is, a technique, or is it an aspect of human activity and culture?

Cultural studies, for example, show that in archaic culture the tools of labor, simple mechanisms and devices are understood in terms of the animistic landscape of the world. The ancient tools of human labor (weapons) contain spirits that help or hinder man, so the act of making or using weapons implies influencing these spirits (sacrificing or turning to oneself through prayer), otherwise the action is useless. or those who thought that the weapon would come out of the judgment of man and be directed against him. Such an animistic understanding of technology has also defined the essence and nature of ancient technology. In this sense, in the ancient world, technology was compatible with magic, and technology was completely sacred.

The formation of technology in the culture of the new era leads to the fact that modern man begins to see in technology the application of the laws of nature and his own engineering creativity. It is not a question of a particular interpretation of the technique, but of its cultural existence and existence. Technology (tool, mechanism, machine) lives as a spirit according to one "logic", according to another "logic" as a product of divine creation (medieval interpretation of technology), and according to another "logic" as a process of nature (power). In culture, technology lives and develops not according to the "laws of need and necessity," but according to the logic of the existence of ideas, cultural forms of consciousness, perceptions of the world (worldviews). But the perception of technology was different in every culture. Doesn't this mean that technology develops in sync with the process of evolution, even when cultures change? For example, the separation of technology in modern culture coincided with the formation of a separate cultural idea and scenario: in the natural sciences to describe the laws of nature, to create conditions that allow the separation and consistent use of natural forces and energy (defined as an engineering task); creating an industry capable of meeting human needs based on engineering developments. This raises the question of whether this idea and scenario should be included in the description of "modern nature" or whether they are directly related to technology [11].

Many scholars of the problem of techno-cultural culture, primarily historians and sociologists, advocate a view that can be called a socio-deterministic or contextual approach. According to this approach, techno-cultural culture is not a neutral means of solving problems, but an expression of social, political and cultural values. Techno-cultural culture combines not only technical ideas, but also the broad social values and interests of its designer and users [12].

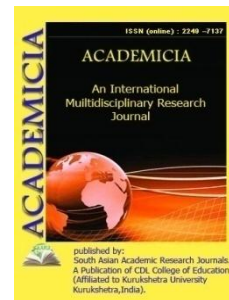
CONCLUSION

Based on the above, the following was concluded:

1. Preparation for future technical and professional activities requires a systematic approach to improving the techno-cultural culture of students on the basis of integration of pedagogical-psychological theoretical and practical knowledge, interdisciplinary integration, integration of pedagogical and technical knowledge.
2. The growing demand for technical specialists in society is due to the need for integrative (complex) application of social and technical knowledge in higher education, the need to equip future professionals with integrative knowledge and insufficient pedagogical conditions and methods for the widespread introduction of integration trends in pedagogical practice. shows.
3. An algorithm for the introduction of integrative education and the method of diagnosing its results, which serves to increase the effectiveness of professional and pedagogical training, is an important factor in the formation of the techno-cultural culture of students of higher technical education.
4. In the formation of the techno-cultural culture of students of higher technical education it is necessary to include the subject "Technical philosophy and techno-culture" in the block of social sciences and humanities.

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DOI: **10.5958/2249-7137.2021.00662.5**

MODERN PEDAGOGICAL FACTORS FOR THE DEVELOPMENT OF ANALYTICAL THINKING IN FUTURE ECONOMISTS

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ABSTRACT

The article analyzes the modern pedagogical conditions, factors, stages, components, methods of developing analytical thinking in future economists. The article also examines the pedagogical-hierarchical system of analytical thinking skills, forms of manifestation in future economists. In the process of educating future economists, the formation of their analytical thinking should always be approached from the point of view of nationality and national interests. In studying and evaluating the level of economic development and the system of economic relations in each period, it is expedient to rely on objectivity and fairness, to form the skills of communication on the basis of analytical thinking.

KEYWORDS: *Thinking, Analytical thinking, Future economist, Education, Higher education, Teaching and learning process, Method, debates, Methodological requirements, Effectiveness of teaching and learning, Debate, Independent thinking.*

INTRODUCTION

Today, educating new independent-thinking, creative students remains one of our main challenges. Indeed, in the student years, young people rise to the stage of biological perfection, social maturity, and physical fitness. Important aspects of intelligence in students, such as self-control, self-assessment, self-awareness, self-management, rise to a new high stage of development. In general, the development of analytical thinking in future economists, the formation of the scientific worldview plays an important role in general, social, economic and specialized sciences [1, 143].

As we build the national economy today, we need to deliver economic education in line with our national values, teaching a new system of economic relations in the minds of future economists. it is reasonable to assume.

In the process of educating future economists, the formation of their analytical thinking should always be approached from the point of view of nationality and national interests. In studying and evaluating the level of economic development and the system of economic relations in each period, it is expedient to rely on objectivity and fairness, to form the skills of communication on the basis of analytical thinking.

In future economists, analytical thinking develops rapidly and continuously, mainly in reading, practical training, and independent learning activities. Sometimes the process of speaking requires them to reproduce thinking, but practical exercises, independent assignments, laboratory assignments require productive (creative) thinking activities. Both forms of education are realized in future economists with the help of analytical thinking, mental labor, goal-oriented and coordinated attention. In the educational process, the theoretical, practical and methodological foundations of modern economics, in-depth theoretical, methodological, scientific and methodological knowledge on the laws of entrepreneurship and business are mastered. Especially in this period, analytical thinking serves as an effective intellectual tool for the student [2, 34].

MATERIALS AND METHODS

Psychologist AV Petrovsky said: "Thinking is a mental and socio-causal process closely related to speech, which is the search for and discovery of an important innovation ... thinking is the process of directly generalizing and reflecting reality in the analysis and synthesis." [3,14.] explains, E. Ghaziev noted that thinking has become the object of research not only in psychology but also in logic, philosophy and even cybernetics, and only in the framework of these disciplines thinking is studied in terms of scientific problems.[4,13] According to the scientist, thinking occurs in harmony with other mental processes, such as memory, attention, imagination, perception, which are closely linked to each other.

Psychologists divide thinking operations into types such as analysis and synthesis, comparison, abstraction, generalization, concretization, classification, systematization.

Analytical thinking is a type of thinking that is distinguished by its effectiveness in enhancing a person's erudition and intellect. Analytical thinking requires a different approach to the object of study, the ability to comprehensively examine its internal and external relations, as well as to come to an agreement. People with such thinking potential were called analysts in ancient Greece.

"Philosophy in the encyclopedic dictionary, the term "analytics" is interpreted as the art of analysis, discussion, proof [5, 25]. The term analytics was first used by Aristotle as the name given to the technique of logical analysis. His work, Analytics, focuses on two aspects of this way of thinking: the initial division of an object with a complex whole into simple parts and the complexity of thinking as they are examined.

The German philosopher Immanuel Kant called analytics the ability of man to comprehend and in his Critique of Pure Consciousness he was the first to suggest that the process of cognition be divided into two stages, analytical and synthetic thinking. G. Frege, the symbolic father of analytical philosophy, argues that in analytical philosophy, language is not only a means of conducting scientific research and expressing its results, but also the subject of philosophical analysis [7]. Analytical philosophy differs from other philosophical styles in that it expresses its

ideas in a separate sentence rather than in a general text. The philosopher-analyst pays serious attention to the clear meaning, logical connection, and accuracy of the thought and the statements in it. That is why it is always important to develop the analytical thinking of future economists, to educate them as independent thinkers, to develop their speech, to teach language.

RESEARCH METHODOLOGY

In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

ANALYSIS AND RESULTS

Today, research by scientists has shown that the development of analytical thinking in future economists will take place primarily under the influence of teaching. Thinking, on the other hand, takes place through pedagogical categories such as the content of education, the principles and forms of teaching. Therefore, the concept of “thinking” is accepted as a pedagogical category. Therefore, it is very important to study the formation of thinking in students from a pedagogical point of view.

Given that the development of analytical thinking in future economists takes place through pedagogical categories in the educational process, it is important to determine the extent to which forms of knowledge, principles, methods and forms of teaching are aimed at the development of thinking, especially conceptual thinking. This allows us to identify the conditions, ways and means of developing analytical thinking [1, 129].

You have to deal with different forms of knowledge during training. It is usually a common form of imagination, concept, law, principle, theory, idea, proof, rule, method, and other knowledge. In teaching, they are studied not in a general way, but in terms of the content of a particular subject. The mentioned forms of knowledge can also be studied as concepts. All types of activities aimed at mastering them are primarily aimed at the development and formation of conceptual thinking.

Contemplation is the highest form of human mental activity, intelligence and conscious behavior. Thinking is a tool for knowing the environment, social environment and reality, as well as the main condition for the rational implementation of a wide range of human activities. In the process of thinking, students form thoughts, reflections, ideas, hypotheses, etc., and they are expressed in the mind in the form of concepts, judgments, conclusions. [8, 114]

Directing future economists to analytical activity and forming the skills of logical, critical and analytical thinking in the development of this activity form the dynamic basis of their development as individuals. Indeed, analytical thinking is distinguished by the fact that the conclusions reached, along with a deep, comprehensive logical thinking on any issue, are proven. Therefore, it is important to teach future economists a specific approach, clear, logical, expressive and justified approach to analytical work. The level of thinking of each person also allows analytical thinking to emerge as a result of the diversity of knowledge. Therefore, from the middle of the twentieth century, special attention was paid to the development of analytical thinking in the pedagogical practice of Western countries.

Analytical thinking also prioritizes aspects such as logical thinking, speed of thinking, requiring a different approach to the problem, comprehensiveness, finding a reasonable solution to the problem. The owner of such thinking will also have the ability to understand the essence of the problem, to understand its causes and consequences, to come to the right decision. Analytical thinking allows you to search for new information, study it, systematize, compare, evaluate, think logically, rely on evidence, look critically at existing information, draw the right conclusions based on the information obtained. Consequently, the current level of development requires any professional to plan their activities through simulation, comparison, fragmentation, generalization, systematization, modeling, classification, targeting. The determination of these qualities is the basis for the formation of a unified information culture and a modern, humanistic worldview in students.

So how does the development of analytical thinking in future economists work?

1. The formation of analytical thinking is aimed at solving common problems in professional practice on the basis of interdisciplinary integration, directly related to the practical activities of students;
2. Through the use of advanced teaching methods, techniques and tools, innovative technologies that ensure the effective completion of this process;
3. Organization of professional debates, conducting analytical trainings, involvement in research projects;
4. Creating pedagogical conditions for students to master the mechanism of analytical thinking, effective use of various learning tasks and case studies.

Future economists will be able to assess their abilities, strive to analyze their achievements, increase the level of competence in science, based on the development of analytical thinking. This allows for the prediction of learning outcomes. We recommend that future economists prioritize the following practical components in the development of analytical thinking: valuable motivational, reflexive-evaluative, activity-oriented, cognitive components. The value-motivational component involves the formation of students' ability to clearly define tasks, effectively use the collected materials and information.

The reflexive-evaluative component influences the development of emotional-intellectual and evaluative-axiological abilities in students.

The activity-oriented component involves the formation of operational competencies, from simple views to the creation of a scientific concept, through the systematization, rounding of data, finding their specific aspects and proving one's point of view.

The cognitive component includes the formation of the ability to draw vital, scientific, philosophical conclusions, to develop thinking, to develop practical skills.

The development of analytical thinking in future economists will have a positive impact not only on the growth of the scientific status of each university, but also on the development of society.

Higher education institutions consist of a system of tasks and issues of a problematic nature that require continuous creative thinking. Every lecture, seminar, independent study, laboratory work also the problematic situation will be composed of components of the situation. Solving them

requires creative research from the student. This is because the period before the problem situation, the problem situation, and the mental processes after the problem situation also require the student to carry out creative search, research activities. Independent performance of tasks requires students to use thinking operations (analysis, comparison, comparison, abstraction, generalization, and grouping) and forms (comprehension, judgment, inference). Future economists will work tirelessly to produce a creative product in the process of mastering the basics of economics. Their desire to know, to acquire knowledge, becomes a constant, strong and lasting interest. In particular, students begin to engage in entrepreneurship and small business.

Even these young people can successfully participate in the Olympics, scientific and practical conferences, and competitions of inventors and innovators with the products of their intellectual labor. All this is done with the help of thinking, as a product of the process of more accurate expression of material existence, the desire to actively participate in creative activities, problem-solving and situation-solving processes. [9,45].

Modern education in economics universities is problem-based teaching, research, and problem-solving. Such a learning process is widely used in the practice of educational institutions in accordance with the goals of educating the creative activity of the individual, along with problem-based learning, illustrative explanation, information and programmed educational technology.

In our opinion, the role of student independence in the process of problem-based learning of economics is much more effective when compared to reproductive learning methods. The purpose of problem-based learning is to find answers to problems and questions that arise in the process of working with students, to acquire new knowledge by solving them, to arouse the interest of professors and teachers in creating and solving problem situations in student learning. Including:

1. Analyzing and thinking about the problems that arise in the economy is one of the important requirements for the development of independent intellectual activity of students. Such thinking is aimed at shaping the mindset, realizing that the student did not understand this, and paying serious attention to the meaning of the problem.
2. In order to make analytical thinking effective and purposeful in the process of teaching in higher education institutions, it is necessary to make it a part of the educational process, the basis of educational work. With the help of problem-based education, future economists develop a research approach to solving educational problems and specialization issues, the development of analytical thinking, the formation of skills for independent study.
3. Economic education helps students to effectively master their knowledge systems and intellectual and practical activities, to form analytical thinking, to use their new knowledge effectively in future situations, to solve educational problems, to teach independent research, to gain and develop creative experience. Analysis of tasks reveals opportunities to identify problem-based learning.

In order to build a strong democratic state governed by the rule of law and civil society in our country, the formation of a socially oriented market economy, the creation of a multi-sectoral economy, the implementation of structural reforms in the economy, ie economic reforms the formation of economic thinking plays an important role. This is because economic thinking is the

basis for the members of society to learn to think independently, to make decisions according to the situation in shaping their worldview.

In the current situation, the development of analytical thinking will play an important role in future economists. This is because analytical thinking is the basis for members of society to learn to think independently, to make decisions according to the situation in shaping their worldview. Analytical thinking is characterized by feeling the limit, knowing the norm, making a decision by comparing real possibility with desire, desire through calculation. [10, 78].

The development of analytical thinking in future economists will allow them to determine the accuracy, precision, authenticity, or relevance of what they reflect, feel, perceive, and imagine; In social life, in the educational process and in production, objectively occurring communication and subjective relationships between people are also manifested through analytical thinking.

CONCLUSION

In the pedagogical process aimed at the development of analytical thinking in future economists, it is necessary to pay special attention to the following:

1. Formation of integrity of educational activity and logical, analytical thinking in students.

Research shows that students are able to master the learning process from school, along with its components - learning issues, learning activities, and self-assessment. In this regard, it can be suggested that it is possible to start with the formation of learning activities in students, self-monitoring and assessment [11]. Because in this case, students can analyze and compare their learning behaviors;

2. Development of independent learning activities of students.

In the process of organizing lectures and practical classes, developmental education involves strengthening students' independent learning. Independent learning is defined as the teacher's homework and the usual learning activities that take place during the allotted time, as well as without his or her direct participation.

3. The formation of thinking characteristics for the development of analytical thinking in future economists. The basic operations of thinking are analysis-synthesis, generalization, comparison, classification. Thinking operations can be activated mainly during the training process. This includes the teacher's "Why?", "For what purpose?", "What are the reasons?", "Why was the result?" can be done through the discussion of questions such as.

4. Development of dialectical thinking in future economists in the course of training. It is extremely important to raise the philosophical consciousness of students of economics to teach them to think analytically. By engaging students in debates, discussions, and contradictory situations, explicit and implicit, open and closed contradictions, changes-subject relationships are clarified. During such lessons, the flexibility of thinking is formed, in which the student learns to analyze any situation, to identify changes and developments in it, to look at objects and reality from a different perspective. This feature is very important for every student in today's fast-changing world.

5. Formation of creative thinking in students in the transition to the disciplines of "Knowledge Economy", "Innovative Economy" and economics.

Involving future economists in problematic situations, discussing critical situations, finding and solving their problems independently, creating and defending their own projects, cases, serve for the effective formation of analytical thinking in them.

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DOI: **10.5958/2249-7137.2021.00664.9**

COVERAGE OF FAMILY RELATIONS IN THE WORKS OF ORIENTAL THINKERS

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ABSTRACT

The family is an important part of society. The formation and development of the family took important place in direct connection with the political, economic, social, spiritual relations in the life of society. Changes in the life of society, people's lifestyle, living and working conditions, national moral norms, psychology, and religious beliefs also influenced the moral, legal, social criteria of family relations. When we study research on the problem of the family, the legal and moral foundations of family relations, the duty of parents to society and their children have always been in the focus of scholars. In this article, oriental thinkers and statesmen - Abu Nasr Farobi, Abu Rayhan Beruni, Abu Ali ibn Sino, Alisher Navoi, Shal (Tileuke) Kulkeoglu, Ahmad Donish, Abay Kunanbaev, Rizouddin ibn Fakhruddin, Fakhr-ul Banot Sibgatullah kizi, Abduraufit Fitrat and in the works of others, described exemplary advice and counsel on family-marriage relations, interpersonal relations in the family, the duties of parents, and the duty of children. Their works also pay special attention to family and family relations, so by analyzing the works of some of the great thinkers of the above, highlighting their pedagogical and psychological views, it is emphasized how relevant the problems of family life are today.

KEYWORDS: Family, Family-Marriage Relations, Interpersonal Relations In The Family, Family Upbringing, Parenting, Child Rearing.

INTRODUCTION

At various times in society, the issue of the family has been the focus of scholars. In particular, Eastern thinkers and statesmen - Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sino, Alisher Navoi, Shal (Tileuke) Kulkeoglu, Ahmad Donish, Abay Kunanbaev, Rizouddin ibn Fakhraddin, Fakhr-ul Banot Sibgatullah kizi, Abdurauf Fitrat and in the works of others, family-marriage relations, interpersonal relations in the family, parental responsibilities, and exemplary advice and counsel on the duty of children are described.

Their works also pay special attention to the family and family relations, so we will explain how relevant these problems are today by analyzing the works of some of the great thinkers of the above, highlighting their pedagogical and psychological views.

The most valuable ideas in the sacred book "Avesto" of Zoroastrianism about family and sharia marriage, the relationship between parents and children, their duties and responsibilities, marriage and the choice of the bride are still relevant today. The Avesto also contains a number of ideas on family relations, family duties and child rearing. It depicts the head of the family as Nmanapati and his wife as Nmanapatni. The book contains information about Vira, the need for a man to think about marriage and children in addition to moral guidance, that a man has the right to marry and have more than one wife at the age of 16, and that the first wife is always the head of others. There are also. In the Avesto, intermarriage is strictly forbidden. This was done to keep the blood of the people and the seed pure, the offspring perfect. It states that large families should receive state benefits, and that women who give birth to two or three children at a time deserve to be rewarded. [12]

In the epics of the peoples of Central Asia, such as "Alpomish", "Kuntugmish", "Gorogli", "Oysuluv", "Layli and Majnun", "Yusuf and Zulayho", "Manas", "Qizjibek", "Qazi Kurpesh Bayan suluv", the theme of pure human relations, love, devotion, and fidelity is glorified. A woman has always been revered as a loyal friend and companion to a man, as a wise, resourceful, guardian of family peace. The woman has become an angel of grace to the family.

In our famous epics, such as "Alpomish", "Qizjibek" and "Manas" mentioned above, in the customs of marriage, special attention is paid to the physical abilities of the young man. The young man's physical ability was tested. For example, sport competitions such as cross-country horse racing, archery, long-distance shooting, and wrestling were held to determine whether a girl was worthy or unworthy. The contest is also reflected in such folk games as "Girl chasing", "Contesting", "Oltiboqan". These epics can give us a complete picture and information about the traditions of preparing young people for family life in ancient times.

REVIEW LITERATURE

Our holy religion, Islam, the Koran and the Hadith, which are its main sources, pay special attention to the formation of the future family and the need to choose future fathers and mothers-in-law, taking into account the purity of the offspring. The requirement that every parent who wants to be a bride or groom should ask about the future offspring of the bridegroom, or that every Muslim should know his "seven roses" is also rooted in Islamic spirituality, special emphasis is placed on family upbringing [8].

In "Hidoya" of B.Marginoni, it is written that the requirements for abortion and abortion are expressed in the concept of "guarantee". "Guarantee" means equality between husband and wife.

In marriage, both parties must be equal and worthy. On the contrary, there will be no marriage, the husband will not be satisfied with the wife, a wife will not be satisfied with the husband. It is wonderful for the bride and groom to be close to each other in lineage, social status, education, taste, faith, and property. But it doesn't matter if the bride is at a slightly lower level. Because, the husband is the head of the family, but if not, the bride may feel humiliated. Moreover, it undermines the groom's position as head of the family.

Among the monuments carved in stone, one of those who left a spiritual legacy with his educational ideas is the teachings of Korkit ota.

Korkit was a famous Kazakh singer, musicologist and scientist of the VIII-IX centuries. The educational advice and aphorisms of the scientist are of great educational value. Korkit left instructive advice to the next generation on respecting parents, family relationships, upbringing of a boy and a girl, various qualities of human character. For example, a girl who does not learn from her mother is bad, and a boy who does not learn from his father is bad. The saying that such a child is not good enough to unite the people and feed them from home is thought-provoking. The father pays special psychological attention to the character of women and divides them into groups. One group of women is the backbone of the family, hospitable, grown-up women, while the other is dishonest, impatient; the third is gossip, women who do not adhere to cleanliness [7].

The world-famous scholar and enlightener Abu Nasr al-Farabi (873-950) expressed his views on human perfection, happiness, education and upbringing, morality, and attitude to religion in his famous works "The City of Noble People" and "On Achieving Happiness" [3]. Speaking about ways to get rid of unnecessary traditions (which are still found in family life and marital relationships), Farabi says: "Leaders (husband or wife) must also change the past, which embodies bad habits. Otherwise, if he follows the requirements of the past and keeps his mood, there will be no ease, change and growth in life." He also emphasizes that "whatever helps (knowledge, morality, profession) to achieve happiness, it is necessary to try to turn it into something useful, to preserve and strengthen it" [3].

Another view of Abu Rayhan al-Biruni (973–1048), one of the thinkers of the East, on family relations is also noteworthy. In his views, Biruni pays special attention to the upbringing of women. In his book Mineralogy, he quotes parents' advice to girls who are getting married, emphasizing that peace, harmony, and happiness in the family are the responsibility of more women, and writes:

"My daughter! You leave the house you studied and go down to an unfamiliar house. You don't know all the qualities of your future groom. You will be the earth, and it will be heaven. So you treat him in such a way that if you are as humble as the earth before him, he will be as noble as heaven. Just as heaven makes the earth green with its healing rain, so it pleases you with its tender mercy. Again, if you are her maid, she will be your servant. Let your husband hear only soft and sweet words from you, do not sit in front of him in a naughty or old dress or without braids on your face and hair in order. A father named Abdullah ibn Jafar said while marrying his daughter:

- You should avoid jealousy, because it is the key to separation. If you are angry with your husband, he will arouse hatred. It is better for you to be kind to your husband, who is better than any magic, and to use water, which is the first of all fragrances." [6]

In his views, Beruni emphasized that family peace is in the hands of intelligent, intelligent, educated women.

Abu Ali Ibn Sina (980–1037) was one of the most distinguished thinkers in the field of family relations. Alloma's valuable insights, especially about how women should be in life, never lose their relevance. The section "Afsofi bekhtarin zanho" in her book "Tadbiri manzil" talks about the well-being of women.

The great scholar Alisher Navoi's (1441–1501) views on the relationship, duties, virtues of women and their role in the family are incomparable. In the chapter "On marriage and wives" of the work "Mahbub-ul-qulub", the thinker gave a wonderful account of marriage and its benefits, family etiquette and the virtues of women in the family. Navoi emphasizes the role of women in marriage: "A good wife is the state and happiness of the family. The cleanliness of the house is from it, the calmness and serenity of the host is from it. If it is beautiful, it is sad, if it is kind, it is nourishing. When there is wisdom, there is order in the household, and the utensils are clean and tidy." [4]

The pedagogical and psychological views in the poems of the Kazakh poet Shal (Tileuke) Kulkeoglu (1748–1819) are built on a social basis, suggesting that the garden at the head of the young man begins with the family. She said, "When a man meets a young man, he is a good wife. If his wife is bad, then he will leave the name of the husband in a bad name" he said, noting that if the young man's wife is good - the state of his head, and if he is bad - the husband is the salt of the land. Accordingly, the poet says in his poem "on women" that a bad wife fights with her husband, and when a guest comes, she frowns, saying that it is useless to drink tea from this house, and the guest leaves the house" [7].

In particular, Ahmad Donish, an oriental thinker who lived and worked in the second half of the 19th century, described in detail in his book Navadir ul-Waqoe (Rare Events) the "Description of marriage etiquette, conditions of marriage, hostility of mother-in-law and daughter-in-law." According to the thinker, after reaching a certain age, a person needs to get married. Of course, during this period, a person will understand the duties of family, family happiness, marriage, childhood, parenthood. Indeed, the sage states that it is the duty of every man (husband) to love and respect a woman. Family happiness is the desire of people to live up to their goals. According to Ahmad Donish, family happiness depends more on wives, because for a man there is no greater blessing than a righteous wife, the idea that unity, harmony and order in the family are in their hands, as well as the motives for marriage in marriage [5].

The poet and enlightener Abay Kunanbaev (1845–1904) in his works and sermons paid great attention to educational issues. The educational significance of the scholar's exhortations is extremely remarkable. In his poems, the scientist describes in detail the peculiarities, customs and traditions of the Kazakh people. For example, "Call the groom, hand the girl, start the wedding. Introduce the girl - let the people share your joy, there is a mess with friends, they will not be interesting without death", - said [1]. In the above verse, Abay described the existence of specific traditions of the Kazakh people - the introduction of the girl, the transfer, yor-yor, face opening. Abay also described the peculiarities of Kazakh girls in detail in his poems "Pen", "Girl's word", "Black of my eyes" and others.

Rizouddin ibn Fakhraddin, a Tatar scholar who lived in the second half of the 19th century and the beginning of the 20th century, wrote in his book "Family": morality, family and marriage,

family relationships, parental duties, children's duties, the role of wives in raising children, the general role of wives in marriage. Extremely exemplary advice and guidance were given on the role of the mother [9]. In this play, he emphasizes the following on the role of marriage and wives: "... it is known that the issue of marriage is one of the great things of Islamic law, and marriage is as necessary as the establishment of a country, and a number of regulations have been issued in this regard. Those who follow the rules that came out for the family will one day be able to make their families beautiful and finally be able to govern this small country. Therefore, more or less, they will live their lives with pleasure, and the few hours of their lives will be blessed." [9]

"If the family is like a ship, the wife is the rudder of the ship. Just as a ship with great power on the river follows the movement of the tail, so in the example of the country, the movement of the wife within the family is followed. The fact that the condition of the nations before us, at the same time as the condition of women, is worthy of proof proves the validity of this claim. It is clear that a nation whose wives are educated is educated, and a nation whose wives are uneducated is a nation without education, a nation whose wives are industrious, enterprising, and strong-willed is a nation that is tall and whose wives are lazy or extravagant." [9]

Fakhr-ul Banot Sibgatullah kizi, a scholar who lived in the late 19th and early 20th centuries, has such important educational works as "Girls' Education" and "Family Lessons". The scholar's book "Family Lessons" contains educational advice on women's upbringing, morals, etiquette, home and child rearing, health and family health, the relationship of relatives, mother-in-law and duties of the bride. [10].

He gives the following instructions on the relationship between mother-in-law and daughter-in-law: "When you say mother-in-law, the cold effect on the faces of brides and mothers-in-law when it comes to brides, unfortunately, is seen in every home. Few mothers-in-law are happy with their mother-in-law or mothers-in-law who are happy with their daughter-in-law. These misfortunes are undoubtedly due to a lack of upbringing. It is something born of ignorance. An educated lady knows how to honor and respect her mother-in-law, and a mother-in-law who knows herself knows how to love and treat the bride well. Saying that "The bride and her mother-in-law do not boil in the same cauldron," is nothing but empty words uttered by a hostile and uneducated woman.

Girls who go to the groom should think once and for all that a man called a mother-in-law is the mother of his wife's life. Her husband is someone who has lost her body. If this woman had not given birth to that land, she would not have been able to find this good land. He would not have taken her to his son if she had not wanted him. Just as it is a religious duty for women to respect their husbands, so it is their duty to pay homage to their mothers and relatives. Mothers-in-law should know that the eldest lady in the house is the mother-in-law. It is obligatory to follow the elders not only among the family, but everywhere. The bride is also a lady, but she must show her ladyhood by respecting her mother-in-law and her relatives. The mother-in-law is the eldest in charge of the house." [10]

Abdurauf Fitrat, one of the great representatives of the twentieth-century Turkistan Jadid movement, pays special attention to the family and its role in society. Book of thinker "Family or family management procedures" provides in-depth coverage of the need to start a family, the relationship of family members, the rights and duties of parents, children, the upbringing of

children [2]. In this play, the sage puts forward his valuable thoughts on what marriage and the future couple should focus on in the first place.

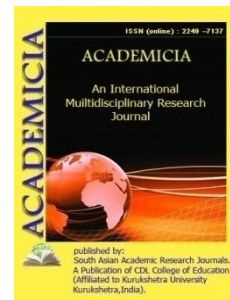
CONCLUSION

The conclusion from the opinions of our above scholars is that in women it is expedient not only to have external and internal beauty, but also to have a perfect moral image. This, in turn, is directly related to family upbringing. Many aspects of upbringing are directly related to the moral maturity of the father and mother, the warmth of the relationship between them, and the psychological environment in the family. Because the moral image of the parents plays an important role in upbringing.

The ideological unifying basis of all Eastern thinkers was that they emphasized the role of the family in the upbringing and development of the individual, especially the role of the family in the mental and moral development of the individual, the guiding and educating functions of parents and loved ones. While they place a number of qualities that can only be developed in the family - honesty, purity, courage, eloquence, kindness, honesty - above all other qualities, the high qualities of human relationships are passed from parent to child and their positive impact on society and expressed practical guidance in this regard in their philosophical, sociological, and psychological views.

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DOI: **10.5958/2249-7137.2021.00665.0**

LEXICAL AND SEMANTIC CHARACTERISTICS OF GEOLOGY TERMS IN ENGLISH AND RUSSIAN LANGUAGES

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ABSTRACT

The article discusses English and Uzbek terminological system of geology in lexical and semantic characteristics. The terminology systems of both languages are dominated by compression types of variance performing compression functions scientific text and compact presentation of scientific and technical information. However, in the Russian-language terminology system, synonymy wider: 67% options in Russian language, 47% in English language. During its formation, the geological term system has come a hard way. Between the state of this term system during its formation and in there is not and cannot be a complete correspondence, evidence of which are heterogeneous in time, sources and principles of nomination terms.

KEYWORDS: *Term, Terminological System, Synonymy, Antonymy, Polysemy, Homonymy, Doublets, Abbreviations And Acronyms*

INTRODUCTION

Progressive changes in modern science, technology of the late XX - early XXI centuries and occurring in the world globalization processes increase the role of information exchange between representatives of the world scientific and technical communities. Integration of scientific knowledge, their constant expansion and deepening raises interest of linguists in problems terminology. The importance of research in the field of terminology is that currently in the general literary language more than 90% of new words are special vocabulary.

It is noted that currently, along with new directions of terminological research (historical, cognitive, typological, sociolinguistic), the comparative terminology. Comparative analysis of terminological systems in different languages is carried out on the basis of the principles of

comparability, consistency, terminological adequacy, and sufficient depth comparison, accounting for positive and negative carryover linguistic knowledge, two-sided comparison, accounting functional styles and territorial unlimited.

The term, being a multifaceted phenomenon, is a multifunctional unit with a number of features that allow you to fully implement the specifics of its denotative and connotative meanings within the term system a certain area of knowledge. [5; 20] In our research, the term is understood as expressed in verbalized the result of professional thinking, an essential element professional communication: a term is a word or a phrase that calls the concept of a certain field of knowledge, requiring definition and being an element of a certain terminological system. Applied to the object of our analysis as a term we consider a word or a phrase, denoting the concept of the sphere of geology, which is an element of this terminological system and serves to ensure professional communication. Terms geology, forming a harmonious system, are included in macro system of terms of geological affairs and form common terminological space.

Main part

The evolution of geology terminology as a strict hierarchical system of concepts is inextricably linked with industrial development. During its formation, the geological term system has come a hard way. Between the state of this term system during its formation and in there is not and cannot be a complete correspondence, evidence of which are heterogeneous in time, sources and principles of nomination terms. Current terminology geology is an established, an orderly, but continuing its development system. Content term of geology that relates to a special concept characteristic of a private field of knowledge, determined by the current level of development of the relevant industry national economy. The relationship between the elements of a given specific terminological systems are due to the internal organization and the orderliness of the system of concepts of geology.

Research has shown that the terms geology can enter into a paradigmatic systemic relationship and demonstrate ambiguity and laxity of meaning. The data units are characterized by synonymy, antonymy, polysemy and homonymy.

Whilst analyzing term system, the presence of intra-industry synonymy and unconditional similarity of types of doublets (absolute synonyms, variants) of one term in both languages. The variety of types of variation of the term has led to the selection of several groups of analyzed units, among which the most frequent are as follows:

1) doublets that differ in complete coincidence of semantics with a partial difference in structure (opposition by variance create components of the term-phrase): a) doublets are term elements in an inconsistent definition function: *Газонапорный режим - режим газовой шапки*, [1;22] *axis - direction (ось)* [2;18]; b) phrases that match the base word, a doublet is a term element – terminologized adjective or participle in classifying function: *слой сбрасывания - слой опадания, ablation breccia - solution breccia (абляция брекчия)*; c) terms-phrases in which as a doublet term is the base word: *абсолютная хронология - цифра абсолютного возраста, abandoned mine - abandoned workings (заброшенная шахта)*;

2) doublets, semantically identical units of different language levels that have at least one material bond, which gives variants with different morphological and syntactic characteristics formal similarity: a) morphological and syntactic variants (elliptical

synonyms): *вулканический пенел* – *пенел*, *absolute bulk strength* – *bulk strength* [2;22] (*абсолютная объемная прочность* – *объемная прочность*); variants differ in complete coincidence of semantics when the presence of different types of formal structure of the term-word combination; when such doublets are formed, truncation occurs (due to certain professional lack of information) a term element restored from the context; this way variation in terms of geology is the most frequent; b) doublets formed by an elliptical way with the help of derivational affixes followed by transformation of the phrase into a separate significant word: *воздушная атмосфера* – *воздух*, [1;18] *accessory mineral* – *accessory* [2;29] (*аксессуар минерал* – *аксессуар*);

3) Abbreviations and acronyms: *Аномальновысокоепластовоедавление (АВПД)* [3;6], *Air Pollution Control Association – APCA* (*Ассоциация по контролю за загрязнением воздуха*);

4) Doublets - derivational synonyms: *Наращивание* – *аккреция*, *drill* – *drilling*;

5) Doublets - graphic options: *API gravity* – *общепринятая шкала Американским нефтяным институтом выражение удельного веса масел*. [1;74]

Synonymous relations of units of terminological systems are complemented by antonymy, which plays an important role in determining the place of the relevant concepts within a specific areas of knowledge. In the terminology system of geology in Russian and English, the antonymy is based on opposing denotations for the purpose of their subsequent classification when building a strict hierarchical system within the framework of this the field of knowledge and the terminology system serving it.

In the Russian- and English-language terminology system of geology, depending on the expressed type opposites identified the following groups of terms-antonyms:

1. By the structure of the root: a) antonyms of different roots, expressing the qualitative opposite; value opposite is represented by the meaning of the root of the word: *надземные воды* – *подземные воды*, *backsight* – *foresight* [2;217] (*обратное визирование* – *предвидение*); b) single-root antonyms in which the semantic opposition is expressed by the first part of a compound word or various prefixes: *подземная кладовая* – *надземные ресурсы*, *productive horizon* – *unproductive horizon* (*продуктивный горизонт* – *непродуктивный горизонт*); this type of antonymy is the most common in the English terminology system. Most often in the role indicator of semantic opposition are the following prefixes: *не-*, *без-(с-)*, *дез-*, *де-*; *-un-*, *im-*, *in*; paired prefixes: *над-* – *под-*, *микро-* – *макро-*, *за-* – *внутри*, *гипо-* – *гипер-*, *суб-* – *сверх-*, *олиго-* – *поли-*, *ре-* – *де-*: *confined aquifer* – *unconfined ground water* (*замкнутый водоносный горизонт*) [4;390]

2. By semantic structure: a) gradual (contra, opposite): *degradation* – *aggradation* (*деградация*) [4;438]; b) non-gradual (contradictory, complementary): *destructive wave* – *constructive wave* (*деструктивная волна*, *разрушающая волна*) [4;446]; contradictory is transmitted using single or paired antonymous prefixes: *не-*, *без-*, *non-*, *dis-*; *anti-*, *un-*, *in-*; *вос(з)-* – *нис(з)-*, *на-* – *под-*, *а-* – *де-*, *ex-* – *in-*, *de-* – *re-* and the suffix *-less*: *concordant coastline* – *discordant coastline* (*согласная береговая линия*) [4;386]. Similar antonyms prevail in the studied term system and are quite common in the same context, including contact use.

3. Contextual antonyms: *closed lake* – *open lake* (*бессточное озеро*) [4;361]

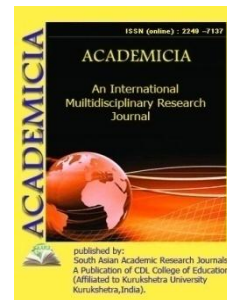
CONCLUSION

The study showed an unconditional similarity in education variants of the term in Russian and English: availability in one the terminology system of original and borrowed terms, morphological, grammatical and elliptical variants, and different types of abbreviations based on the principle language economy. The terminology systems of both languages are dominated by compression types of variance performing compression functions scientific text and compact presentation of scientific and technical information. However, in the Russian-language terminology system, synonymy wider: 67% options in Russian language, 47% in English language.

Research has shown that antonymic terms in both languages have a similar structure, express a relationship of contradiction a qualitative feature that can be analyzed and measured, a binary representations of the concept in the oppositions "top - bottom", "inside - outside", "Increase - decrease", etc. Antonyms included in the investigated term system, differ in contact use and coincidence lexical compatibility.

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DOI: **10.5958/2249-7137.2021.00666.2**

PEDAGOGICAL BASES OF FORMATION OF READINESS OF STUDENTS TO WORK

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ABSTRACT

The article describes the pedagogical foundations for the formation of readiness of students to work. The concept of labor activity or readiness to any activity is widely interpreted in pedagogy. The formation of students of employees is one of the most pressing issues of today. The article features ways to attract students to useful labor and the formation of students for employment.

KEYWORDS: *Work for Work, Education, Work Education, Labor, Continuous Work Activities, Criteria and Principles, Indicators.*

INTRODUCTION

The issue of involvement of students in the employment and beneficial activity is one of the modern teacher's goals. Student training is a process directly connected with radical changes in society and production. The concept of readiness to work is interpreted differently in the field of pedagogy, despite its widely used literature. And Kruteskiy describes the concept of readiness in its "Psychology of students' mathematical skills": "The sum of the characteristics is a much wider understanding than abilities; we call it readiness for any activities. We find it appropriate.". In other publications, an important condition for the opinion of any activity, in particular activities, is determined in the meantimes that encourage the future activity. In order to prepare readiness for employment should not be limited to taking into account the activity and skill of the person, taking into account its inner strengths, creative opportunities and specific character characteristics in assessing the readiness of the individual is also important.

Readiness to work with work has a complex structure, the consideration of many syllabilities is the main leading directions in their study. There is a complex structure of labor activity and training, which includes the moral and reward qualities of mutually close to each other, the knowledge of socially important motives, professions and work activities and skills and practical skills and practical skills. covers the skills.

Recently, observations show that the analytical functional approach is limited to studying readiness to work. Well-known Russian Peagogi V.A. Sukhomlinsky's opinion pollutes: "We are not only able to enter the skill achieved by practical skills and qualifications, and the skills achieved by adults. This is just one side of the labor. The essence of labor culture is the role and importance, intellectivity, intellectivity, spiritual wealth, and vocational, vocational activity of the work of a person is the guibution and improvement of human goals. "

Readiness to employment is also considered as a single concept that uses all the researchers, which set the individual, which allocate the individual.

The readiness of the readiness to work is a concept that combines all the features of the human activity to society, substitutes to the social duty to society, substitutes to the active profession, the foundations of knowledge, the basics of the identity of the person, individual psychoselessness and socially beneficial involves the skills.

Preparation of students for employment is a broader sense that it is perfect in all respects.

The pedagogical scores show that schoolchildren should form the following two types:

1. Polytechnicization Klabs, the willingness of nationalornomial preparation that contains national engineer Polytechnical Skills and Qualifications.
2. Moralism based on social and labor activity of the person in accordance with the requirements of the community.

Preparation of students in the educational process in general education schools is to form preparation in the field of agriculture to perform the tasks that each worker should perform.

Depending on the above statement of the readiness of work, students can be divided into the following structural parties: knowledge, economic knowledge, skills, and skills, and spiritual readiness, physical readiness, physical readiness , choosing a profession and consciously choice of profession.

The current stage of the development of our society, the nature and content of labor, the nature and high demand for human development will be given to life. Accordingly, the one should make clear changes in the joy of life. Each student must develop education and even pre-school schools and even pre-school classrooms, later in grades of higher grades above, and then continue their knowledge in vocational education. It is to teach all its strengths and abilities to expand political knowledge, arms with modern knowledge, and combine physical labor in every way.

Based on these cases, the youth of business and entrepreneurs seeking to convey the public education system, disciplined, disciplined and initiative, creative, and regularly increase its knowledge and skills, and business. Preparation of the younger generation for labor is one of the main tasks of the training process at general education schools.

Labor education and tasks are resolved in primary schools in primary education systems and throughout the educational and entities. At this point, job classes play a leading role. The issue of training and life of students to work and life is one of the current issues today. Students should always be clear, its various types of their types are a strong place, which are strictly identified in the social production process. The current production process is facing high demands not only to technologies, but also on people ruling this technique. Closing students in detail, they involve attracting them to the various various activities of useful activity, which is considered a key leading activity. This requires students with the socially beneficial work of students in general education schools and requires the implementation of education by combining education. Labor is a key toilet in comprehensive way, is an important spiritual virtue of man in manusing his identity. The proper organization of labor education should be taught to overcome the challenges, not abruptly abandoning the hardships, but not to abandon the case in achieving the assignment. . Positive results here are important to show the feelings of pleasure, enjoyment and satisfaction of satisfaction. Personal psychological properties such as the interest, ability, aspiration of the person are formed in labor.

Organization of students in national values in improving the efficiency of students on the basis of national values, the widespread use of labor traditions and national crafts of the Uzbek people is one of the main directions.

Today, the school students' readiness to work with the formation of scale soyosiy social, economic, demographic, ethnic, educational point of view, looking optimistically. In secondary schools, students show that they have a number of shortcomings that need to be decided to work.

Including:

- The need to form economically and practical readiness on students today;
- Not their adequate identity in the educational process with different conditions for the labor activity;
- These include the fact that the types of national handicrafts are not reflected in the context of labor education in preparing students for their employment.

It should be noted that the growing principle of schools, the growing principle of labor activities in the field of industrial and agriculture is largely determined the relevance of this economy in many ways in terms of the growing principle of labor.

It is known that labor is a necessary socially useful activity to create necessary material and spiritual resources for the lives of people. Labor is one of the intellectual activities of this man and one of the most glorifiable. Working is the supreme form of a unique mind - matter. The two characteristic funds of any manufacturing process is available and the working section, and on this basis, we view a number of technological and labor processes. When it is said technological process, a part of the production process related to changing the product of production is understood. When we are called the labor process, a part of the production process is the work or part of the manufacturing process, which embodies the mental and physical actions aimed at performing a particular technological process. However, such work can be highlighted in such a unique methods for specialists in all professions. We will show this as follows:

Planning methods: to study technological documents, technological process and sequence of technological process, conditions of performance, performance of labor and doing the work, and similar such similarities.

Apparently, it is advisable to get acquainted with the study of basic methods of work in the process of working education in systems of continuing education. The pedagogical science studies the general education and professional skills in the course of employment of students:

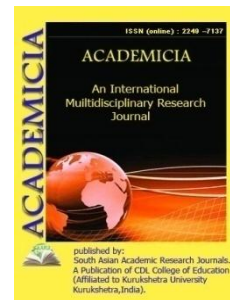
- The skills of hummimorne skills - to read, control, monitor and measure machinery, and their self-control skills are included.
- The use of technical skills - the use of technical documentation, work preparation and performance of labor movements, the quality of processing is included.

In addition, the skills are separated by the type of tools, carpentry and hocozo, depending on physiological and psychological processes, and sensitive skills. The skills in different ways in different ways, the teacher's words, examination, testing through sample and formation through exercise methods were shown in detail in pedagogy. That is the difference in any skills and practice that he is an important difference in his knowledge. The culture of labor culture will be formed with a lot of exercises that will be accompanied by a regular explanation that it is regularly explaining to follow the order and action seizures in this work.

In short, teachers who want to work in teaching work should begin to master a certain fact. Students should always be clear, and different types of it must be a certain position, which are strictly determined during the social production process. The success of the knowledge of labor education, the success of this process shall be largely due to the success of this process depending on the knowledge of the teacher and work. The important task facing general education schools is closely linked to the task of fully approval.

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DOI: **10.5958/2249-7137.2021.00667.4**

THE ROLE OF MATHEMATICS IN TEACHING ELEMENTARY STUDENTS BASIC ECONOMIC CONCEPTS

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ABSTRACT

In this article, we focus on informing young school-age children about some of the economic terms found in math textbooks. In this regard, in the next school year in the primary grades will be introduced "National curricula" that will not overload children on the basis of advanced foreign experience, instead of state educational standards. In addition to imparting mathematical knowledge to elementary school students in mathematics lessons, the teacher is also tasked with developing the necessary skills and abilities to solve problems related to the practical application of this knowledge in people's daily lives.

KEYWORDS: *Economy, Sum, Shop, Buyer, Purchase, Money, Budget, Income, Economic Education, Economic Literacy, Trade Culture, Debt, Profit.*

INTRODUCTION

Since the independence of the Republic of Uzbekistan, great changes have taken place in the economic sphere, as well as in all spheres of our life. Before independence, the economy of our country was based on command, but after independence, it lived on the basis of laws and regulations based on market relations.

We all know that in a market economy, all members of society need to be economically literate. Economic literacy cannot be achieved in a day, a month, or even a year. The only way to solve this problem is to start economic education at school or even in kindergarten.

“In order to radically improve the quality of education, first of all, curricula, textbooks for teachers and professors should be developed in accordance with the requirements of the President of the Republic of Uzbekistan ShavkatMirziyoyev. It is necessary to create meaningful and comprehensible textbooks for children in order to develop their analytical and creative thinking skills. In this regard, in the next school year in the primary grades will be introduced "National curricula" that will not overload children on the basis of advanced foreign experience, instead of state educational standards. In this regard, the relevant ministries will soon instruct their educational institutions to create a new generation of textbooks on specialties.

The petition states that this update will be implemented in primary education from the 2021-2022 academic years.

These are issues that can be addressed in economics or environmental education if we focus on the practice exercises in all math classes in primary education. In this article, we will focus on the implementation of economic education, based on the content of the issues in the process of solving problems in order to integrate educational and pedagogical tasks in teaching.

Resolution of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated May 7, 2020 No PK-4708 "On measures to improve the quality of education and development of research in the field of mathematics". Improving the quality of teaching in mathematics and the development of scientific research in this field and the implementation of scientific developments in practice has been identified as one of the priorities. It is clear that in the process of teaching mathematics, one of the most important tasks is to provide students with the knowledge and skills to apply the results of research in practice, as well as to form their economic literacy.

Even in ancient times, people faced the problem of how to raise and spend money. Only economically literate people can solve this problem wisely. This begs the question of what economic literacy is all about.

In general, economic literacy means a conscious understanding of basic economic concepts and making wise decisions from the concepts in order to improve people's living conditions. More specifically, economic literacy is a set of knowledge, skills, and abilities that lead people to improve their well-being. Making short-term decisions based on the extent and scope of the use of basic economic concepts in society, and making long-term economic laws based on the potential of natural and human resources.

Accumulating one's money honestly and using it wisely is one of the main economic problems facing everyone. We all know that not all young family heads today are able to solve this problem in a positive way. According to Methodist economists O.V.Krivos and A.N.Kolomeychuk, students' economic literacy can be formed not only in the social sciences, but also in all subjects studied during school. The role of mathematics, in particular, is enormous.

All the processes that take place in nature (physical, chemical, biological, physiological, mechanical, even social, pedagogical and psychological, in general, all social) take place on the basis of certain mathematical laws. Many of these processes are now being studied by scientists, who have invented their mathematical expression, the mathematical formula.

They ask: Why do some people still need these mathematical formulas today? These formulas are not used in our daily practical life, are they? We will be able to observe all the processes that led to the mathematical formula.

In a short period of time, our country has become one of the most developed countries in terms of economic potential and is one of the leading countries in many areas. But in order to maintain this potential and leadership, our state needs talented, educated young people who have a good understanding of economic affairs.

Economic problems cannot be solved without mathematical calculations. It is impossible to run a business and entrepreneurship successfully. It is obvious that in order to increase the economic literacy of the population, life itself requires the development of the concept of literacy under the motto "all economic literacy".

Over the past three years, the government has done a lot to improve the financial literacy of the population. These include the opening of training centers and courses focused on specific specialties, the reorganization of faculties for retraining and advanced training of new types of personnel, the teaching of financial sciences in secondary and special, secondary education and etc.

In our view, it is time to create an organizational pedagogical model for the study of financial literacy for students in grades in secondary schools. The first step in creating this model should be to consider what financial concepts should be given to preschool children based on their mathematical knowledge in a preschool organization, and how these concepts can be imparted through didactic games supplemented with mathematical concepts. It will be necessary to determine which of the financial concepts should be taught to each group in kindergarten.

The meaning of the economic term studied in each of the 4 groups in kindergarten (small, medium, large, middle and preschool) is more related to the daily practical lives of children, as well as to the teaching will be appropriate.

The set of economic terms that should be taught to students in primary education should also be defined. It is a logical continuation of the economic terms that most children learn in kindergarten, and these terms need to be continued from simple to complex in content. In addition to imparting mathematical knowledge to elementary school students in mathematics lessons, the teacher is also tasked with developing the necessary skills and abilities to solve problems related to the practical application of this knowledge in people's daily lives. Many entrepreneurs today face difficulties and even crises in their business because they are well aware of the economic laws of a market-based society. To be a good entrepreneur, you must first know the basics of economics and economics, that is, the laws of economics. Students need to be taught this from the school desk. If there are fewer articles in newspapers, magazines, and popular literature devoted to a particular education, devoted to raising the economic literacy of the population, all of them are intended only for students in grades 5-11.

We believe that economic education should start in kindergarten and primary education. In this methodological article, we will try to focus on small school-age students, some economic concepts in mathematics lessons, and issues that determine their place in people's practical lives.

Problem 17 (4th grade math textbook)

39 buckets of water have been prepared to irrigate the crops. After 4 buckets of water were prepared for each hole, 3 more buckets of water were added. How many furrows are irrigated?

The given problem can be solved in both ways.

The structure of the problem shows that it is a complex problem, consisting of two simple problems. When solving a problem arithmetically, a complex problem is solved by dividing the given problem into 2 simple problems and solving each of them separately.

All elementary school math classes focus on solving simple and complex problems arithmetically, so that students have enough knowledge, we solve the problem algebraically, taking into account the availability of skills and abilities, and pay attention to its economic education.

The issue's end has the recaptured Doomsday in the control of the KGB. Let's define the number of these unknown slots as x . From the content of the issue, it is clear that this is the solution:

$$4x+3=39$$

It is the root of the equation.

We find the solution of the problem by developing the equation:

$$4x+3=39; \quad 4x=39-3; \quad 4x=36; \quad x=36:4; \quad x=9$$

We check the correctness of the solution by placing the value of the unknown x in an unknown position in the constructed equation to make sure that the equation is a numerical equation. Indeed:

$$4*9+3=39; \quad 36+3=39; \quad 39=39$$

So the solution to the equation is 9, and 39 buckets of water are put in 9 buckets of 4 buckets, and 3 buckets of water are left over. By solving the problem, the main didactic goal of the lesson was to strengthen the students' mathematical knowledge of problem-solving equations and to form the skills and abilities to solve equations in a certain sense.

It is well known that the main purpose of solving any mathematical problem is to provide students with educational tasks in addition to education. Once we have a solution to a problem based on the content of the problem, we can give students an understanding of both environmental and economic knowledge at the same time. Based on the purpose of the article, it is possible to inculcate in students the importance of both economic and environmental linkages.

The key issue is to explain the role of water in human life, its importance in the flora and fauna of nature, the limited availability of clean water, and the need to use it wisely, without wasting it. The teacher can focus the economic part of the problem on economic education in the process of completing various tasks (creating problems based on tables, diagrams, numerical expressions and equations) given in the Primary Mathematics textbooks.

In this regard, let's look at the following assignment from the 4th grade math textbook:

437. Create a problem using the table and check the solution.

Price	Quantity	Cost
250 sum	6kg	270 sum

?	3kg	
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Exercise. In the shop, Sharofat bought 6 kg of candy for 2,500 sums per kg and Noila bought 3 kg of biscuits for a few sums each. If they both paid 27,000 soums to the shopkeeper, how much did Noila pay for 1kg of biscuits?

We solve the exercise algebraically, that is, by constructing an equation. If we denote the quantity sought by x , then the quantity sought in the problem is as follows

$15000 + 3x = 27000$ is found by processing the equation.

$3x = 27000 - 15000$

$3x = 12000$

$x = 12000 : 3$

$x = 4000$

We check the solution of the equation.

$15000 + 3 \cdot 4000 = 27000$

$15000 + 12000 = 27000$

$27000 = 27000$

The equation is solved correctly.

Once the problem is still solved, the teacher can directly inform the students about some of the economic concepts (money, sum, customer, shop, shopping) given in the problem.

An elementary school teacher has a great opportunity to implement financial education through the interaction of disciplines, as primary education teaches only the basic subjects. In addition, information on all types of parenting can be provided at all extracurricular activities.

In short, the more educated each family member is, the richer the family will be. And our state will be stronger.

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DOI: **10.5958/2249-7137.2021.00668.6**

FEATURES OF THE ANTHROPOMETRIC PHENOTYPE AND PSYCHO PHYSIOLOGICAL CHARACTERISTICS OF JUNIOR AND CADET ATHLETES

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ABSTRACT

The success of athletes in high-level competitions is an important component of the country's international prestige. In this regard, the situation regarding the importance of the health of athletes for their achievement of high sports results has acquired particular relevance [4; 17; 19]. The results of scientific research have proven that the optimal health indicators of athletes are based on the state of dynamic balance between the functional reserves of the body and the factors affecting it [1; 9; 22; 23]. At the same time, the magnitude of the influence of the factors that are inherent in the modern system of training athletes on the body of those involved increases in proportion to the stages of their professional development, which requires not just optimal health indicators, but the presence of an appropriate level of reserves of functions of its components [7; 12; 26]. The value of the latter is the basis of the athlete's reliability - an indicator that is characterized by high performance of actions and its stability in extreme conditions of activity [5].

KEYWORDS: *Sport Medicine, Sports Genetics, Predicting The Capabilities Of Athletes, Selection Of Athletes.*

INTRODUCTION

In the classical practice of sports medicine, it is generally accepted that all preventive, therapeutic and rehabilitation measures should be carried out on the basis of data from an in-depth medical examination of athletes, the resulting component of which is a conclusion on the admission of the examined to training activities [5; 15; 24]. The admission is carried out according to the following criteria: "healthy", "practically healthy", "requires a limitation (full or partial) of training activity." But it follows from practical experience that the data obtained are

sufficient for carrying out therapeutic and rehabilitation measures for a specific athlete, but not enough to substantiate the organizational and methodological foundations of the system of measures aimed at protecting the health of a vast contingent of athletes, especially during critical periods of ontogenesis.

Thus, it becomes clear that, from the point of view of health savings, it is of particular interest to study not just the health status of young athletes, but a comprehensive level-by-level screening of the functional state of those involved. This type of layer-by-layer "screening" will allow to determine the corrected risk factors for the development of somatic pathology in athletes within the framework of uncorrected factors (determinants), in this case it is sports specialization and a stage in the process of many years of training.

According to the research by Svetlana Lyugailo (Results of studying the health status of young athletes: the first level of screening studies) _ using classical approaches to assessing the health status of young athletes, on the basis of the existing criteria for their admission to sports, the previously determined trends in the influence of ontogenetic risk factors for the emergence and development of somatic pathology in the age aspect and in the aspect of professional development. At the same time, a number of negative points were established:

- firstly, despite the presence of diseases and dysfunctional disorders in the somatic systems, athletes continue the training process, which indicates insufficient control over the functional state of the trainers by the coaching staff and medical workers, who provide the process of training young athletes directly at the place of training;
- secondly, despite the comprehensive examination provided for by the algorithm for conducting an in-depth medical examination, the information received regarding the health status of athletes is not sufficient to formulate a rehabilitation diagnosis, since it is impossible to draw a true conclusion about the adaptive capabilities of the body of a young athlete to physical activity from the data obtained, to obtain quantitative characteristics of the parameters that form the adaptation reserve and, moreover, to predict the occurrence of dysfunctional disorders in various systems of the body of athletes.

The above organizational miscalculations in the development of the structural components of the concept of physical rehabilitation for dysfunctional disorders of the somatic systems of the body of young athletes (somatic diseases) will be taken into account in the group of exogenous corrected risk factors for diseases in athletes.

One of the rapidly developing areas of modern genetics is the development of molecular genetic approaches to determine a person's predisposition to various types of activity. So, in particular, in recent years, a search has been carried out for molecular genetic markers that determine a person's ability to perform high sports loads (Montgomery, 2000; Rogozkin, 2004), which is determined by the need to substantiate a system for selecting people for sports and correcting the training process. This approach is the most promising, since it allows you to determine the genetic predisposition to high physical activity and to carry out a targeted differentiated selection of children for sports at the earliest stages of their sports activity. It should be noted that in 2000 a human genetic map was created, in which genes were introduced, which in at least one study revealed associations with physical indicators and / or influenced human health (Rankinen, Bray et al, 2006). In the early 2000 version, the map included 29 genes. The 2005 version, 6th - amended, includes 165 autosomal genes, 5 - located on the X chromosome, as well as 17

mitochondrial genes. To date, work of this kind is carried out only in five countries: the USA, Great Britain, Australia, Russia (Scientific Research Institute of Physical Culture - under the leadership of Doctor of Biological Sciences, Professor Rogozkin V.A.; laboratory of molecular genetics research of the Department of Genetics at the Bashkir State Pedagogical University - under the leadership of Doctor of Biological Sciences, Professor Gorbunova V.Yu.) and Kazakhstan. On the site www.genoterra.ru - the register of leading scientific institutions, the laboratory of molecular genetics research of the Department of Genetics of the Belarusian State Pedagogical University is included in the list of groups engaged in the search for genetic markers that determine people's predisposition to sports activities.

Currently, predictive medicine is actively developing, the purpose of which is to identify possible diseases in a particular patient by the DNA structure, as well as to develop a set of preventive or health-improving measures based on these studies. Such preventive measures are also important in sports, which is why sports genetics can achieve high results using scientific methods.

A lot of data, including the results of recent studies, confirm the influence of polymorphism of some genes on the physical characteristics of the athlete and, as a result, on the predisposition of the athlete's body to strength loads or endurance training.

It is necessary to take into account that the development and manifestation of a person's physical qualities depends on both genetic and environmental factors. The more genetic factors influence physical qualities (high degree of heritability), the less successfully these qualities are trained, and vice versa [1].

Sports genetics allows you to calculate the limit for each person to perform any type of exercise, depending not only on the nature of the task, but also on the genetic components. The human genotype largely determines such important characteristics for athletes as strength, endurance, muscle fiber composition and muscle mass, flexibility, neuromuscular coordination, and reaction speed [2, 8].

Over the past few decades, certain hereditary factors have been identified that are responsible for the development of the above qualities in humans. Therefore, sports genetics provides useful information on how to improve the performance of performances, which athletes to select for competitions and which of them will be able to cope with the task at hand. The selection of young, promising in their hereditary qualities athletes (at the same time the minimum risk of intense physical activity for their health) is an important issue in sports medicine, which can be solved by modern methods of genetics.

The introduction and active use of molecular genetic technologies allows you to create an optimal training program specifically for each athlete, in which the body's energy resources will be used as efficiently as possible, which will allow achieving high sports results.

I would also like to note that in connection with the active development of genetics as a science and methods of its study, genetic research is becoming more and more accessible. At the moment, sports genetics is present not only in elite sports, but also in amateur sports. Fitness is an important part of a healthy lifestyle, and you should approach the issue of its correct organization responsibly. In this case, on the basis of genetic research, a geneticist can recommend a specific diet, diet, exercise regimen, as well as the nature of the exercises, taking

into account the individual characteristics of the organism. In addition, sports genetics makes it possible to identify diseases to which a person is genetically predisposed (for example, cardiovascular diseases, bronchial asthma, obesity). Based on the data obtained, it is possible to recommend preventive measures to prevent these diseases for each individual person.

Sports genetics is a young science. Its proclamation as a branch of knowledge took place at the Olympic Scientific Congress "Sport in Modern Society", which was held in Tbilisi in 1980. The International Scientific Society for Sports Genetics and Somatology was also established there.

In 1983, Claude Bouchard first coined the term genetics of fitness and physical performance. Then he published two reviews in one issue of the journal "Exercise and Sport Science Reviews", where he presented generalizing facts, firstly, about individual differences in response to physical activity, and secondly, about the heritability of many qualities involved in the process of physical activity [3, 10].

1995 was marked by the beginning of the international project HERITAGE (HEalth, RiSk Factors, Exercise Training and GENetics) led by Claude Bouchard. The project involved several research centers and more than 800 volunteers who were subjected to physical activity for several weeks. K. Bouchard and his colleagues searched for polymorphic loci associated with physical activity, and published hundreds of works on the topic of heritability of physical factors in humans. The progress in understanding this issue has been significant.

In 1998, the journal "Nature" published a scientific article "Human gene for physical performance" by a young British scientist Hugh Montgomery. He presented the results of his work with a team of authors (19 people) on the study of the role of the ACE gene (angiotensin converting enzyme) in sports activities. H. Montgomery and his colleagues investigated a group of alpine climbers [4,9,11.]. The size of the article is only one page, which says that one of the polymorphic alleles of the ACE gene - allele I provides endurance, and allele D - the speed-strength qualities of an athlete. The conclusion was based on the fact that in athletes who are successful in sports requiring endurance, the frequency of allele I is higher than in the control group, and in athletes of high-speed types, allele D predominates [5].

This publication attracted the attention of the entire scientific community and society as a whole. The world media reported on the discovery of the "sport gene" (ACE gene), thanks to which it was now possible to identify a predisposition to a particular sport or physical activity in any person.

Among domestic scientists, it should be noted Eduard Georgievich Martirosov, who created on the basis of Russian Research Institute of Physical Culture and Sports in 1972 the Laboratory of Sports Anthropology (later called the Laboratory of Sports Anthropology, Morphology and Genetics) [6, 29].

Later, research in the field of sports genetics was started in the laboratory of prenatal diagnostics of the Research Institute of Obstetrics and Gynecology. D.O. Otta (St. Petersburg), , as well as in the laboratories of the Institute of Biochemistry. A.N. Bach of the Russian Academy of Sciences (Moscow), the All-Russian Scientific Research Institute of Physical Culture (Moscow), the Scientific Research Institute of Transplantology and Artificial Organs (Moscow) and the Russian State University of Physical Culture (Moscow) [7,30]. Now such laboratories are located not only in Moscow and St. Petersburg, but also in other large scientific centers in Russia.

Sports genetics is developing quite rapidly, since the number of new studied genes that characterize the physical qualities of a person is growing exponentially: in 1997 - 5 genes; in 2000 - 24 genes; B 2004 - 101 genes [8, 27]. To date, about 200 genetic markers (DNA polymorphisms) associated with the development and manifestation of physical qualities are known [9,21,25].

In sports, in order to achieve the highest performance, talented athletes must be selected correctly and in a timely manner, and then included in long-term, planned training programs [10, 20, 28].

Today, due to the fact that investments in sports and individual athletes reach significant amounts, the issue of effective selection of athletes is more relevant than ever [10, 14, 16].

Each of us is individual, we carry unique genetic information. And our uniqueness can be studied with the help of DNA diagnostics methods, which shows the characteristics of metabolism, the state of organ systems, the properties of the psyche.

It is impractical and irrational to perform DNA typing for all possible genes responsible for the athletic characteristics of a person. The information obtained must be correctly interpreted and conclusions drawn in relation to each individual case. Moreover, the analysis of one gene is not informative enough.

Genetic analysis provides information about the hereditary predisposition to a particular sport. For example, skeletal muscle is made up of two distinct types of muscle fibers: fast and slow. Slow fibers are characterized by a small force of contraction, but low fatigue, they are involved in the performance of low-intensity strength work for a long time. Fast fibers, on the contrary, are distinguished by a greater force of contraction and high fatigue; they are used when performing short high-intensity strength work [11,13,18,31]. For muscles, which are dominated by slow fibers, aerobic exercise will be the most effective. These sports include swimming, rowing, tennis, long-distance running, cycling, and walking. And for muscles, which are dominated by fast muscle fibers, anaerobic loads (strength training) are most effective. Wrestling, sprint running, powerlifting, arm wrestling, rock climbing are examples of physical activity based on anaerobic muscle metabolism.

The type of muscle fibers prevailing in our body is genetically determined (this is associated with the ACE gene polymorphism). Thus, the results of a distance runner (long-distance runner) in a 2000-meter run negatively correlate with his own results in a 100-meter run.

When the type of physical activity matches the hereditary predisposition, the person can achieve the best results and get the most from the training in the shortest possible time.

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DOI: **10.5958/2249-7137.2021.00669.8**

IMPROVING THE METHODOLOGY OF BASIS OF PEDAGOGICAL CONDITIONS THAT HELP THE FORMATION OF CARTOGRAPHIC COMPETENCE IN STUDENTS

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ABSTRACT

This scientific article is based on flexible, evolving selected pedagogical conditions, taking into account the pedagogical conditions that help higher education institutions to form cartographic competence in students majoring in "Geography", the successful formation of cartographic competence, optimizing the process of teaching individual, random, cartographic subjects issues of formation of cartographic competence of students are described.

KEYWORDS: *Individual, Randomly Selected Pedagogical Conditions, Cartographic Disciplines, Teaching Process, Optimization.*

INTRODUCTION

For the successful formation of cartographic competence of students, it is necessary to identify pedagogical conditions that facilitate this process and thus ensure the effectiveness of student training.

Based on the understanding that individual, randomly selected pedagogical conditions cannot significantly influence the formation of cartographic competence through career-oriented learning technology, we consider flexible, dynamically evolving complex pedagogical conditions necessary to optimize the teaching process of cartographic subjects.

The pedagogical conditions of effective teaching in cartographic subjects should also be

understood as a set of measures developed by the teacher to ensure the implementation of person-centered teaching technology in the learning process that contributes to the formation of cartographic competence of students.

The main part. The results of experimental teaching using person-centered learning technology aimed at the formation of cartographic competence of students confirmed the research hypothesis that the teaching of cartographic subjects is the most effective and the formation of cartographic competence will continue more effectively if the following pedagogical conditions are met:

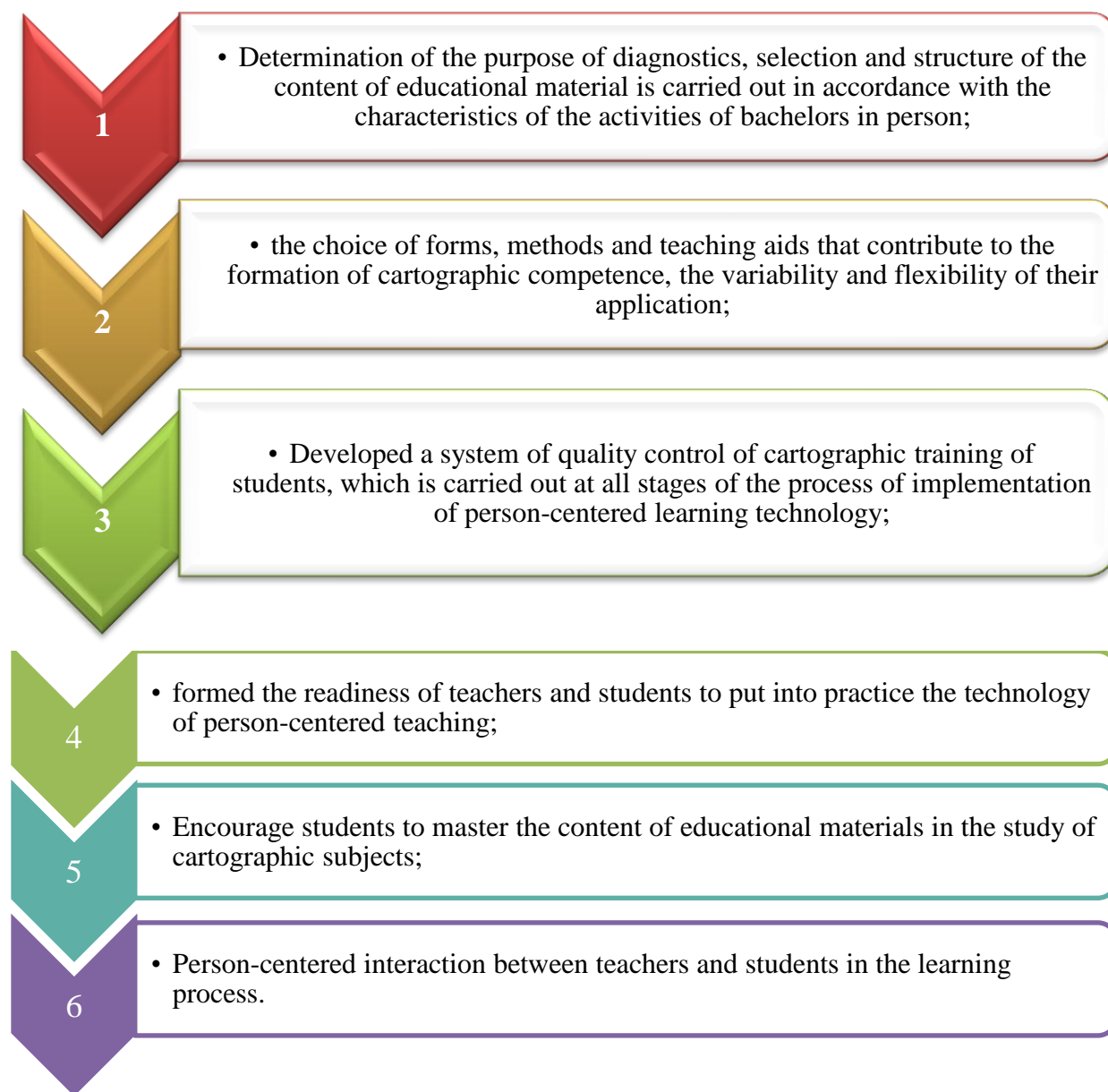


Figure 1. Pedagogical conditions

RESEARCH RESULTS AND DISCUSSION

According to the results of the experimental test, we substantiate the importance of the so-called

conditions that help to form the cartographic competence of students of higher education institutions.

An important condition that contributes to the formation of cartographic competence of students is the goal setting, selection and structure of the content of educational material in accordance with the standard of higher education.

Goal setting is one of the most important steps in designing a person-centered learning technology aimed at shaping the cartographic competence of higher education students.

Goal setting in the context of person-centered technology provides motivation: each lesson involves an appropriate system of goals: didactic, educational, developmental, mainly aimed at creating an indicative basis for student activities to master the learning content.

Goal setting requires the selection and structure of learning material. The main content of the training material is determined by the direction of education and the standard of education related to this area.

One of the conditions is the choice of these special forms, methods and teaching aids. Given that this condition is described in detail and is reasonable, we will focus only on the basic rules.

The use of certain forms and methods of teaching is characterized primarily by a special type of interaction and interaction between teachers and students, created on the basis of unity of content and goals of personal training and acting as the most important condition for personal development.

Within the framework of person-centered technology of teaching cartographic disciplines, various methods and forms of training were used to ensure maximum activation of students' learning and cognitive activity. Together, they create a tool that guides the process of shaping students' cartographic competence.

The use of the following teaching methods in the teaching of cartographic subjects - lectures (including its non-traditional forms), seminars, laboratory classes, practical and independent work, special games, tests, consultations, field practice, abstracts and individual interviews - confirmed their hypothesis. They contribute to the formation of students' cartographic competence.

Monitoring and evaluation of learning outcomes provides information about the level of formation of cartographic competence of students in the process of mastering cartographic disciplines. This allows the teacher to clarify the purpose and content of the lesson in a timely manner, to reconsider approaches to the choice of teaching methods, forms and tools, thereby changing the learning trajectory, and the student learns the correctness of mastering the material based on reflection. The following types of control were used: initial, current, intermediate, final.

Current supervision is carried out systematically during the planned classes and is directed to the student. The student must be self-directed and understand the level of mastery of their knowledge and skills, on the basis of which the teacher can, if necessary, correct the reading activity in a timely manner. To do this, it is advisable to use computational-graphical, descriptive and measurement functions.

The task of intermediate control is to determine the level of mastery of the cartographic material of each module by students in general. Test assignments are used for this (by options).

The final control is carried out in the final stages of the training, which allowed to determine the level of formation of cartographic competence of students.

The most important element of a teacher's readiness to form cartographic competence in the context of the use of person-centered learning technology is his integrated training, ie: knowledge of his subject and related disciplines, computer capabilities and skills to work with it; mastering the skills of managing students' learning activities.

In our opinion, the qualities of a teacher of cartographic sciences in higher education institutions are: knowledge of the subject, the ability to communicate with students, the ability to create an environment of interaction in the classroom, high methodological skills, ie work with pedagogical and methodological technologies. as a teacher in a higher education institution, she must have design, constructive, flexible, organizational, communicative, diagnostic, practical, evaluative and reflective skills.

The teacher should develop and build person-centered learning technology, substantiate the logic of organizing pedagogical interactions with students at the communicative level, define forms, methods and criteria of teaching, formulate pedagogical tests and test assignments to organize supervision and self-monitoring, etc. Thus, the content of the teacher's work takes on a creative character, which requires him to constantly update his integral knowledge and personal growth. Teachers, even those with extensive experience (training) in teaching, are often far from new educational technologies in the field of theory and teaching practice, do not master them and do not understand their importance due to conservative thinking. They often experience a psychological barrier to the development of innovative approaches to teaching, which is often obscured by doubts about the pedagogical potential of new technologies.

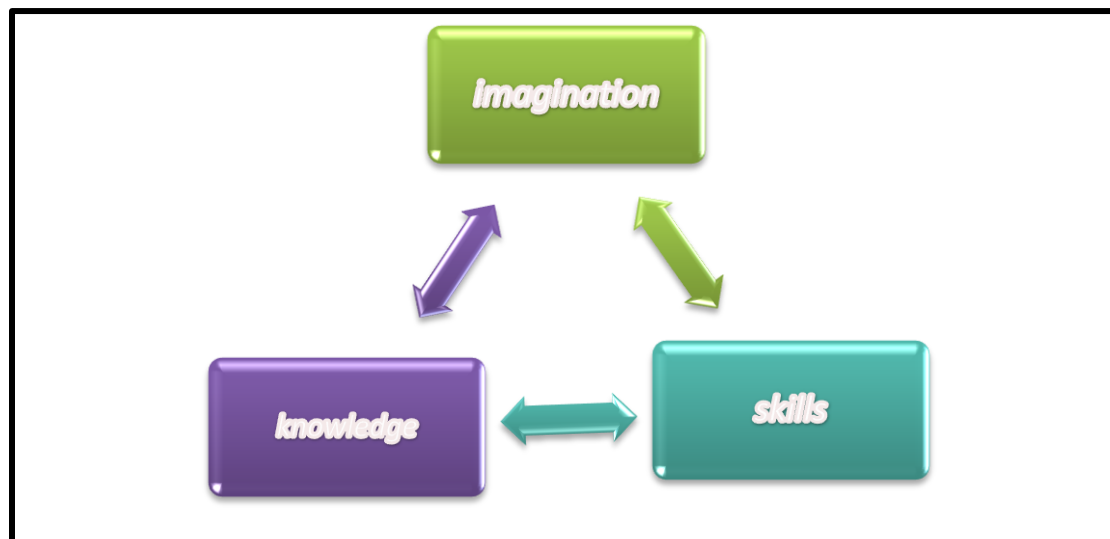


Figure 2. As a result of studying the course, teachers can get:

imagination: about the problems and trends in the development of the education system; Status and prospects for the development of educational technologies in higher education; the role of special discipline in the system of personal training; the specificity of teaching this discipline in

higher education; knowledge: about the basic concepts of the course ("technology", "teaching technology", "teaching technology design, etc."); teaching technology design methods; specific features of the use of teaching technologies in special subjects; traditional and innovative methods, forms and means of teaching; didactic requirements for the organization of such classes and methods of their conduct; the content and mechanisms of the organization of independent work of students; the basis for the development of control, test assignments and exercises; skills: design, construction and application of teaching technology; implementation of goal setting; content identification; selection and compilation of educational material; modern methods of teaching special subjects; monitoring the learning process; organization of independent work of students, determining its type, size and content; determine the level of mastery of the material studied by students; to analyze and evaluate the quality of assignments given by students, to identify the reasons for students' lag and to adjust the learning process in this regard; to diagnose, analyze and evaluate their individual activities and their results.

In order to create teachers' interest in designing educational technologies and introducing new educational technologies, in our opinion, it is necessary to provide individual competitions, encourage the work of teacher-innovators, as well as certification of developed educational models and subsequent publication of catalogs.

Live exchange of experiences in a narrow range of conferences of special science teachers working in different universities is very effective. Such conferences provide an opportunity not only to learn about new areas of science teaching, but also to see the development of advanced technologies, to compare different approaches.

The role of the teacher is changing due to the introduction of modern teaching technologies in the educational process of higher education institutions. In connection with the emphasis on the independent acquisition of knowledge, the consulting, corrective direction of the teacher's teaching activities will increase, the requirements for his personal, general cultural, communicative qualities will increase significantly. Thus, the requirements for personal training of teachers are growing in the context of excessive scientific and educational information provided to students during their studies at the university.

Summarizing the above, it should be noted that in order to realize the teacher's readiness to apply person-centered technology in practice, it is necessary to:

- 1) Mastering of new educational technologies and didactic experience by the teacher existing in other higher educational institutions;
- 2) Training on the basis of the program, which provides not only the use of professionally oriented learning technologies in the educational process of the university, but also their design.

Based on the results of the experiment, we substantiate the impact of the availability of person-centered teaching technology on teacher performance, which carries out the formation of cartographic competence of students. In terms of the application of this technology, the following trends are distinguished: first, the teacher is freed from increasingly difficult didactic functions, including control functions, leaving only creative functions; second, its capacity to manage the process of cartographic competence formation is significantly expanded; third, there is a growing demand for teacher personal preparation.

The training of not only the teacher but also the students is important for the successful

implementation of person-centered teaching technology in the educational process of the university.

Therefore, one of the features of the professionally oriented technology of teaching cartographic sciences in higher education was the targeted orientation provided by individualization, differentiation and a person-centered approach to teaching. This technology is the subject of educational activity - it should be adapted as much as possible to the student.

Analysis of the problem of readiness for work in the psychological pedagogical literature, the application of a system-activity approach, the results of experimental work allow to identify the main signs of the student's readiness to use person-centered learning technology in cartographic sciences. Among them, we highlight the following: the formation of positive motivation for the study of cartographic sciences; availability of necessary knowledge in basic school subjects; adequate mastery of communication skills and abilities; readiness for creative activity. The next pedagogical condition is the motivation of students to master the content of educational materials in the study of cartographic subjects. This stands out as one of the necessary conditions for the formation of cartographic competence of university students, as it is a necessary factor for successful learning. Acceptance of goals, understanding of their importance and significance to the individual has a great impact on the motivation of students' learning activities.

The next pedagogical condition is the motivation of students to master the content of educational materials in the study of cartographic subjects. This stands out as one of the necessary conditions for the formation of cartographic competence of university students, as it is a necessary factor for successful learning. Acceptance of goals, understanding of their importance and significance to the individual has a great impact on the motivation of students' learning activities.

CONCLUSION: The effectiveness of the educational process largely depends on the implementation of person-centered interactions between teachers and students in the educational process.

The system of teacher-student relations in the organization of pedagogical interaction in the teaching of cartographic sciences is based on the principles of a person-centered approach.

Summarizing the results of the experimental work, it can be noted that the development of professionally oriented technology of teaching cartographic sciences and its application in the educational process of higher education helps to form the cartographic competence of higher education students.

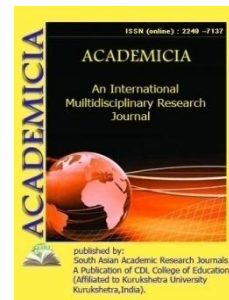
- The experimental work confirmed the pedagogical conditions for the use of person-centered learning technology, which provides the formation of cartographic competence of university students;
- the choice of forms, methods and teaching aids that contribute to the formation of cartographic competence, the variability and flexibility of their application;
- Developed a system of quality control of cartographic training of students, which is carried out at all stages of the process of implementation of person-centered learning technology;
- formed the readiness of teachers and students to put into practice the technology of person-centered teaching;

- Encourage students to master the content of educational materials in the study of cartographic subjects;
- Person-centered interaction between teachers and students in the educational process.

Thus, the complex of pedagogical conditions identified in the process of experimental work contributes to the effective operation of the developed professionally oriented technology of teaching cartographic sciences, aimed at the formation of cartographic competence of university students.

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DOI: **10.5958/2249-7137.2021.00670.4**

PSYCHOLOGICAL FEATURES OF THE CHILDREN'S TRANSITION FROM KINDERGARTEN TO SCHOOL EDUCATION

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ABSTRACT

This article describes the psychological features of the child's transition from kindergarten to school. The transition to compulsory education, as opposed to free leisure activities. A child's playfulness, inability to be independent and very low level of emotional and social development prevents him or her from being ready for school. Such children cannot find their place among their peers and peers. Moral, volitional readiness for school A child's moral behavior at the end of childhood, moral behavior and a new social point of view in the development of consciousness. A child's playfulness, inability to be independent and very low level of emotional and social development prevents him or her from being ready for school. Such children cannot find their place among their peers and peers.

KEYWORDS: Education, Speech, Psychology, Kindergarten, School, Education, Thinking, Play Activities.

INTRODUCTION

The effectiveness of teaching children in school depends to a large extent on their level of preparation. Preparation for school education is an important outcome of education and upbringing of a child of preschool age in preschool institutions and in the family. The level of readiness of a child for school education is determined by a set of requirements for school. The

peculiarity arises from the new socio-psychological role of the student, the new tasks and responsibilities that he must be prepared to perform. Admission to school is an important period in the life of a child due to changes in the system of relationships with others. For the first time in a child's life, socially important learning activities take center stage. Unlike the usual free play activities, education is now mandatory and requires four serious attitudes from the first grader. As the leading type of educational activity, the child rebuilds his daily life.

Any educator can determine a child's readiness for school without using any tools. Some parents also know approximately how healthy, agile, independent, intelligent, ready to learn a kindergartener is. Kindergarten educators have sufficient pedagogical, technological knowledge and experience to correctly determine each child's readiness for school. They should be able to rely on the requirements of the education and training program in the kindergarten. If the child develops normally in the preschool period, if there were no strong influences on his physical and mental development, then the child reaches the level of education at the age of seven. But there are also some families and children who are not ready for school in kindergarten. Such children undergo a special examination under the supervision of a specialist and the specialist draws a conclusion about the level of readiness for study. A child's playfulness, inability to be independent and very low level of emotional and social development prevents him or her from being ready for school. Such children cannot find their place among their peers and peers. They need help in their daily activities: they cannot understand and perform assigned tasks independently; the fine movements of their hands are not well developed. Vocabulary richness, limited expression, poor memory, inability to generalize, etc. These are caused not only by the poor social status of the child, but also by hereditary factors, serious and complex diseases, minor congenital injuries, neuroses conditions also cause. The child begins to understand education as a responsibility to the whole country, to the participation of people in working life. Once a child is a student, he or she takes on a qualitatively new place compared to preschool age.

A distinctive feature of the education system is that the school system is constantly improving. School education requires from a first-grader not any special knowledge and skills, but more complex forms of mental activity, a higher level of moral will, the ability to control their behavior, and greater confidence than in previous years. The task of the educational institution is to prepare the whole system of educational work from children to study in a school that more fully meets the requirements of school education.

Preparing children for school education is, firstly, an educational work in preschool institutions that provides a high level of overall development of children of preschool age, and secondly, education that children should learn from primary school. Accordingly, in the psychological and pedagogical literature, the concept of preparation is defined as the development of the child's personality, and in two interrelated aspects to school, study, general psychological preparation and vaspecial. Considered in preparation.

The general preparation for school is an important result of the educational work of the kindergarten in accordance with the long-term goal of comprehensive education of preschool children.

Preparation for school is at such a level that the child has reached the level of mental, spiritual, volitional, aesthetic and physical development by the time he or she goes to school, which creates a new environment for the child's schooling and learning materials. The concept of

general preparation successfully summarizes important qualitative indicators in the mental development of a child going to 1st grade in terms of school education. Psychological preparation for school education is based on the child's aspiration to learn, the desire to become a student, a sufficiently high level of cognitive activity and thinking operations, the acquisition of elements of the child's educational activity, the will and social development. The whole complex of the child's psychological preparation for school includes the introduction of the child to the classroom, the conscious active acquisition of educational material in school, the fulfillment of a wide range of school responsibilities.

A child's special learning for school is in addition to his or her general psychological learning for school. It is determined by the child's availability of specific knowledge, skills, and competencies required studying academic subjects such as mathematics and mother tongue.

Intensive work in preschools on the development of the simplest mathematical concepts in children, the development of speech and preparation for literacy provides the necessary level of special preparation of children for school.

A child attending school must be prepared for a new way of life, a new system of interaction with people, active mental activity. He must have achieved a certain level of physical development in order to fulfill new serious responsibilities. In the context of the child's general readiness for school there are interrelated aspects, the most important of which are spiritual, mental, physical preparation. Moral, volitional readiness for school A child's moral behavior at the end of childhood, moral behavior and a new social point of view in the development of consciousness. Is characterized by the ability to actively acquire perspective and to build a relationship with the teacher, classmates on a moral basis.

The content of school, moral and voluntary training is determined by the requirements for the personality and character of the child, depending on the position of the student. The preparation for the implementation of these high requirements is carried out in the process of continuous, goal-oriented educational work with preschool children in preschool institutions and in the family.

In this regard, the child's ability to control his own behavior, which develops during the preschool years, is a conscious observance of the rules or the requirements of the educator, not to give in to nervousness, to achieve the goal. Demonstration of the ability to do the desired work to the end, which attracts, but distracts from the goal, and deserves this attention. The basis for the development of voluntary behavior in the future student The interdependence of causes is related to the voluntary, conscious aspirations of older preschoolers to overcome their current passions in the pursuit of spiritual goals. Naturally, preschool education. At this age, the child's behavior is not characterized by a high degree of voluntariness, however, it is important to establish a voluntary behavioral mechanism during this period to ensure the transition to a new type of behavior in the school.

Features such as independence, organization and discipline in the personal behavior of the child in the preparatory group are also important in the decision-making of pre-school moral and volitional training.

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DOI: **10.5958/2249-7137.2021.00671.6**

ON THE PRINCIPLES OF ARTISTIC AND PSYCHOLOGICAL DESCRIPTION OF THE PSYCHOLOGY OF THE PERSON IN THE "BOBURNOMA"

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ABSTRACT

The article consists of the principles of artistic and psychological description of the psychology of the person in the work "Boburnoma" of Zahiriddin Muhammad Babur. The value of the work is that the information provided in it is distinguished by its accuracy and objectivity in the assessment of historical figures. The author approaches the issue from an artistic psychological point of view and focuses on drawing scientific conclusions.

KEYWORDS: *Boburnoma", Information About The Character Traits Of Historical Figures In Boburnoma", Psychology Of Personality, Principles Of Artistic And Psychological Description*

INTRODUCTION

The life and work of the great king and poet, the great commander Zahiriddin Muhammad Babur have been attracting the attention of world scholars for centuries. Among the classical medieval Arab-Muslim thinkers of the East, there is very little of the personality that became famous at the level of Babur, who was the earliest studied in world oriental studies, and who is well known and popular. Recognizing his legacy as a classical poet, it is worth noting that the work that brought him worldwide fame was "Vaqo'e" (Events), later translations into many world languages of his famous work "Boburnoma". "Boburnoma" is a perfect example of the memoir genre, a historical and artistic source. The work has also become a source of research in various languages for literary critics, historians, linguists, art historians, ethnographers, and representatives of the animal and plant industries.

Today, this unique work of prose has been translated into 31 languages. According to the authoritative opinion of Babur in The Cambridge History of Islam, "... he was a great poet not only in prose (Vaqoe) but also in poetry" [2]. Another rare work in Oriental literature, Tarihi Rashidi, mentions this: "Babur was a small king, who, in the midst of various phases, was victorious in bravery. And no one has ever recited a poem in Turkish after Amir Alisher, may God bless him and grant him peace. There is a book of Aytgan, Turkish. Very good. They called him Mubayyin. [3]

In connection with the life of Zahiriddin Muhammad Babur in "Boburnoma" historical and social events in Movorounnahr, Khorasan, Afghanistan and India in the last quarter of the XV century, as well as prominent figures in the socio-political life of their time, their character, beliefs, spiritual world, the complex situations in their psyche, the psychological processes are described in an artistically and psychologically unique way.

In the work "Boburnoma" 1551 people are mentioned. Among them, the portraits and spirits of many historical figures (Temurid rulers, military officials, representatives of science and art) are skillfully drawn, their personal characteristics are revealed through the description of their actions and activities. In illuminating the images and qualities of historical figures, Babur sought to treat them fairly, to express the most important aspects of their character in as concise and concise terms as possible, succinctly, based on their way of life and circumstances.

Preliminary information about historical figures in the "Boburnoma" (events of 899 AH), ie psychological analysis of the description given to Babur's father Umarshaikh Mirza and the surrounding emirs, shows that the character traits and moral psychological qualities of people in the text of the work not only complements the information but also increases the value and charm of the work.

In "Boburnoma" the author accurately describes the positive qualities of personalities, as well as negative ones.

For example: Speaking about the character of Umarshaikh Mirza, he said, "... he was a kind, humorous, eloquent and sweet person. He was a courageous and courageous man. "Elsewhere, he said," He was indifferent to clothes and food, or Because of the threat of land acquisition, many reconciliations turned into war and friendship into enmity." [1]

Zahiriddin Muhammad Babur, being a man of high faith, evaluates people's behavior, first of all, according to their faith, piety, and the degree to which they follow the rules of Islam, either positively or negatively, and expresses his strong views in this regard.

About Umarshaikh Mirza: "In the Hanafi school, he was a man of pure faith. He did not pray five times a day. He had completed the prayers of Umrah. "QosimbekQavchin said:" He was a Muslim and a pious man. He was a tyrant and a disbeliever." [1] He had a negative attitude towards such people.

In this short passage, Babur gives historical information about Umarshaikh Mirza and his 12 emirs, as well as psychological characteristics. Below, we have tried to compare the positive and negative psychological qualities given to historical figures:

Names of historical figures	Positive psychological qualities	Negative psychological qualities
Umarshaikh Mirzo	8	2
Emirs		
KhudoyberdiTemirtash	2	0
HafizMuhammad	2	1
HojaXusayinbek	2	0
SheikhMazidbek	2	1
AliMazidbekQavchin	0	4
HasanYaqubbek	4	3
QosimbekQavchin	4	0
BoboquliBoboAlibek	1	4
AlidustTagoyi	0	8
WeissLogariy	0	1
AliDarvesh	2	2
KambaraliMongol	0	4
Total	27	30

It is clear from the table above that Babur was right in his work. He seems to have tried to be fair and impartial in evaluating people. It should also be noted that the relative abundance of negative qualities mentioned in people shows the very demanding nature of Babur's character towards those around him and himself.

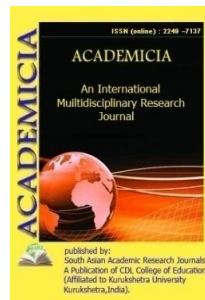
When we examine the psychological descriptions given to individuals in this section of the "Boburnoma", we see that the author focuses most on the moral psychological qualities in people, such as generosity, nobility, poverty and cruelty, cruelty, greed, hypocrisy, conspiracy and greed. Babur then refers to such volitional qualities as courage, bravery, zeal, discipline, or the verb narcissism. In the next place, the qualities of politeness and communication attract his attention, he notes such qualities as politeness, eloquence, humor - a tendency to humility, modesty or flattery, a tendency to flattery, "harshness".

On the basis of the above small section of the "Boburnoma" it can be concluded that the psychological analysis of the text of the work allows to reveal not only the importance of psychological information in it, but also new aspects of the personality of Zahiriddin Muhammad Babur.

Therefore, "... the study and promotion of Uzbek classical and modern literature at the international level, the analysis of this multifaceted topic in connection with the most important processes taking place in the world literary space today, to draw the necessary scientific and practical conclusions, to determine our future tasks [4] defines the current challenges facing Uzbek literature. Given the requirements of these tasks, one of the important methodological tasks is to study the problem of the principles of artistic and psychological image as a literary and aesthetic category in "Boburnoma".

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DOI: **10.5958/2249-7137.2021.00699.6**

EVALUATION OF SOME PHYSICO-CHEMICAL PARAMETERS OF POUCH MILK SAMPLES AVAILABLE IN BUTWAL SUB- METROPOLITAN CITY NEPAL

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ABSTRACT

Milk is nearly complete food and contains all essentials components in nearly balanced form. In the present study four different brands of pouch milk samples viz, DDC, Lumbini, Godhuli and Panchamrit commercially available in Butwal city were collected and the physico-chemical characteristics including- moisture, pH, casein and fat were analysed. It was found that all measured parameters were found as per recommended standard as compared with reported nutritional quality of milk from various countries. The main objective of the study is to determine some of the physico-chemical properties of milk sample and to provide nutritional benefits for health. All these tests were carried out in Chemistry laboratories of BMC and DDC in Butwa Industrial Area. The value of pH ranged from 6.69 to 6.72, moisture ranged from 90.5% to 91.45%, the casein ranged from 3.12 to 3.4 and fat ranged from 2.87% to 3.06%, where Lumbini pouch milk had highest pH while Godhuli had highest moisture content and casein also while Lumbini had highest fat content. These parameters were determined and data were analyzed from period of 15 March 2019 to 30 May 2019.

KEYWORDS: *Physicochemical Characteristics, Pouch Milk, Milk Analysis*

INTRODUCTION

Milk is an important sources of all basic nutrients required for mammals including human beings. Milk is a complex colloidal solution (emulsion) containing fat globules, casein micelle and whey proteins in aqueous solution of lactose, minerals and few other minor compounds. Milk is the characteristics secretion of mammary glands of all mammals. In 2011, FAO estimates

85% of all milk worldwide is produced from cow, about 11% by buffaloes, 2% by goats, 1.4% by sheep and 0.2% by camels. So cow's milk dominates commercial production worldwide.

Fresh milk contains all the essential nutrients as lactose, fat, protein, minerals and vitamins in balanced ratio rather than other food (Hossain et al., 2013). According to (Byron et al., 1974) the average composition of fresh milk is water 87.20%, dry matter 12.80% (fat 3.70%, Protein 3.50%, Lactose 4.90% and Ash 0.70%). The average composition of the milk of each of several mammals is given by Imran Mohammad (I. Mohammad et al., 2008) pH in the range of 6.59-6.93, moisture in the range of 76.4% to 86.8% and casein in the range of 2.18% to 3.26% among buffalo, cow and goat. According to R. Minard (Penn State Univ. Department of Chemistry, USA) (R.Minard et al., 1990) moisture in range of 90.6% to 87.4%, casein in the range of 2.0% to 5.5%, fat in range of 1.1% to 6.5% and lactose in the range of 4.5% to 7% among horse, cow, human, goat and sheep.

Milk from various mammals such as human, cow, buffalo, goat, sheep, camel etc. are used for different nutritional purposes such as feeding to young ones and preparation of some nutritional products such as milk cream, butter, yogurt, ghee, cheese, ice milk, sour milk, hot chocolate, pudding etc. (Webb et.al., 1974 Hassan, 2005). Consumers always demand nutritionally enriched milk and dairy products (Kamao et al., 2007). Early lactation milk contains colostrums, which carries the mother's antibodies to its young and can reduce the risk of many diseases. Interspecies consumption of milk is not uncommon, particularly among humans, many of whom consume the milk of others mammals. (Bhatia et al., 2015).

As an agricultural product, milk is extracted from non human mammals during or soon after pregnancy. India is the world's largest producer of milk, and is the leading exporter of skimmed milk powder, yet it exports few other milk products. The ever increasing rise in domestic demand for dairy products and a large demand supply gap could lead to India being a net importer of dairy products in the future. The United State, India, China and Brazil are the world's largest exporters of milk and milk products. Throughout the world, more than six billion people consume milk and milk products. Over 750 million people live in dairy farming households. (Bhatia et al., 2015).

Mammals consume milk in the nutritionally significant weeks following birth. Whole milk contains vitamins (principally thiamin, riboflavin, pantothenic acid and vitamins A, D, and K), minerals (calcium, potassium, sodium, phosphorus, and trace metals), proteins (which includes all the essential amino acids), carbohydrates (chiefly lactose) and lipids (fat). The only important elements in which milk is seriously deficient are iron and vitamin C. Infants are usually born with storage supply of iron large enough to meet their needs for several weeks. Vitamin C is easily secured through an orange juice supplement.

Pasteurization is important processing of milk for two purposes-one for public health aspect and another for keeping quality aspect. Pasteurization is used to kill harmful pathogenic bacteria by heating the milk for a short time and then immediately cooling it. Types of pasteurized milk include full cream, reduced fat, skim milk, calcium enriched, flavored, and UHT (Ultra Heat Treatment). The standard high temperature short time (HTST) process of 72⁰ C for 15 seconds completely kills pathogenic bacteria in milk, (Ball et al., 1943) rendering it safe to drink for up to three weeks if continually refrigerated (Ranieri et al., 2009). Dairies print best before dates on each container, after which stores remove any unsold milk from their shelves. A side effect of

the heating of pasteurization is that some vitamins and mineral contents are lost. The main objectives of this study are to determine some of the physico-chemical characteristics of different pouch milk, to give baseline information regarding for human consumption and to find out the benefits of milk for human health. The significances of the study are: to find out the addition of water or other components which carry poor quality of milk, to improve farming and marketing technology for milk and to take step against selling of poor quality of milk.

RESEARCH METHODS

The sample

The present experiment were conducted in Chemistry lab of BMC and laboratory of DDC in Butwal Industrial Area. To perform the experiment, four commercial brand of pouch milk samples Viz, DDC, Lumbini, Godhuli and Panchamrit were selected from different sites of local market of Butwal. They were kept in refrigerator until analysis.

Samples preparation

Collected samples were divided into four portions. The first portion was used for the isolation of lactose content in samples. The second portion was used to determine moisture content in milk. The third portion was used to determine the fat content in milk. The last portion was used to determine the pH.

Physical analysis

The physical parameters were determined shortly after they were brought to the laboratory according to AOAC 2000's method. The pH was determined by pH meter (HI 98107, HANNA Instruments, Romania). Moisture content was determined gravimetrically by the difference between known weight of milk sample and the determined wt. of total solid after evaporating the liquid component of the milk sample on a hot plate.

Chemical analysis

Different chemical parameters such as total fat content was determined by modified Gerber Method (Acid-Butyrometer) while casein was determined by Gravimetric Method (Khadka N.M et al., 2013).

Statistical analysis

The primary data was collected after the experimentation and observation in the lab. The statistical analysis was done as per Steel and Torrie (1980), using Completely Randomized Design (CRD). The data was analyzed using appropriate statistical tools such as bar diagram, line graph etc. to find out the statistical differences within the quality of four different types of pouch milk samples.

TABLE 1: METHODS USED FOR DATA ANALYSIS

Parameters	Methods employed
pH	pH meter
Moisture content	Change in initial and final weight
Casein	Gravimetric Method

Fat

Modified Gerber method

Required chemicals and reagents

Acetic acid, Acetone, Ethanol, Distilled water, Sodium hydroxide, Magnesium carbonate, Ether and Sulphuric acid, Amyl alcohol etc.

Required apparatus

Volumetric flask, Measuring cylinder, Test tube Pipette, Beaker of different size, porcelain basin, Funnel, Filter paper, Burette, Burette stand, lamp, Tripod stand, Analytical balance, Conical flask, Water- bath, Oven, Aluminums dish, Spatula, Wire gauze, Desiccators, butyrometer, Digital Electronic balance and pH meter.

Physico-chemical Analysis of Milk

Milk samples for physical and chemical experiment were collected from different selected sites. The following physico-chemical parameters of the each samples were measured; pH, moisture content, casein and fat. After collecting the sample, different test were carried out in the chemistry lab of BMC while fat was analysed in the laboratory of DDC in Butwal Industrial Area.

Determination of pH

pH is a numeric scale used to specify whether the aqueous solution is acidic or alkaline. Milk is slightly acidic close to neutral (pH 6.6 – 6.7). The exact value depends on when the milk is produced, processing done to milk and how long it was packaged or opened. The pH of the milk samples were determined using digital pH- meter. (Hanna Instrument HI 98107, Made in Europe, Romania)

Determination of moisture content

Water content of milk is dependent upon the synthesis of lactose. Water content of milk can range from a low content in marine mammals to a high content in human milk from the dairy farm involves hauling considerable amounts of water. If water is added to cow milk the additional water is easily detectable by several methods. Moisture content is determined according to the AOAC 2000 Official Methods of Analysis. The moisture content is calculated using Equation (1):

$$\text{Moisture Content percent} = \frac{\text{Weight of water (W}_1\text{)}}{\text{Weight of milk(W}_0\text{)}} \times 100 \quad (1)$$

Where, W_1 = weight of water and W_0 = weight of milk

Determination of casein

Casein is a principle protein of milk to an extent of around 3-4 percent. It is a phosphoprotein, composed of at least 15 amino acids. Pure casein is amorphous, odourless, tasteless and hygroscopic white solid. Casein is precipitated at pH of around 4.5 by using acetic acid. The method of isolation of milk protein is listed below:

1. 100 ml of milk was taken in a round bottom flask and diluted with 50 ml water. It was heated to 45°C. Dropwise acetic acid solution(10%) was added slowly by stirring until precipitate was formed completely.
2. The precipitate was filtered and washed first with distilled water and then with alcohol, the precipitate was transferred to a mortar and was added some ether and grinded with pestle to remove fat. The solid material was filtered. This is crude sample of casein.
3. It was purified by following the process given in the practical book “A Core Experimental Chemistry by N.M. Khadka”.

The process was repeated with the same quantity of different milk samples.

Casein (protein) percentage has been calculated using Equation (2).

$$\text{Casein percentage} = (W/V) \times 100 \quad (2)$$

Where, W = weight of casein and V = volume of milk sample

Determination of fat

The fat content of milk product is an important indication of quality, both economically and physiologically. In the dairy industry, it is mainly determined by using “quick method”. Spectrometric measuring methods are often used. However, these methods have to be calibrated, which is costly. Many laboratories, are using a method developed by Swiss chemist and dairy owner Niklaus Gerber, patented in 1891 under the name “Acid - Butyrometer”. This method is still used because it is simple, fast, low- cost and suitable for a relatively high sample throughput. The fat content was determined by modified Gerber method as follows:

1. Clean and dry butyrometer was taken. 10 ml sulphuric acid was transferred with the help of pipette tilting about 30 degrees.
2. 10 ml of milk sample was measured and transferred to the butyrometer.
3. 1ml amyl alcohol was transferred with the help of tilt measure.
4. The mouth of butyrometer was covered with stopper key.
5. Butyrometer was carefully shaken without inverting until the content were mixed or dissolved.
6. Butyrometer was transferred into the centrifuge machine for 3 to 5 minutes (1000- 1400rpm)
7. After centrifuge, butyrometer was kept in water-bath at 66°C.
8. Reading was noted. Thus percentage fat was obtained.

STUDY RESULTS AND DISCUSSION

The samples of milk were analyzed by standard procedure as mentioned in chapter three using different method for each different parameter. The methods of calculation for each parameter were mentioned above and the result obtained is tabulated below;

TABLE 2: PHYSICO-CHEMICAL PARAMETER OF POUCH MILK SAMPLES AVAILABLE IN BUTWAL

Parameters		DDC	Lumbini	Godhuli	Panchamrit
pH		6.70	6.75	6.69	6.72
Moisture	Content	91.1	90.5	91.45	90.76
(w/w)%					
Casein (w/v)%		3.3	3.24	3.4	3.12
Percentage Fat		3.02	3.06	2.87	2.93

Source: Author's calculation

Variation of pH

pH is a numeric scale used to specify whether the aqueous solution is acidic or alkaline. Solutions with pH less than 7.0 are acidic and solution with pH greater than 7.0 are basic. Milk is slightly acidic close to neutral. The exact value depends on when the milk was produced, processing done to milk, and how long it was packaged or opened. Other compounds in milk act as buffering agents, so that mixing milk with other chemical brings their pH closer to neutral. Fresh milk from cow typically has pH between 6.5 to 6.7. However the pH of milk changes over time.

All the four samples were found to be slightly acidic or close to neutral in nature having the pH value ranged from 6.69 to 6.75. The pH value of all samples is tabulated in Table 2 and is graphically represented in Figure 1. The pH range found in current study was comparable with the finding in previous investigation in a dairy pouch milk (6.38 ± 0.6 to 6.77 ± 0.88) (Rehman & Salaria, 2005).

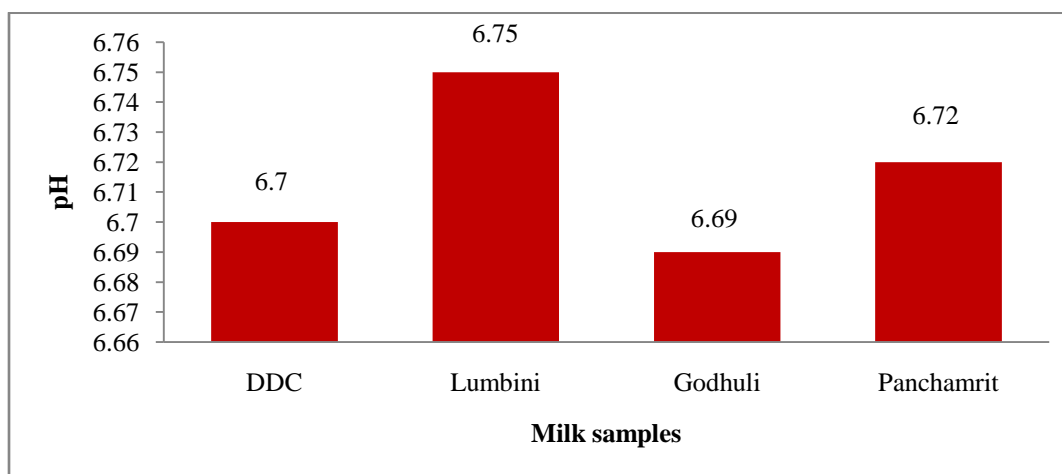


Figure 1: Variations of pH of different milk samples

Variation of moisture content

Moisture content or water content is the quantity of water contained in the material. In the present study the range of the moisture among for samples, Lumbini had the lowest amount moisture content (90.5) followed by Panchamrit (90.76), DDC (91.1) and Godhuli had highest (91.45). All these values were close to the earlier finding from 80% to 90% (Webb et al., 1974;

Hassan et al., 2005). The results are shown in the Table 2 for further discussion and graphically represented in Figure 2.

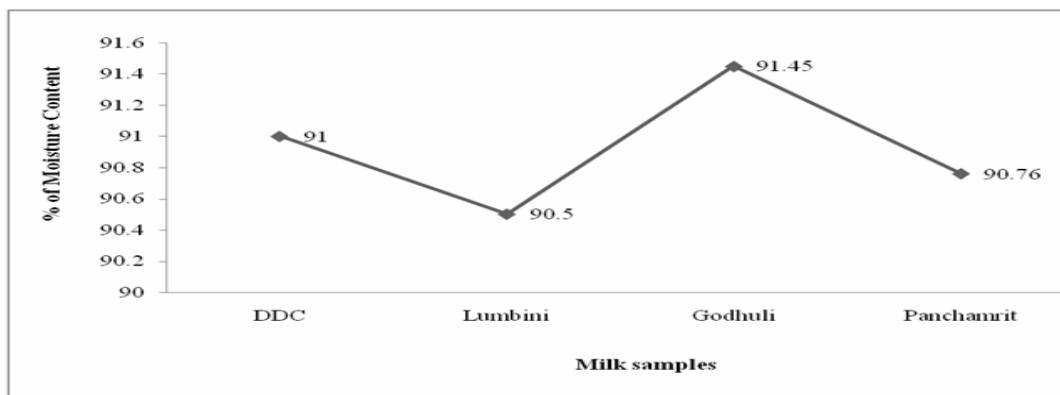


Figure 2: Variation of moisture content of different pouch milk samples

Variation of casein

Casein is the most important protein in milk. It is over $\frac{3}{4}$ of all the amino acids contained in it. Milk contains about 3.3% of total protein. Total milk protein and amino acid composition varies with cow breed and individual animal genetics. Quality wise milk protein is considered as one of the best for human use. Protein is the next after fat, most variant constituents of milk followed by lactose. In the present study, the percentage of milk protein (casein) varied from 3.12% (Panchamrit) to 3.4% (Godhuli), which is graphically represented by line graph in Figure 3.

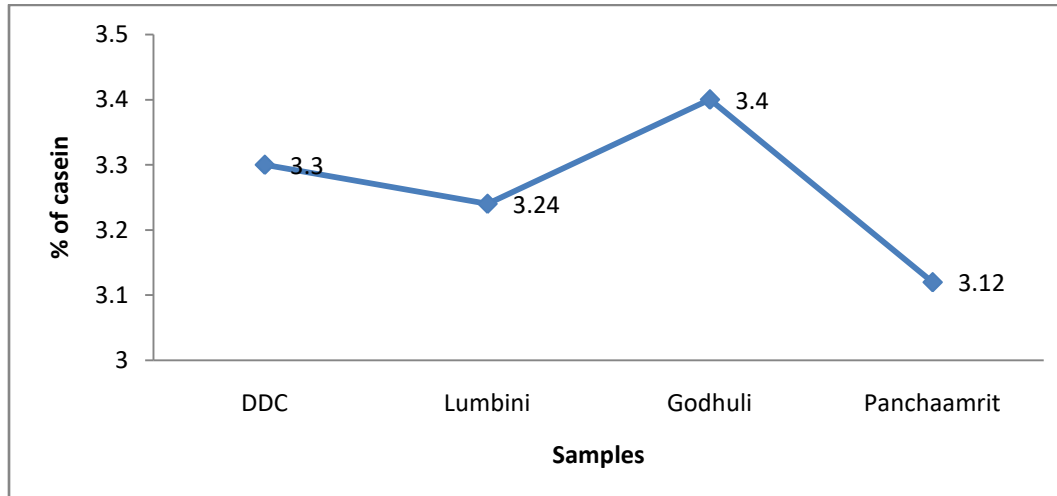


Figure 3: Variation of casein content of different milk samples

Variation of fat

The fat content, particularly of cow's milk, is modified to make a variety of products. The fat content of milk is usually stated on the container for quick recognition. The fat content of a milk product is an important indication of quality, both economically and physiologically. In the dairy industry, it is mainly determined by using "quick methods" (Acid-Butyrometer). In the present

study, percentage of the fat content was varied from 2.87% (Godhuli) to 3.06% (Lumbini), it is represented by line graph in Figure 4.

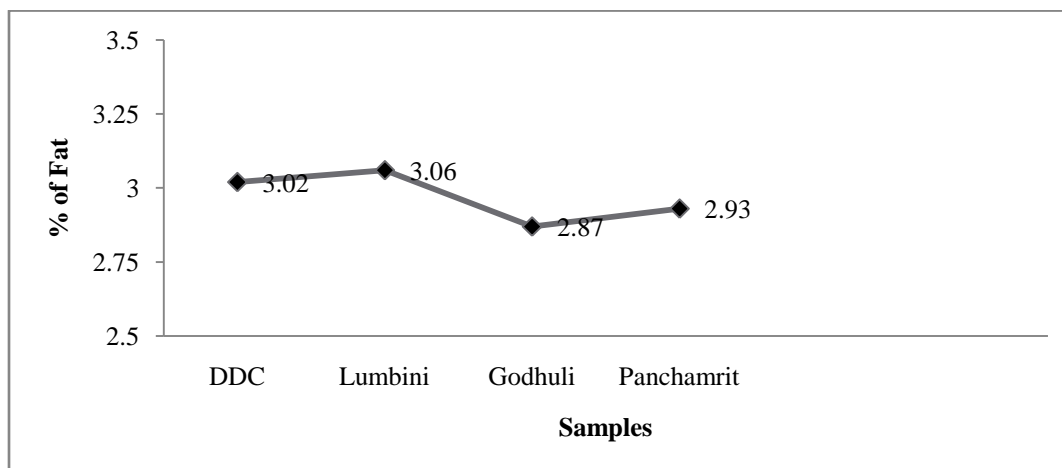


Figure 4: Variation of fat content of different milk samples

CONCLUSION AND IMPLICATIONS

In the present study, preliminary investigation were carried out to ascertain some of the physico-chemical characteristics of various pouch milk samples collected from the Butwal city. This study was designed to evaluate some physicochemical parameters and to give baseline information about the effects and health hazards caused by poor quality pouch milk. Some experimental errors, observational errors and calculation errors might occurred during experiment.

For the study DDC, Lumbini, Godhuli and Panchamrit pouch milk were taken as samples 1st, 2nd, 3rd and 4th, respectively. The conclusion analyzed after research work are the pH value of all the milk samples was found within the limits of 6.69 to 6.75 so these samples were considered to be moderate acidic. The most acidic was Godhuli. The moisture content of the samples was found within the limits of 90.5 to 91.45. Maximum moisture content was found in Godhuli. The percentage of casein content was found within the limits of 3.12 to 3.4. Maximum casein percentage was found in Godhuli. The percentage of fat content of the samples was found within the limits of 2.87 to 3.06. Maximum fat percentage was found in Lumbini.

In this way the major conclusion of my study comes out to know the ideas and learn methods of detection of these parameters.

The result showed that parameters of the tested pouch milk samples within the recommended levels. There are no any problems regarding the quality of milk and its constituent parameters. These findings may be helpful for the concerned peoples and governmental parties to monitor the quality of milk products in the market of Butwal city.

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DOI: **10.5958/2249-7137.2021.00703.5**

TRANSLATION OF LEXICAL UNITS REPRESENTING THE NORMS OF INTERNATIONAL LAW FROM ENGLISH INTO UZBEK

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ABSTRACT

This research work is devoted to the features of the translation of legal terminology from English into Uzbek. The need for professional translation today manifests itself in all spheres of life. Including these legal services are necessary in professional activities. A high-quality written translation on legal topics will be useful, for example, both for the owner of a judicial organization who has concluded a lucrative contract abroad and for an ordinary foreman who wants to read a competent translation of instructions for legal documents.

KEYWORDS: *Law, international law, legal terms, lexical units, translation, terminology, legalization, contract, documents, dictionary, proficiency, comparison.*

INTRODUCTION

Among the many complex problems studied by modern linguistics, an important place is occupied by the problem of linguistic aspects of interlingual speech activity, which is called "translation" or "translation activity". From the very beginning, translation performed an important social function, which made possible inter-lingual communication between people.

The widespread dissemination of written translations gave people access to the cultural achievements of other peoples, made it possible for interaction and mutual enrichment of cultures and literatures.

Any serious business activity can be achieved through contracts and agreements. The written form ensures that different people, such as buyers and sellers, interact in accordance with a particular business strategy and their interests are taken into account by their partners. One of the most popular types of translation today is the translation of documents. The documents are divided into two main groups: documents of individuals; Translation of legal entities' documents is becoming increasingly relevant in today's global economy. One of the peculiarities of

translating the documents of individuals is the need to give them legal force, their legalization for presentation outside the country.

The object of the study is scientific and technical terminology and multi-component terms. The subject of the study is the peculiarities and complexity of translation of scientific texts in general, and terminology in particular. As for the purpose of the work, it can be defined as identifying the difficulties encountered in translating scientific and technical terminology. Moreover, one of the objectives is also to create an electronic dictionary that could include multi-component terminology applicable in narrower, little-studied areas of knowledge. In accordance with the aim of the work, the following four objectives were formulated, the solution of which is aimed at fully disclosing the topic and achieving the goal:

1. Learn the basic concepts of science and technology
2. Choosing a material and toolkit for analysis and research
3. Extracting multi-component terms for further research
4. Finding an algorithm and constructing a translation hypothesis to carry out translation.

The theoretical significance of my work is due to the importance of research and study of the specifics of translation of scientific and technical terminology. As for practical significance, it is that in one way or another sometimes the translator has to deal with scientific terms and with it the difficulties of technical translation, without knowledge of which you can make many mistakes, even a good foreign language. In this regard, this research can be a good guide to translating terms of varying degrees of complexity. As research materials, we used scientific and technical texts, as well as electronic Anglo-Uzbek and Uzbek-English terminological technical dictionaries.

Structural Analysis

2. Statistical
3. Revealing the specifics of technical terminology
4. Comparative-translational method

The scientific novelty of my diploma work is that due to technological progress, more and more terms appear every day in different fields of knowledge and the need to develop a clear algorithm for translation of scientific terminology is growing. Moreover, multi-component terms have not previously been considered in the texts of scientific and technical literature in such detail that once again confirms the need to develop a clear algorithm for their translation. Our research work is aimed at identifying difficulties in translating scientific and technical terminology from Uzbek to English.

The introduction of basic concepts of economic and state relations between different countries, the continuous development of science and technology, as well as modern technologies in various industries and fields of activity increase the importance of the foreign language, which acts as a "bridge" between representatives of different cultures and languages. There is a growing need for specialists who are versed in various fields of scientific and technical translation, specialists who are familiar with the terminology of texts of such a plan and are able to competently and adequately carry out both written and appropriate translation not only of general

scientific, but also of narrow-minded technical terms. But first, let's find out what "translation" is.

There are many definitions. V. N. Commissioners defines translation as a type of language mediation, which is entirely oriented towards the foreign-language original. If we mean translation from one language to another, then the translation can be considered as a process and as a result. The Scottish linguist John Catford, who is the founder of the theoretical concept of translation, argues that translation is the replacement of textual material in one language (IA) with equivalent textual material on another. On the basis of this definition, it can be concluded that the main problem with translation is the establishment of the nature and conditions of translation equivalence.

In this work we are dealing with the translation of texts of scientific technical style. In this regard, it is necessary to find out what style is, what are the texts of this subject and what features have.

Language style is a collection of language tools. The style of non-fiction, in turn, differs by the presence of special characteristics.

First, it's vocabulary. The scientific and technical texts use special terms that are selected in accordance with the area of knowledge to which a text refers to accurately conveys thought. As for grammar, scientific and technical texts abound with the use of passive, impersonal and vaguely personal designs. Most of the sentences are complex and complex.

Consequently, alliances, composite pretexts and various revolutions are widely used in the language of scientific and technical style. In addition, it is worth noting that the author of the text, trying to convey information and explain certain facts, discoveries, processes, avoids personal forms of verb, replacing them with a suffering pledge. In this regard, it becomes clear that all processes and phenomena in the text act as subject, eclipsing the author of the text. The style of presentation of information. The main feature of the scientific and technical text is the brevity of the presentation of the material and the clarity of the wording. In his turn, the following features of the style of scientific and technical translation are singled out: the strict consistency and logic of all the components of the author's idea, the content of the text, the availability of a particular area to the specialist in terms of understanding the information presented, as well as the statement of scientific fact.

Due to the rapid development of modern technologies, the translation of scientific technical terminology is especially relevant in recent times. Today, scientific and technical translation is not only a form of translation, but also a separate applied discipline. A distinctive feature of scientific and technical texts is the abundance of terms and various phrases, formulas, graphs, the translation of which can cause a number of difficulties. And the main task of scientific and technical translation is a brief and accurate presentation of information and the absence of any emotional coloring. Due to the rapid development of technology in the scientific language constantly appear new terms (neologisms), which do not have time to fix even the latest dictionary, which also presents great difficulties in translation. Thus, the relevance of our work is determined by the lack of study of the translation of terminology from Uzbek to English, especially on the material of such narrow areas of knowledge as optoinformatics.

The group of documents of legal entities, the translation of which has its own peculiarities and most often causes difficulties, include contracts, contracts and insurance documents. It should be noted that translation theory often requires a full understanding of the translator's source code. But by making such demands, the authors do not specify how it is possible to achieve a full understanding, which causes a negative reaction in translators. It is not always a translator, even if he has many years of specialization, able to fully understand any special text, such as the legal text on the first presentation. In most cases, this is not required, as translators often acquire the knowledge they need to understand the source code directly during the translation process, more precisely at the stage of analyzing the content of the source code prior to the actual translation.

The translator can acquire the knowledge he needs in many different ways. At the disposal of the translator are intelligent and bilingual dictionaries, glossaries, databases, information-search thesaurus, encyclopedias, texts, legislation, regulations, personal contacts with specialists, etc. can certainly be useful to the translator. But the organization of search is crucial. The sequence, for example, can be such. When the language units in the text are difficult to understand, the translator turns to the dictionaries to determine whether the language unit is compliant with the concept. (1, p. 124).

During the translation process, there is a need to comply with certain rules that help to transfer certain lexical units, such as terms, names of their own or abbreviations. When translating official texts, language stamps often match in content, but differ in internal form. This is due to the fact that in modern Uzbek language less established stamps than in English. Therefore, in order to translate the text as closely as possible, while preserving the syntactical and lexical designs of the original, the technique of verbatim translation of language cliché is used.

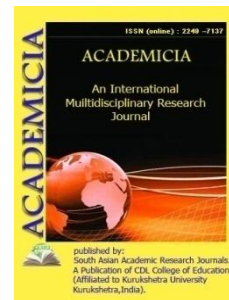
Particular attention should be paid to the fact that in order to achieve the closest possible translation and compliance with contextual correspondences, there is a need to use translational transformations in the translation of official texts. It is customary to highlight the most commonly used techniques, such as calcification, transcription and less frequent transliteration. Their use is conditioned by a great deal of content in the text of terms and names of their own. In addition to these techniques, the reception of antonymization is often used. Generalization, on the other hand, is rarely used because documents require extremely accurate translation.

The translation of the title of the document, if it reveals the essence of the question, should be as close as possible to the original, if it is short or of an advertising nature, the translator should add a brief annotation for informational purposes. All abbreviations found in the original text must be deciphered in accordance with generally accepted rules. Non-decipherable abbreviations remain in the original language. The original spelling does not change and retains: words and sentences are not in the original language; Abbreviated names of brands of products and appliances; foreign print names. The translation usually translates: the names of parts and departments of institutions and organizations; names of posts, titles, degrees, titles; their own names and names in accordance with established practice. The translation text transcribes: foreign surnames, own names and names, taking into account the traditional spelling of famous names; articles and prepositions in foreign surnames; naming of foreign firms, companies, companies, companies, corporations, concerns, monopolies, industrial associations; Alliances and pretexts in the names of firms; branded names of machines, appliances, chemicals, products, materials. The translation is replaced by Uzbek equivalents: special terms; geographical names Conditions. (2. P.53)

The use of abbreviations and abbreviations is typical of all types of documents. Contract cuts are used in abundance; there are special dictionaries to decipher them. The content of the contract also has certain characteristics, and they guarantee the division of contracts into certain varieties in accordance with the scope of activity, etc.

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DOI: **10.5958/2249-7137.2021.00705.9**

SPIRITUAL DEVELOPMENT IS AN EXAMPLE OF A RENEWED UZBEKISTAN

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ABSTRACT

This article discusses the fact that the steady growth of spiritual development is taking place in the interpretation of the results of the efforts of the republic. There will also be a discussion of the conditions and ways to achieve spiritual heights and the realization of the intended purpose. The fact that the spiritual development of the Republic of Uzbekistan, in general, is at the highest levels of world civilization, is clearly reflected in this study.

KEYWORDS: *Uzbekistan, Spiritual Development, Reform, Training, National Traditions, Renewal.*

Only when the material and spiritual factors are combined and become a real double wing, will the processes of growth and change take place in the life of man, the state and society.

Islam Karimov

INTRODUCTION

The spirituality of the society is an important condition and guarantee of the stability and development of the country. No country can reach a high level of development without developing its spiritual potential, spiritual and moral values in the minds of the people, awakening and strengthening the national spirit of the people. Spirituality, as noted by President Islam Karimov, is a powerful inner force that encourages spiritual purification and growth, enriches the inner world of man, strengthens his faith, faith and awakens his conscience. Therefore, raising the morale of the society has been identified as a priority for the development of Uzbekistan [3.14].

"Material reforms, economic reforms are on their way. They can be solved. It is possible to provide for the people. However, there is no more difficult and honorable task in this world than spiritual reforms - liberation from slavery and mutiny, uplifting the status quo, restoring the traditions of our ancestors and becoming a worthy heir to them" (Karimov IA Uzbekistan: national independence, economy, politics, ideology. T. 1, p. 202).

Spirituality is an invincible force that affects the human mind, directs its worldview and way of thinking in a certain direction. Spirituality is based on the general concepts of society, nation's spiritual, cultural and material foundations, traditions, values, way of life, ideas and views. Historical memory has a special role in the formation of human spirituality. When a person wakes up in the morning and accidentally forgets who he is, his name, his name, and does not know the people around him, it is a great tragedy for that person and his family. If a nation forgets who it is, it is a great disaster for that nation. When the violent and aggressive forces of the world want to subjugate, subjugate, and seize the wealth of any nation or country, they must first disarm it, that is, their national values, history, and culture, which are their greatest wealth. tries to lose his temper. A nation that has lost its identity is always doomed to slavery. To know deeply the history of one's people and country, to study it incessantly, to preserve the rich heritage of one's ancestors while continuing their good deeds, to learn from the past, to objectively assess the events of history, their consequences correct understanding is the content of rational human life. Without a historical memory, a person cannot understand the essence of the social changes taking place in his life and can not imagine the future. Therefore, if every member of society knows his past well, such people will not be influenced by different beliefs. History lessons teach a person to be vigilant and strengthen his will. The main characteristics that determine the basis and meaning of spirituality are the spiritual purification of a person and the growth of the soul [7.5].

There are those in our lives who live far from the noble qualities of honesty and purity, who interpret the meaning of life on their own. They feel as if they have landed on the head of a happy bird, putting themselves above others in every way. If you observe such situations, do not have any doubts or doubts in your heart. Because our sacred books and values, the heritage of our great thinker ancestors, always call us to live with honest labor, courage, generosity and humility. Good qualities, such as honesty, honesty, diligence, thrift, diligence, and personal example, are the main criteria that determine the spiritual wealth of a perfect person. In today's fast-paced world, only a truly spiritual and enlightened person can deepen his or her self-awareness by raising his or her national values, and dedicate himself or herself to the worthy cause of a free and independent Uzbekistan in the world community. Many of our compatriots consider honest and clean living in our country to be a vital belief and a high goal. It is because of these people and their good deeds that spirituality has always been stable in this enlightened world. The history of mankind proves that a person without spirituality will never have such qualities as humanity and kindness. "People! First of all, try to have good morals, because morality is the basis of the law. "Pythagoras Spirituality is a unique force that purifies the soul, encourages the growth of the soul, strengthens the inner world, the will, the faith, the conscience, is the criterion of all his views. 8 To understand spirituality, one must first understand and comprehend man. Spirituality permeates the human mind over the years with mother's milk, family upbringing, ancestral teachings, a sense of homeland, and sometimes bitter and sometimes joyful lessons of life. In particular, closeness to nature, people, always thinking of the

good, working honestly, enjoying the incomparable blessings and beauties of the world nourish and strengthen spirituality. The main factors that shape spirituality are spiritual heritage, cultural riches, and ancient historical monuments. At the same time, the development of science and its role in shaping human spirituality is important. Raising a well-rounded child is unimaginable without a combination of community, family, and education. These are the main criteria in the formation of human spirituality. Our ancient and beautiful land is one of the cradles not only of the East, but also of world civilization. Because in this sacred land, many great people, scientists, scholars, masters and commanders have grown up. They have become an integral part of universal civilization and culture, raising secular, especially religious, knowledge to the highest level in history. The growth of spiritual development is a case in point in the example of a renewed Uzbekistan.

The role and importance of historical memory, knowledge of ancestral history, national and moral values and traditions, our sacred religion in raising the spirituality of society is incomparable. No nation can imagine its future without knowing its history, without relying on the spiritual heritage created over the centuries, and without further developing it. Therefore, on the initiative of the First President Islam Karimov, important measures have been taken to cover the history of our people, which was falsified during the dictatorial regime, to teach the history of the Motherland in all educational institutions, to publish the first textbooks and manuals. During the years of independence, the restoration of our rich spiritual heritage has risen to the level of public policy. Our ancestors who made a great contribution to our national culture and the development of world civilization - Imam Bukhari, Imam Termezi, Bahoviddin Naqshband, Khoja Ahmad Yassavi, Al-Khwarizmi, Al-Fargani, Ibn Sino, Mirzo Ulugbek, Alisher Navoi, The national and spiritual heritage of Zahiriddin Muhammad Babur and many other ancestors was returned to our people, their birthdays were celebrated all over the country, their souls were rejoiced, their works were published. Their spiritual heritage today gives our people the spiritual strength to build a new society, to serve the spiritual upliftment of our society. The names, honor and respect of Abdullah Qodiri, Cholpon, Fitrat, Usman Nasir and other people's heroes, who were martyred for the freedom of our homeland, have been restored and their works have been published.

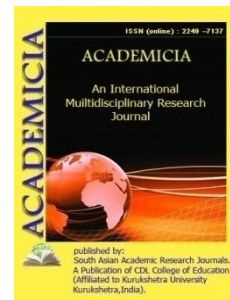
There are 15 registered and officially functioning religious denominations in the country. There are more than 170 religious organizations, in which representatives of 130 nationalities and ethnic groups living in the territory of Uzbekistan meet their religious needs. More than 1,700 mosques and other religious centers have been renovated and rebuilt. There are 10 religious educational institutions and the Tashkent Islamic University. During the period of the tenth anniversary of the restoration, more than 2,000 monuments to the glorious and glorious history of the people were restored in Uzbekistan. At present, there are 88 museums, 40 theaters, 1,370 cinemas and more than 6,000 libraries in the country. The humane customs and traditions, cultural values of the Uzbek people, formed over thousands of years, are being carefully preserved and enriched. Dozens of contests of maqoms, wedding songs, poets and folklore-ethnographic groups are organized and high talents are recognized. Symphonic and chamber music of pianists and violinists, festivals and competitions of modern pop groups [3.20].

At the initiative of the head of our state, the idea of national independence, its goals and objectives have been developed and are being inculcated in the minds of our people. The ideology of the society helps to unite the people, to unite all citizens, regardless of their

nationality and beliefs, to mobilize them for creative work, and to lay the groundwork for intensifying efforts in this direction. From the years of independence to the present day, great strides have been made in the development of education, science, culture and healthcare. In the field of pre-school education, a network of home-based kindergartens, schools equipped with modern equipment and secondary schools has been formed. By 1997, 238 lyceums, 136 gymnasiums and many professional colleges had been established in the country. Advanced methods of assessing the level of knowledge of applicants and students on the basis of tests and ratings have been introduced. The education system, training was not linked to the democratic changes taking place in society, the requirements of market reforms, and the material, technical and information base of the educational process was unsatisfactory. There was no cooperation between the education system, science and industry, and students did not fully develop independent thinking. That is why we are working to radically reform the education system and raise it to the level of a developed state. At the initiative of Islam Karimov, ways to radically reform education have been developed. On August 27, 1997, at the IX session of the Oliy Majlis, the Law of the Republic of Uzbekistan "On Education" and the "National Training Program" were adopted. The purpose of the national program is to radically reform the education system, to free it from the ideological views and stereotypes of the past, to create a national system of training highly qualified personnel at the level of a developed democratic state, meeting high moral and ethical requirements. The success of the national program is reflected in the complex and productive work of today's youth, aimed at creating a renewed image of Uzbekistan.

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DOI: **10.5958/2249-7137.2021.00704.7**

IMPLEMENTATION OF AMIR KHUDOIBERDI'S POEMS IN THE RENEWED EDUCATION SYSTEM OF UZBEKISTAN

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ABSTRACT

This article discusses the expected changes in the education system of Uzbekistan today. Our young people, educated in modern educational institutions on the basis of world standards, successfully participate in prestigious international competitions, science olympiads, competitions and festivals, awakening the world with their high intellectual potential, broad thinking and intelligence. That is why our research is devoted to the classification of Amir Khudoiberdi's poems and methods of applying the poet's poems in literature.

KEYWORDS: *Education system in Uzbekistan, Reforms in education, National anthem, Female image, Love song, philosophical views, new textbooks, poems by Amir Khudoiberdi.*

INTRODUCTION

Today, great efforts and funds are directed to the comprehensive development of the education system in Uzbekistan, the training of qualified personnel. Qualitative changes are taking place in the activities of preschool education, school and higher education systems, research institutions. As the President said, "Today we are laying the foundation for a new era of development in Uzbekistan. Our closest assistants are teachers and coaches, scientific and creative intellectuals." Therefore, it can be said that Amir Khudoiberdi and his work can undoubtedly be an example in educating educated and harmoniously developed youth.

Given that the following innovations await us in the education system in 2021, we set ourselves the goal of making effective use of creative poetry during this research:

Schools:

- New textbooks will be published to develop children's analytical and creative thinking skills.

- The National Curriculum, which does not overload the child, will be introduced in the primary grades instead of State educational standards.
- Teachers who go to a remote school in another district are paid 50 percent of their salary, and those who work in another district are paid 100 percent more.
- Budget subsidies will be provided to encourage private schools in the regions.
- 10 presidential schools; 197 schools specializing in chemistry, biology, mathematics and IT will be opened [7].

Higher Education:

- The government will also start ordering private universities for training.
- 30 universities will be given the right to develop curricula, admission quotas and independently address financial issues.
- Radical renewal of science programs based on science, reflecting the spirit of today in science materials.

It is in the course of our research that we have chosen reforms in general secondary and higher education, although pre-school and post-graduate educations are still undergoing relentless reforms. The system of general secondary education and higher education is a key part of the education system of Uzbekistan, so it is important to educate young people studying in this system.

Why should Amir Khudoiberdi's works and poems be included in the education system? Amir Khudoiberdi's work comprehensively encompasses all spheres: love, love of Motherland, family, glory of independence, respect for women, religious teachings, gratitude, realities of life, and qualities of human nobility. And while studying these poems, young people achieve perfection.

Not only in the history of Uzbek, but also in the history of world literature, you rarely meet a poet who has not written a poem about the Motherland. Of course, their artistic level, power of influence, place in the heart is different. In some cases, the poet may express his love for his country without using the word "Homeland" in his poems. Sometimes the relentless repetition of the same word restores the sincerity of the lovers of poetry. Everyone understands, loves, misses, sings the Motherland; He is proud of his homeland. From its soil, from its flower, from its flowerbed, the sad nightingale fig rises to the sky. Such traditional images also signify a person's love for their homeland or their desire for divorce. In the works of Amir Khudoiberdi one can see that the feelings of love and glorification of the Motherland are often used. The artistic word about the Homeland in the poem refers to the nature of the poet, his psyche, his understanding and perception of the world. Often the poet's personality, inner personality, and external social environment are combined into a single lyrical protagonist. The homeland is reflected in this image, and, conversely, the poet's own world or the hero he created becomes a symbol of the homeland...

TURKIYLARIM

(Historically, the Turks have been brutally destroyed in countless battles. It was assimilated into the ethnic composition of other nations. Otherwise, the population of this nation today would be 1.5 billion, like the Chinese ...)

Jon berdi yov tutgan zahardan.
Yov podshosi ziyofatdan so'ng
Qanday yuvdi qo'lidan qonni?!
Tarix ko'ksin o'ymish foje, mung,
Nega qonin to'kdi mehmonning?!
Turkiylarim, bo'likli bo'la,
Go'l emassiz, soddasiz faqat.
Oq ko'ngilsiz, qalbingiz to'la
Samimiyat, mehr, ofiyat.
Shon quchdingiz maydonda doim,
Qo'rqmadingiz zinhor o'limdan.
Dahshat ba'zan o'lmoq bir xoin
Yo iprisqi qo'rqqoq qo'linda!
G'anim makkor, shafqatsiz, shonsiz,
Bisyor erur makru hiylasi.
Qoldik bugun mardsiz, maydonsiz,
Ko'ksimizda tiyrning tiyrasi!
Yig'ib oling es-hush, aqlni,
Buncha uzoq mizg'ib netdingiz?!
Kuch birlikda degan naqlni
Unutdingiz -- to'zg'ib ketdingiz!
Hamma joyda izg'ib yurar yov,
Bilmaysiz, voh, kim do'st, kim g'anim.
So'ndi qalbda olovli yalov,
Unutdi el asl tuvg'anin!
Qaylardasiz, bahodirlarim,
Gijinglagan tulporlar qani?!
Dunyo sotdi asotirlarin,
Endi qoyim nomardlar jangi!
Yog'dirarlar bomba beayov,
Yonar borliq, yonar shaharlar.
Endi ochiq jangda emas, yov

Dasturxonda pinhon zaharlar.
Farqlayolmay dushmandan do'stni
Kechar umr, nodon o'zimiz!
Yoqmas kimki aytsa rost so'zni,
Ochiladi qachon ko'zimiz?!
Turkiylarim, og'ir kechdi tun,
Ololmadim zarracha orom.
Tong otmoqda, yuzin ochdi kun,
She'rim hali bo'lmadi tamom!
Dil bering, siz botirlarim-da,
Davom etgay shoyad shukuhi!
Shoyad ushbu satrlarimga
Qanot bergay bobolar ruhi!

In Uzbek poetry, as in other poetry, the reference to the female figure as a symbol of love is more common. After all, respect for women is one of the highest values of our people. Amir Khudoiberdi also wrote such poems as "Bu qiz.../This girl ...", "Ishvalaring yolg'on/Your work is a lie", "Ko'zing daryosida/In the river of your eyes", "Xiyonat/Betrayal", "Men uchun o'lgansan/You died for me...", "Begoyim", "Oh, my brother Nozanin". takes up a sacred theme.

HUSNING

Husning olamni yaratmish, asli sendin ibtido,
Chehrangta jo aylamishdir shamsi anvarni Xudo.
Bir qiyo boqsang bahorlar boshlanar, yashnar zamin,
Chamanda gullar etur husnu qadingga iqtido.
Sen tomonga talpinur dil mastu behud, telbavor,
Husnu mulking bir duriga aylay borimni fido.
Nido keldi: "Kech yuziga termulmoqning zoridan,
Quyoshga ko'p qarayvergan bo'lgaydir ko'zdin judo!"
Gar xazon bo'lsam chechakdek qovjirab oftobidan,
Lutfing-la boshdin yana yerda ko'karmoq muddao.
Bu go'zallik, bu malohat, bu latofat, bu chiroy
Sizni taxt uzra ko'tarmish, aylamish bizni gado.

Sen tomonga boshlagaydir Shayx Shibliy har kecha,

“Tur o‘rningdan, ketdik!” deydi xochga mixlangan Iso.

Vale yo‘lsiz noilojmen, baland qo‘rg‘on ichra sen,

“Keldi!” deb bir ochmading-a lutf eshigin, mahliqo.

Bu olamning qismatidan qo‘rqar Amir, alhazar,

Nahot hajring dardi birla topsa olam intiho?!

Ey Tangrim! Qalbimni qutqar, najot ber,

Muhabbat dorusi og‘u bo‘lmasin.

Mening yuragimda ingrayotgan she‘r

Tog‘dagi eng so‘nggi ohu bo‘lmasin.

Qalbsizlardan qutqar, sevgisiz kaslar

Ko‘magiga aslo duchor aylama.

Holim qaydan bilsin oshiq emaslar,

Xoru zor aylama, nochor aylama.

Yuragimni yoqding, samoviy hislar

Sandonidan tushdi qalbga parcha cho‘g‘.

Yorning dudog‘ida yig‘lar yalpizlar,

Iforidan bahra ololganim yo‘q.

Sabr ber, sevgiga begona dunyo

Poyida xor qilma, bo‘lmayin abgor.

Quzg‘unlar oldiga tashlamagin, o,

Sevgiga limmo-lim qalbimni zinhor!

Holimdan kulmasin ishqdan benasib,

Toshtag‘ir izdihom, miskin jon uvol.

G‘ayurlar qo‘liga xanjar tutqazib,

Sabrim sinayapsan balki, ehtimol?!

Sevmasa sevmabdi bir qiz, jahonda

Yo‘qmi o‘zga suluv, o‘zga zebo qad?

Sevaman deb so‘ngra tonmoq yomon-da,

Subutsiz onlarga kerak-ku toqat!

Yurak sanchib chiqdi, uvushib og‘rir,

Kiprik yumilmadi, ko‘zdan qochdi xob.

Bu kecha yaldoli, kechdi ko‘p og‘ir,

Borlig'im qopladi alam, iztirob.
Bir bo'sa, birgina lutfu, shirin so'z
Dardlaringga malham bo'lurdi, illo.
Kafanmi egningga yopinganing bo'z,
Xazonmi kiyganing sap-sariq hullo?!
O'lim va hayotning orasi asli
Bir qadam, toysang bas, yo'qlik u yog'i.
Bir lahza ajalga bo'lsa qalb taslim,
Bir lahza umringga quyilsa og'u.
Tangrim, himoyating kerak shu asno,
O'zing sev, yorlaqa miskin qulingni.
Tilarmen, imdodsiz qoldirma aslo,
De: "Arshdan uzgaysan saylab gulingni!"
Degin: "Seni anglab yetgay sevganing,
Ko'nglingda uyg'ongay samoviy farah".
Icharmen, sharob yo og'u berganing,
Tutqazganing esa ilohiy qadah!

Also, in the work of Amir Khudoiberdi, philosophical views, understanding of the world, feeling the spirit of today are a priority. The poet's poems such as "Devonalarmiz", "Shukri yo'q kimsa", "G'ozfil bo'lma/don't be ignorant", "Ustozimning menga aytgan so'ngi so'zlari/The last words of my teacher to me", "Tavallo", "Kecholmasman/I can't forgive", "Tabiatning jazosidan qo'rq/Fear the punishment of nature" more than a hundred poems can be a life guide for the upbringing of young people.

* * *

Hayot juda og'ir, halak bo'lasan
Ovlamay deb ho'kizlarning ko'nglini.
Qiynoqlardan naq beajal o'lasan
O'rganolmay to'ng'izlarning tilini.
Mulozamat kerak eshakka,
Maqtash kerak maymunlarning turqini.
Ko'tarilay deysan yuksak-yuksakka,
O'zlashtirgil tulkilarning xulqini.
Sher haqida yomon gaplar desa kim,

Borib chaqqin, “panohim” de sig‘inib.
Eplolmasang, hech bo‘lmasa yashashin
Toshbaqaday tosh kosangda biqinib.
Kuchuk bo‘lib kirgin itning pinjiga,
De yolg‘ondan bo‘lsa-da: “Siz otamday!”
“Odamman-ku” deb ming o‘yla ichingda,
Baribir hech yasholmaysan odamday!..

O‘LIM HAQDIR

Men o‘limdan qo‘rqmam, qachondir
Yuz berishi aniq, muqarrar!
Tangrim bergan omonat jondir,
Dargohiga bir kun chaqirar!
Men o‘limdan qo‘rqmam, o‘limdan
Dahshatliroq shuursiz hayot.
Qo‘rqinchlidir qiynoq, zulmdan
Iymonsizlik va nursiz hayot!
Peshonangga o‘lim tamg‘asi
Bosilgandir tug‘ilganing on.
Vaqt yetganda ajal nag‘masi
Chalingaydir, bilasmiz qachon?
Bobolardan meros aqida
O‘tgan kunga qilmoqlik shukur.
Deganlarki: “O‘lim haqiqat
Qo‘rqmoq esa eng katta kufr!”
Yovga quldir o‘limdan qo‘rqqan,.
Shirin jonin avaylar malay.
Ajdodlarning pandini uqqan
Tubanlikka bormas har qalay!
O‘lim haqdir, tiriklik sabot,
Sabr-toqat, chidam, iroda!
Shirin, totli tuyulgay hayot
Nafas olsang erkin, ozoda!

Gʻanimat kun, gʻanimat damlar,
 Yashashga shosh, sevgil, sevilgil.
 Yuragingni ezmasin gʻamlar,
 Botgan quyosh tongda chiqqay, bil!
 Suyukliging qoshiga yugur!
 Oʻylamagil hech oʻlim haqda.
 Yuragingni ochmoqqa ulgur
 Qoʻyilmasdan umringga nuqta.
 Gar ersang musulmon, koʻrgilki, shayton
 Fitna qilur, sen-chi laqma, goʻl, nodon.
 Qoʻyvor birodaring yoqasin, toki
 Dushman shod, doʻst koʻngli boʻlmasin vayron!

In conclusion, major reforms are being carried out in New Uzbekistan in order to radically change the education system, integrate it into international standards, train qualified personnel to meet the needs of the labor market and bring up a new generation that will realize the Third Renaissance. . In particular, the development of pre-school education, improving the functioning of secondary schools, bringing the higher education system to the level of world standards, their inclusion in the international ranking of thousands, especially the establishment of an objective and fair system of admission to educational institutions, a lot of practical work is being done, such as opening branches of prestigious foreign universities. It is advisable to use the works of Amir Khudoiberdi in the organization of additional classes, literary circles, art evenings at school. The upbringing of children is a major issue in society. As Amir Khudoiberdi's poems have the spirit of respect, sincerity, trust, kindness, creativity, care and love, in this environment a harmoniously developed person can grow up, love his homeland, the traditions of his people. can care, realize the priority of universal human values, life and health.

We believe that the creative poems will also instill kindness, humanity, sensitivity, kindness in the hearts of school children and become a school for children to “nurture good feelings”. And our children will grow up to be worthy citizens of their country.

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DOI: **10.5958/2249-7137.2021.00706.0**

APPLICATION OF RADIO MONITORING SYSTEMS IN DEVELOPMENT REGIONS OF DANGEROUS NATURAL GEOLOGICAL PROCESSES CAUSED BY EARTHQUAKE

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ABSTRACT

This article is devoted to the development of a method of monitoring and monitoring the state of mountain layers in areas where landslides can occur - a dangerous natural geological process based on integrated sensors of optical fiber communication. The main cause of landslides in the territory of the Republic of Uzbekistan is also related to hydrometeorological conditions. Therefore, this process is seasonal, ie the higher the atmospheric precipitation, the higher the risk of landslides. Landslides in Uzbekistan are most common in Surkhandarya, Kashkadarya, Tashkent, Fergana, Samarkand and Namangan regions.

KEYWORDS: *Avalanche, Security, Optical fiber, Technological process, Optical fiber sensor.*

INTRODUCTION

Landslides are one of the emergencies that pose a serious threat to the population and the economy of the Republic of Uzbekistan living in mountainous, foothill and riverine areas. So, in such conditions, how to protect the population and the territory from emergencies and take measures to prevent it?

Although landslides are included in the category of separate processes that occur on the earth's surface, they develop in close connection with the internal movements of the earth, in particular earthquakes.

By analyzing large landslides and studying their causes, we can be sure that most of them are formed after an earthquake or in parallel with an earthquake [2].

The main cause of landslides in the territory of the Republic of Uzbekistan is also related to hydrometeorological conditions. Therefore, this process is seasonal, ie the higher the atmospheric precipitation, the higher the risk of landslides.

Landslides in Uzbekistan are most common in Surkhandarya, Kashkadarya, Tashkent, Fergana, Samarkand and Namangan regions.

MATERIALS

Today, the Ministry of Emergency Situations of the Republic of Uzbekistan, ministries, departments and other organizations that are part of the state system for the prevention and elimination of emergencies have created a unified system for monitoring, information exchange and forecasting of natural, man-made and environmental emergencies. That is, the identification of zones (zones) of the development of dangerous natural geological processes, the study and prevention of their activation, anti-landslide and other preventive measures to maintain the natural stability of slopes, healthcare facilities and other settlements. The State Committee for Geology and Mineral Resources of the Republic of Uzbekistan for Geological Processes is engaged in organizing and monitoring hazardous geological processes in the territories where facilities are located, and there is a mechanism for exchanging information with the Ministry of Emergencies [1].

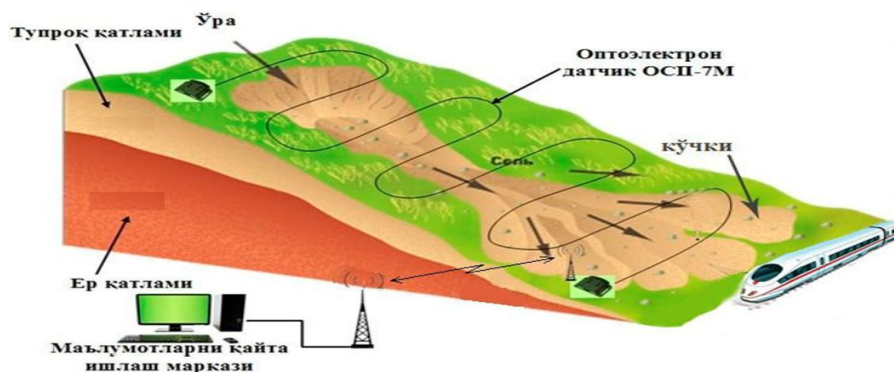
The Problem in Studying Landslides: First, is in the abstraction of the time of their occurrence. Because landslides are one of the most dangerous geological processes that develop spontaneously [3].

Second, find a safe place. A comprehensive study of the area is needed to relocate people and farms to the relatively safe area. A comprehensive study should lead to a single conclusion [5].

THE RESULT

Solution of the Problem:

- An effective result can also be achieved when using a radio monitoring system based on fiber optic sensors as an innovative solution for the study of landslides. Light weight and volume of optical fiber, no fire hazard, high resistance to abrasion, low cost and explosion hazard allow the use of optical fibers as sensitive elements of the measuring system.



1- Picture. The principle of organizing a radio monitoring system.

- Optical fiber cables for data transmission can also be used as sensitive elements in determining temperature, pressure, vibration and quantities that have a physical effect. The main advantages of such systems are the ability of power grids to serve you, the absence of electromagnetic interference, high sensitivity and small size. In addition, the use of standard optical fiber cables and elements used in telecommunications shows that the cost of such sensors is not expensive.

- Optical fiber sensor (OFS) is a measuring instrument consisting of a measuring transducer (MT), which is transmitted from an optical fiber, connected to an optical signal processing and conversion device via an optical fiber communication line and measured to any optical fiber of physical size. Designed to present the measured data signals in the form of applications by varying the size of the signal [5]

The advantages of using optical fiber measuring sensors in the monitoring system of various objects and processes are:

- No effects on the measuring device;
- Absence of problems with the melter;
- Absence of problems such as arc formation and sparking;
- High resistance to adverse environmental conditions
- The ability to make measurements in potentially explosive atmospheres;
- The impossibility of the fiber to chemically react with the measuring medium;
- High mechanical strength and simplicity of system structure;
- Resistance to temperature rise.

DISCUSSION

The main advantage is, first of all, the ability to perform remote measurements when it is not possible to use electronic sensors or when their use is not recommended.

Based on the advantages and capabilities of the above optical fiber sensors, it allows for continuous monitoring of rock strata and mountain migration processes in mountain and foothill areas.

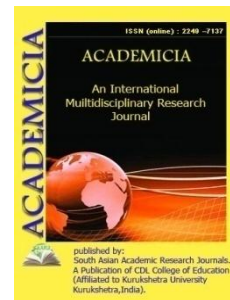
Second, in solving the problem of finding a safe place, it is necessary to create maps that reflect the specific crisis and danger. Based on these maps, security plans for the areas will be developed. Such events are taking place on a large scale in Europe and the United States.

CONCLUSION

Extensive study of innovative policies of high-tech developed countries, including the United States, Japan, South Korea in the field of life safety, the existing scientific and technical potential for the effective implementation of inventions and scientific developments, achievements in this field and capacity-building measures should be intensified.

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DOI: **10.5958/2249-7137.2021.00707.2**

CONDITION OF RURAL TOURISM IN OUR COUNTRY IN THE CONTEXT OF COVID-19 PANDEMY EPIDEMY

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ABSTRACT

The article discusses the state of development of rural tourism in our country in the context of the COVID-19 pandemic epidemic, the organizational and legal framework and regions, the impact of Coronavirus on global GDP growth in 2021 and how the pandemic affected his business from Europe to Uzbekistan. According to Saparboy Jubaev, an analyst with a PhD in economics, the pandemic could have less of an impact on Central Asian republics than in developed European countries. Because their share of services in GDP is less. For example, in developed countries such as Italy, rural tourism is well developed. Therefore, their rate of decline will also be large.

KEYWORDS: *Economic shock, Economic crisis, Aircraft, International flight, International tourism, Airline, Medical system.*

INTRODUCTION

According to the World Tourism Organization (WTO), this year's results compared to 2019 have led to a 98% reduction in the number of international tourists due to the disruption of the COVID-19 pandemic, resulting in a decline in international tourism revenues between January and May 2020. released As a result of a 300 million drop in the number of international tourists, international tourism revenues fell by \$ 320 billion. The result of this loss is three times that of the 2009 global financial and economic crisis. Currently, 90 countries are fully or partially closed to tourists; 209 routes, i.e. 96% of all routes in the world are restricted; the tourism industry could suffer \$ 22 billion in damage.

ANALYSIS OF THE LITERATURE ON THE SUBJECT

According to Saparboy Jubaev, an analyst with a PhD in economics, the pandemic could have less of an impact on Central Asian republics than in developed European countries. Because their share of services in GDP is less. For example, in developed countries such as Italy, rural tourism is well developed. Therefore, their rate of decline will also be large. That is, the decline in GDP in these countries is expected to be 5-6%. The negative impact on the production of the Central Asian republics due to the decline in the volume of services, as well as falling oil and gas prices may be around 1-2%. Then the overall growth in the region could be 3-4% instead of the planned 5-6% by 2020.

However, i.f.d., prof. Rakhimova Dilduza Nigmatovna's article "Impact of the Coronavirus Pandemic on the Global Economy and Uzbekistan's Economic Partners" provides an in-depth economic analysis of pre-coronavirus economic development and the impact of the pandemic on the global economy and Uzbekistan's economic partners. .

Behruz Hamzaev, a well-known tourism expert in Uzbekistan and a former adviser to the chairman of the State Committee for Tourism Development, said 50 percent of airlines had gone bankrupt, that Uzbekistan needed to focus on tourism in a pandemic, and that Uzbekistan was a rich tourist destination.

RESEARCH METHODOLOGY

The article uses methods of abstraction, analysis-synthesis, induction and deduction, mathematical modeling and dialectical modeling.

ANALYSIS AND RESULTS

The coronavirus posed a threat of a global economic crisis. According to experts, the probability of a global economic crisis in the next 12 months is 43%. The number of patients infected with COVID-19 coronavirus, originally detected in China, has declined sharply, but outside of China - in other parts of the world, the geography of the virus is expanding day by day, and the number of coronavirus patients is growing rapidly. To date, a new strain of coronavirus has been detected in 114 countries around the world.

In recent weeks, the impact of the new strain of coronavirus on the economies of countries has been actively discussed in all leading media around the world, while in global financial markets there has been a sharp - dramatic decline in assets and indices. In other words, the COVID-19 coronavirus has "entered" not only the human body but also their economic lives and global financial markets.

According to Uzanalytics.com, FocusEconomics, one of the leading analytics companies in the analysis of financial assets, global markets and countries' economies, has been conducting a survey among leading experts on the impact of the coronavirus on the global economy and its economic consequences since mid-February. Yesterday, the company announced the results of its latest survey, which ended on March 11. The survey involved 54 leading economists and financial analysts around the world. In the survey, experts were asked the following questions:

1. What is the impact of the coronavirus on global GDP growth in 2021?
2. Will the coronavirus continue to affect the global economy after 2020?

3. What is the probability of a global economic crisis in the next 12 months?

4. What is the impact of the coronavirus on the GDP growth of China, South Korea, Italy and Iran in 2021?

The results of the survey show that compared to the results of the previous survey (published on March 3), experts are overestimating the impact of the coronavirus on the global economy.

More than half of the 54 experts, or 57 percent, forecast global GDP growth to fall by 0.5 percentage points this year, while 20 percent of them forecast a decline of 1.0 percentage points.

The outbreak of the coronavirus pandemic and the consequent quarantine of countries around the world have dealt a severe blow to the tourism industry.

The cancellation of flights has led to a sharp drop in the number of foreign visitors around the world since March, following the closure of borders. By the beginning of the summer months, when travel companies and the hotel business were to thrive, the figure was zero. Uzbekistan has also been affected by everything from the national airline to hotels and regular guides.

The effects of quarantine, which spread around the world, were severe and rapid. A period of uncertainty has begun in the lives of thousands of people in the fields of tourism, transportation and hotels.

Anvar Shermatov is the chairman of the Uzbek-German society "Davra" in Germany and works in the field of tourism. We asked an entrepreneur who travels from Europe to Uzbekistan how the pandemic has affected the business. Anvar Shermatov had a different preparation for the 2020 season. In an interview with the BBC, Anvar Shermatov said that 2020 was a different year for the tourism business than the year before, but the coronavirus had ruined it all. "I'm in the tourism business. We prepared for 2020 differently than every year, Facebook, Google We have invested in advertising, participated in tourism fairs, distributed catalogs, worked more gypsies with our partners. So, 2020 was expected to be the best of the tourist seasons so far. As you know, suddenly COVID-19 was terrible news for us. " he says. According to the businessman, they hoped that the season would not end until mid-March. "We did not lose hope until mid-March. out of the fall season), we moved what was possible to the fall season, some to 2021, but it was 80% canceled".

Anvar Shermatov says that they are still hoping for the autumn season, but they are not sure that it will happen. "Now we have one hope from the autumn season, but I do not believe that it will come true. This is a good loss from the economic point of view, but we have written to most of our customers and said that we will be happy that they will travel through us again in the future. " "It's not a solution. The airlines are different; at least they don't return the money. I think it's a long process," Shermatov said. "We took the opportunity to update our website so as not to sit idle. We have been working tirelessly for 4 months, at least trying to make the website look more modern. All the preparations are now focused on 2021, we will be in the market with three websites at a time,"he said. Anvar Shermatov, who lives with his family in Berlin, has not faced financial difficulties. "I live in Berlin with my family, it has not affected my family budget, I must say that I am satisfied, my colleagues from Germany are temporarily taking their salaries from the state, they have recently been allowed to travel to the EU, many have returned to normal work, but the countries that bring in the main income will have to be a little more patient, not in the EU, "said Anvar Shermatov.

According to analysts, due to the pandemic, representatives of the tourism industry have begun to reconsider the products they offer:

- use one of the two rooms in hotels;
- Restrictions on the beaches through barriers to avoid crowds;
- Waiver of all inclusive payments;
- offer ecological species;
- opening new routes, etc.

While some travel agencies are facing a crisis, it is expected that competition will not be as strong as before in the near future.

The development of domestic tourism is expected in most countries due to the closure of borders, various restrictions and the fear that people will not be able to spread the disease abroad. While globalization has lowered borders between states to a nominal level, the spread of coronavirus has forced the situation to reverse.

However, it is possible to make optimistic predictions that such a situation will continue until a vaccine or effective treatment is discovered, and then gradually gradually recede.

After the cancellation of international flights and the closure of borders with neighboring countries, the flow of foreign tourists stopped abruptly.

CONCLUSIONS

There are a number of options to support tourism development in the event of a global pandemic:

- First of all, wide promotion of rural tourism;
- To pursue a policy of intensification of rural tourism, effectively using the fact that foreign countries have closed their borders;
- With the mitigation of the pandemic, more than 34 million people in the country will be able to activate tourist services and thereby create opportunities to improve the rural tourism infrastructure with the efficient use of time;
- To create conditions for tourism companies, hotels, cafes, restaurants, to support them as much as possible by supporting rural tourism, so that tourism professionals do not transfer to other jobs;
- In order to attract tourists to tourism, it is necessary to promote eco-tourism or rural tourism, because after the pandemic it is natural that most tourists will be very cautious. In such a situation, the use of ecotourism and rural tourism opportunities will help to get out of the situation. For tourists traveling in the bosom of nature, there is no need to maintain social distance. In rural areas, people are less likely than in cities.
- There are many opportunities for tourism in Uzbekistan and natural landscapes worth showing to tourists in the countryside, but most of our compatriots do not know about it. Therefore, we believe that it is time to create rural tourism infrastructure. At the same time, another option for rapid recovery of tourism in the post-pandemic period is to diversify tourism. Mostly foreign tourists come to Uzbekistan by air. We have a sharp decline in the number of tourists with

average means, as ticket prices are relatively expensive compared to the international level. We need to improve the quality of service in hotels and restaurants in our country. We should not modernize the hotels in Tashkent, Samarkand, Bukhara, Khiva, which are our traditional tourist centers, but encourage the construction of small and comfortable 3-4 star hotels in all places rich in tourist resources. Wealthy tourists prefer quiet places rather than crowded ones and demand services that are worth the money they spend. At the same time, 3-4 star hotels do not have to be multi-room, it is small and comfortable, but the quality of services should be high.

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DOI: **10.5958/2249-7137.2021.00672.8**

VERBAL AND NON - VERBAL MEANS OF COMMUNICATION AS A PSYCHO LINGUISTIC FACTOR OF TEACHING COMMUNICATION IN A FOREIGN LANGUAGE

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ABSTRACT

The article states the role of psycholinguistic teaching of foreign language – the Russian language. The correlation between verbal and non verbal means of communication is given in the process of teaching communication. The authors process from the thesis the communication in teaching any language is based on the theory of speaking activities: extra linguistic means such as mimics, gestures, intonation, poses and etc. are used in the speech. As the practice shows these means make communication easier “supporting” its main component- language component (clicke, seals of the language they learn-the Russian language.) According to the authors, the account of psycholinguistic’s achievements further the training of bilinguists knowing the Russian language as true means of communication.

KEYWORDS: *Psycholinguistics, Verbal And Non Verbal Means Of Communication, Reading, Writing, Listening, Speaking, Communication On The Tought Language, Communication And Speaking, Bilinguists, Psychological Barrier, Mimics, Gestures, Intonation.*

INTRODUCTION

The preparation of a comprehensively educated and intellectually developed generation is especially relevant in the age of globalization and the erasing of educational boundaries, the widespread dissemination of ICT. That is why in our time the process of teaching languages is becoming more and more applied, which is due to the growing pragmatic needs of society.

The modern tasks of teaching the Russian language can be reduced to the preparation of a native speaker capable of conducting intercultural dialogue. The global goal of language acquisition is considered to be the introduction to the culture of native speakers and participation in the dialogue of cultures. This goal can be achieved with the formation of the ability for intercultural communication. Communication in any studied language is based on the theory of speech activity.

Communicative language learning is of an activity nature, since verbal communication is carried out through speech activity, which serves to solve the problems of productive human activity in the context of social interaction of communicating people.

In recent years, the attitude of non-Russian people towards the Russian language has changed in a positive direction: people want to master the language as an instrument of production. They are less interested in the history and theory of the language, since they need the Russian language exclusively functionally - for practical use in various spheres of society as a means of real communication with native speakers. The most relevant question for Russian teachers is: how to prepare bilinguals in the shortest possible time in the usual conditions of teaching the Russian language. In this matter, it is advisable to rely on the achievements of psycholinguistics.

AA Leont'ev is rightfully considered the founder of psycholinguistics^[1]: in his works, for the first time, substantiated the main provisions of this science, originally presented in the form of a theory of speech activity. Currently, psycholinguistics is defined as the science of the laws governing the generation and perception of speech utterances.

The emergence of psycholinguistics is associated ^[3] with the weak links of methodological science and practice of teaching foreign languages. Determining the strategy of the language teaching process, specialists were unable to answer a number of fundamental questions related to the choice of the optimal content, suitable methods and techniques, and priority teaching principles.

In teaching the Russian language, for a long time in our republic, the grammar-translation method, which corresponded to the tasks of teaching the grammatical structure of the Russian language, took precedence. By the way, this approach is due to the fact that both the content and teaching methods were copied from the methodology of teaching Russian as a native language.

Anthropocentric linguistics, which replaced linguocentric, takes into account, first of all, the needs of a person, people. The new science has clarified many issues related to both the study of languages and the teaching of communication and the formation of speech activity in them.

Specialists now have an idea of how a person's communicative competence is formed. Many people have real chances to master several languages in parallel, the number of bilinguals and polyglots is growing. However, for a number of reasons, these opportunities are not realized equally in all people. The results of teaching the Russian language currently do not fully meet the needs of our society.

In this regard, the integration of the efforts of methodology and psycholinguistics can lead to positive changes in the practice of teaching the Russian language. The realization that fluency in a language is possible only on condition of the formation and development of skills in the main types of speech activity (reading, writing, speaking, listening) is one of the main achievements of modern language teaching methods. The next step, in our opinion, should be the reliance on

psycholinguistics, which studies the relationship of speech activity with human consciousness, which is one of the priority directions in the development of modern methods. Psycholinguistics is a complex science that studies language, speech, speech activity, features of communication between people using verbal and non-verbal means ^[3].

When teaching languages, it is necessary to clearly distinguish between the concepts of “speaking” and “communication”^[4]: when speaking, a person is limited to using linguistic means, and when communicating, extra linguistic means are also used - facial expressions, gestures, intonation, pauses, etc.

When teaching foreign languages, it is necessary to instill in the trainees the skills in the use of facial expressions and gestures. It is especially important to learn the correct intonation, the placement of logical stress.

People with a lack of natural skills will be very different from other native speakers in that they will not speak like everyone else (native speakers): firstly, they themselves will feel awkward when communicating; secondly, such a person is perceived by his interlocutors as a “stranger” or an inferior partner.

People who study foreign languages must know not only the theory of the language, but also be true native speakers, i.e. they must be proficient in the linguistic, and situational, and social, and national-cultural levels of the language being studied. Thus, speech is a creative process that requires initiative on the part of the speaker. Speech skills acquired in the study of languages should be flexible.

Speaking is a skill that arises on the basis of language skills, but is not reducible only to them. In the process of communication, the speaker finds himself in different speech situations, is faced with the need to solve various problems. To solve them, he chooses all possible means of communication, varying linguistic and over linguistic components. Words, phrases, sentences are combined not only with clichés and clichés, but also gestures, actions, facial expressions, intonations. All these tools facilitate communication, "supporting" its main component - linguistic.

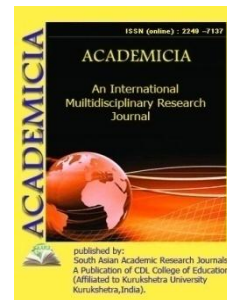
Consequently, communication is possible not so much with the help of verbal means as with the help of a synthesis of linguistic and non-linguistic means of communication. While teaching the process of communication, communication, it is necessary to teach the complex ability to use a complex of linguistic and non-linguistic means of communication.

Practice shows another typical tendency: having a relatively sufficient potential level of communication in the target language, students are unable to overcome the psychological barrier that prevents them from entering into verbal contact. When communicating in their native language, people easily and simply begin to speak, not only because they know their language well, have the necessary language material, but rather, thanks to the use of auxiliary means such as "listen, I will speak": this function is performed not only by the word, but and facial expressions, gesture, light push, or neutral words - "so", "attention", various intonation means.

These verbal and non-verbal means of communication should, in our opinion, form the basis of training exercises when teaching a foreign (Russian) language.

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DOI: **10.5958/2249-7137.2021.00673.X**

COOPERATION WITH FOREIGN COUNTRIES IN FINANCING INNOVATIVE ACTIVITIES IN UZBEKISTAN

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ABSTRACT

In this country, too, in the first years of the transition to a market economy, there was a significant decline in innovation activity. The Agency is a specially authorized state body that ensures the implementation of a unified state policy in the field of legal protection of intellectual property and protection of their rights in the country and the state registration and control of organizations that manage property rights on a collective basis. At the same time, it not only analyzes the practice of foreign countries, but also establishes and implements close cooperation with them and international organizations on the development of innovation.

KEYWORDS: *Implementation, Innovation, Establishes*

INTRODUCTION

The Republic of Uzbekistan is also a country with unique experience in the implementation and development of innovation. In this country, too, in the first years of the transition to a market economy, there was a significant decline in innovation activity. In particular, funding for research and development in 2000 in Kazakhstan, Russia and Uzbekistan amounted to 30-33% compared to 1990. This figure was 16-18% in Armenia, Georgia, Kyrgyzstan, Tajikistan and

Moldova. [1]

This situation has also led to a reduction in the number of employees working in this field. In particular, the figure for 1991-2002 experienced a decline in many countries, such as in Uzbekistan - from 5686 to 3542 (38%), in Armenia - from 4362 to 2234 (49%), in Belarus - from 6388 to 4225 (33%), in Kazakhstan - from 5045 to 3631 (28%), In Kyrgyzstan - from 1319 to 803 (39%), in Russia - from 134 176 to 102 419 (24%). [2]

This country has had its impact on innovation activity. For this reason, our government has taken a number of measures to develop innovative activities and create favorable conditions for this.

In particular, the development of innovation in the independent country was based on the Decree of the President of the Republic of Uzbekistan dated August 7, 1992 "On state support for the development of science and innovation."

Adoption of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 31 of January 19, 1998 "On the development of international scientific and technical relations, state support of scientific programs and projects on grants from international and foreign organizations and foundations" has opened a wide range of programs and projects on various grants with international and foreign organizations and foundations, as well as their state support.

On the basis of the Resolution of the President of the Republic of Uzbekistan dated August 7, 2006 No. PR-436 "On measures to improve the coordination and management of science and technology development", the Committee for Coordination of Science and Technology Development under the Cabinet of Ministers was established and it is operating effectively today.

Adoption of the Decree of the President of the Republic of Uzbekistan No. PD-3860 of March 14, 2007 "On additional measures to stimulate the modernization, technical and technological re-equipment of production", and its development has played an important role in creating a comprehensive and effective system of incentives for businesses to regularly modernize, technically and technologically re-equip production, provide it with advanced modern equipment that will increase production of high quality, competitive, export-oriented products.

According to the Resolution of the President of the Republic of Uzbekistan dated July 15, 2008 No. PR-916 "On additional measures to encourage the introduction of innovative projects and technologies in production", the Republican Fair of Innovative Ideas, Technologies and Projects is held annually.

Effective implementation of the State Program "Year of Youth", approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 7, 2008 No 173 "On improving the activities of state specialized secondary schools with in-depth study of certain disciplines", and Resolution of the President of the Republic of Uzbekistan No. PR-805 dated February 29, 2008, in order to further improve the activities of state specialized secondary schools with in-depth study of certain subjects in the country, the following types of in-depth study of certain subjects of state specialized secondary schools have been established in the country:

In order to ensure the effective implementation of the state program "The Year of Youth", approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated

August 7, 2008 No 173 "On improving the activities of state specialized secondary schools with in-depth study of certain disciplines", and Resolution of the President of the Republic of Uzbekistan No. PR-805 dated February 29, 2008, and to further improve the activities of state specialized secondary schools with in-depth study of certain subjects in the country, the following types of in-depth study of certain subjects of state specialized secondary schools were established:

- specialized schools with in-depth study of certain subjects (20% of subjects);
- specialized boarding schools with in-depth study of certain subjects (40% of subjects);
- boarding schools specialized in football.

These will serve as an important factor in the training of young, qualified personnel who will make a worthy contribution to the development of innovation in the future.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 20, 2009 No 144 "On additional measures to encourage the implementation of innovative projects" is aimed at creating a system of additional incentives for the implementation of innovative projects in the country.

In order to ensure the implementation of the Resolution of the President of the Republic of Uzbekistan dated May 24, 2011 No. PR-1536 "On the establishment of the Intellectual Property Agency of the Republic of Uzbekistan", the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan of June 8, 2011 No. 166 was accepted "On measures to organize the activities of the Intellectual Property Agency of the Republic of Uzbekistan." According to him, the Intellectual Property Agency of the Republic of Uzbekistan will be established. The Agency is a specially authorized state body that ensures the implementation of a unified state policy in the field of legal protection of intellectual property and protection of their rights in the country and the state registration and control of organizations that manage property rights on a collective basis.

The Agreement between the Government of the Republic of Uzbekistan and the Government of Brazil on Technical Cooperation, signed on 28 May 2009 in Brazil, entered into force on 9 June 2011 and aims to promote technical cooperation in the following important areas:

- a) education;
- b) health;
- c) nature protection;
- d) utilities;
- e) water resources management;
- f) science and innovation technologies;
- g) agriculture;
- h) energy;
- i) telecommunications;
- j) And other areas determined by the parties.

In addition, the main goal of the project "Support in the field of innovation policy and technology transfer" for 2010-2015 in cooperation with the UN of Uzbekistan is to support the development of innovation infrastructure in Uzbekistan through the UN Development Program. The total cost of the project is USD638,566.

Uzbekistan pays special attention to the development of relations with foreign countries in the field of innovation. In particular, on October 10, 2008 at a meeting of the CIS Council of Heads of State in Bishkek, the heads of state declared 2010 the Year of Science and Innovation in the CIS. On November 14, 2008, the CIS Council of Heads of State approved the Strategy for Economic Development of Cooperation for the period up to 2020, which includes innovative cooperation.

Furthermore, on May 19, 2011 in Minsk, the Governments of the CIS countries signed the Agreement "Information for the innovative activities of the CIS member states." The main purpose of this Agreement is to create an information infrastructure of innovation activities in the CIS countries and increase the efficiency of innovation integration processes through the rapid and reliable access of participants in innovation activities.

In turn, the Concept of Innovative Development of the Republic of Uzbekistan for 2012-2020 has been developed in our country on the basis of the project of the United Nations Development Program (UNDP), as in the CIS countries, according to which the following general results are expected.

Targets of innovative development of the economy for 2012-2020 [4]

Indicators	2010 (report)	Forecast parameters	
		2012-2015	2016-2020
The share of expenditures on scientific and technical work relative to GDP, in %	0,2	1,0	3,0
Share of high-tech industries (relative to the total volume of GDP, in%)	1,3	15,0	31,0
Share of innovative products (relative to the total volume of GDP, in%)	2,9	15,0	22,0
The share of expenditures on innovation activities (relative to product	0,4	2,8	5,0
The share of exports of innovative products in total exports, in %	5,76	15,0	28,0
Percentage of student enrollment in natural sciences and engineering	28,7	40,0	45,0
Number of patents, annually registered in foreign patent offices by residents of Uzbekistan, in one.	8***	1000	1300

The data in this table show that in the future, Uzbekistan pays great attention to the comprehensive development of innovation activities, and the implementation of the developed Concept is expected to achieve high results.

In general, Uzbekistan pursues a comprehensive and promising policy on financing and development of innovation. At the same time, it not only analyzes the practice of foreign countries, but also establishes and implements close cooperation with them and international organizations on the development of innovation. This is an important factor in the development of the innovation sector, as confirmed by the table data analyzed above.

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DOI: 10.5958/2249-7137.2021.00674.1

MATERIAL BALANCES FOR OBTAINING SODIUM NITRITE

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ABSTRACT

Sodium nitrite can be obtained in two ways: by reacting sodium sulfate with calcium nitrite or nitrate, calcium nitrite, formed after the absorption of nitrous gases with lime milk. Study of mutual solubility of the quaternary water system of nitrites, nitrates and sulfates of sodium and calcium and its constituent ternary systems at 25°C. Their isothermal solubility diagrams have been set up.

KEYWORDS: Binary And Ternary Water Systems, Eutonic Solutions Of Facet Ternary Systems, Thermostat, Figurative Points, Four-Water Calcium Nitrate, Isothermal Method.

INTRODUCTION

The main consumers of sodium nitrite-nitrate salts are machine-tool, metallurgical, paper, rubber, textile, pharmaceutical, food industry, construction industry, medicine and agriculture.

One of the possible ways to obtain sodium nitrate and nitrite is the conversion of sodium sulfate in an aqueous medium with calcium nitrate and nitrite.

The technological basis of these processes is based on the physicochemical properties of quaternary systems $2\text{Na}^+, \text{Ca}^{2+} // \text{SO}_4^{2-}, 2\text{NO}_3^- - \text{H}_2\text{O}$; $2\text{Na}^+, \text{Ca}^{2+} // \text{SO}_4^{2-}, 2\text{NO}_2^- - \text{H}_2\text{O}$ and their constituent ternary systems. There is no information on these quaternary systems in the literature. In this regard, for the physicochemical substantiation of the process of obtaining sodium nitrate and nitrite by conversion of calcium nitrate and calcium sulfate, the solubility in the above quaternary systems and individual components of ternary systems at 25°C was studied [1].

Sodium nitrite is obtained in two ways: According to the first option, the nitrite-nitrate solution of calcium formed during alkaline absorption is first neutralized with nitric acid (up to pH 5 -

5.5). Then the solution is evaporated and calcium nitrite is crystallized with further separation from the mother liquor of calcium nitrate-nitrite (Fig. 1).

Solid calcium nitrite and sodium sulfate are sent for exchange decomposition, which is carried out in a reactor with a circulating sodium nitrite solution. According to the second variant, the solution of calcium nitrite-nitrates, formed during the absorption of nitrous gases by circulating solutions with active CaO, reacts at a stoichiometric ratio with sodium sulfate. After that, the obtained nitrite - sodium nitrate solution is separated on the filter from the gypsum. The resulting solution is subjected to evaporation and crystallization with the precipitation of sodium nitrite into the solid phase. After separation by centrifugation of the finished product – sodium nitrite, the mother liquor of sodium nitrite is returned to the evaporation stage and processed into a solid product [2].

Also, according to the first option, solid one aqueous calcium nitrite obtained according to the scheme (Fig. 1) and ten aqueous sodium sulfates, respectively, are dissolved in solvents (item 1a and item 1b), (Fig. 1). The prepared solution is sent for exchange decomposition (Fig. 1), which is carried out in a steel reactor (item 1). The conversion process takes about 1 hour. Gypsum is separated from the solution on a drum vacuum filter, and the solution (item 2) is sent for evaporation (item 6) to the first evaporator (item 6). The incoming liquor with a content of 26.75% NaNO_2 , 0.71% CaSO_4 is evaporated at 100°C to a sodium nitrite concentration of 61.71% NaNO_2 , 0.030% CaSO_4 (Fig. 1).

The precipitated gypsum precipitate is filtered (item 2^{II}). The separated liquor is sent through the collector (item 4^{II}) using a centrifugal pump (item 5^{II}) to the crystallizer (item 7) where NaNO_2 crystals are precipitated when the solution is cooled up to 10°C . The crystalline product after separation on the filter (item 2^{III}) contains 95-99% NaNO_2 . The resulting uterine liquor A₃ (containing 43.16 NaNO_2 , 0.046% CaSO_4) from (item 4^{III}) is sent to (item 4) using a centrifugal pump (item 5^{III}), where it is mixed with the uterine liquor formed after conversion. The wet sodium nitrite precipitate is dried at $100-110^\circ\text{C}$ on a drum dryer (item 8).

Optimal conditions for the implementation of the technological process:

Concentration of calcium nitrite solution, %.....	80-90%
Conversion temperature of calcium nitrite with sodium sulfate, $^\circ\text{C}$	25-30
Concentration of sodium nitrite circulating solution, %.....	30-45
T:J ratio in slurry with gypsum sediment	1: (2,5÷3,5)
Duration of conversion of calcium nitrite with sodium sulfate, min.....	60-120
Evaporator temperature, $^\circ\text{C}$	100-110
Crystallizer temperature, $^\circ\text{C}$	10 -25
Temperature when drying wet sodium nitrite in a drum dryer, $^\circ\text{C}$	100-110

The shop for producing sodium nitrite according to the second option from nitrogen oxides, milk of lime and sodium sulfate consists of three sections: alkaline absorption, conversion and evaporation (Fig. 1). Nitrous gases containing about 2-4% nitrogen oxides pass through the absorption towers (item 1). The absorption tower is irrigated with milk of lime (100-140 g/l CaO) from the collector (item 2) with a nitrite-nitrate solution coming out of the collector (item 3). Nitrite-nitrate liquor from the absorption tower is sent to the conversion through the collector (item 3) by a centrifugal pump (item 4). After the absorption tower, nitrous gases are directed to a scrubber (item 15) and then removed to the atmosphere. Nitrite-nitrate lye obtained as a result of alkaline absorption contains about 75-95% nitrite and 5-25% calcium nitrate [3].

Solutions of nitrite and calcium nitrate are sent for exchange decomposition, which is carried out in a steel reactor (item 5) heated by steam. Crushed sodium sulfate or its solution in the form of weak hot liquors containing sodium nitrite-nitrate is gradually introduced into the reactor.

To accelerate the conversion process and prevent clogging of the reactor with calcium sulfate precipitate formed as a result of the exchange reaction between Na_2SO_4 and $\text{Ca}(\text{NO}_2)_2$, compressed air is supplied to the lower part of the apparatus or the solution is stirred with a mechanical stirrer.

The conversion process takes about 1 hour. The gypsum is separated from the solution on fabric filters; the ratio T:J = 2.5-3:1, the concentration of NaNO_2 and NaNO_3 in the liquid phase is 14-34.0% and 1.5-4.5%, respectively. This suspension is filtered from $\text{CaSO}_4 \cdot 2\text{H}_2\text{O}$ on a drum vacuum filter (item 7) and sent to the evaporation. Gypsum, containing after filtration 10.2-13.0% NaNO_2 and 1.02-1.30% NaNO_3 , is washed in a repulper with rinsing water from item 15, while the total content of NaNO_2 and NaNO_3 in the sludge is reduced to 0.05- 2%. Calcium sulfate removed from the filter (item 7) can be used for technical purposes.

Evaporation of solutions of nitrite and sodium nitrate Po (containing 22.14% NaNO_2 , 2.44% NaNO_3 and 0.56% CaSO_4) is carried out in two-vessel evaporators [3].

Vertical evaporators with internal or external heating chambers can be used. On the first evaporator (item 11), the incoming liquor with the Po content is evaporated at 100-110°C to the concentration of sodium nitrite P1 (containing 51.66% NaNO_2 ; 5.74% NaNO_3 and 0.03% CaSO_4). The precipitated gypsum precipitate is filtered (item 7). To avoid crystallization of NaNO_2 , the temperature in the tank (item 9) is maintained within the range of 90-105°C using steam heating. The separated liquor is sent through the collector (item 9) using a centrifugal pump (item 10) to the second evaporator, where it is evaporated to form a slurry containing 76% sodium nitrite and 8.0% sodium nitrate. A hot solution of nitrite and sodium nitrate is sent to the crystallizer (item 12) Here, when the solution is cooled to 21°C, crystals of NaNO_2 are isolated.

The crystalline product after separation on the filter (item 7) from the uterine liquor contains 95-99% NaNO_2 . The resulting uterine liquor from (item 9^{III}) is sent to, conversion or inversion (item 9) using a centrifugal pump (item 10) to obtain sodium nitrate. The wet sodium nitrite precipitate is dried at 100-110°C in a drum dryer (item 13).

To obtain purer sodium nitrite, crystalline sodium nitrite after the first crystallization is usually washed with cold water, dissolved in steam condensate and subjected to crystallization. A concentrated NaNO_2 solution obtained by dissolving salt in a steam condensate is filtered off on

a filter and sent to a crystallizer. After separation from the mother liquor on the filter, crystalline sodium nitrite is dried with hot air (105-110°C) in a rotating drum [4,5].

As shown by toxicological studies of the Republican Center for State Sanitary and Epidemiological Supervision, synthesized sodium nitrite complies with GOST 19906-74 (toxicological conclusion is attached). The proposed technology for the production of sodium nitrite (Appendix 1) has been tested on the model plant of Chirchik JSC "Elektrkimyosanoat". A pilot batch of sodium nitrite has been produced, the following main technological parameters of its production have been worked out and established (Appendix 2). Laboratory regulations and test report are attached (Appendices 2 and 3). Optimal technological parameters for the production of sodium nitrite.

Concentration of milk of lime, g/l.....	100-140
NO:NO ₂ ratio, mol	(60-70):((40-30))
Duration of irrigation of nitrous gases, min...	30
Absorption tower temperature, °C.....	30-45
Conversion temperature of calcium nitrite with sodium sulfate, °C.....	25-30
Concentration of sodium nitrite circulating solution, %.	25-50
T:J ratio in pulp with gypsum sediment, mol	1: (2,5-3,5)
Calcium nitrite: sodium sulfate ratio at conversion, mol	1:1
Duration of conversion of calcium nitrite with sodium sulfate, min	60
Evaporator temperature, °C.....	100-110
Crystallizer temperature, °C.....	10-25
Temperature when drying wet sodium nitrite in a drum dryer, °C.....	100-110

Thus, not on the basis of the studies carried out, a generalized technological scheme and initial data (Appendix 4) for obtaining sodium and calcium nitrite from limestone, mirabilite and nitrous gases have been proposed.

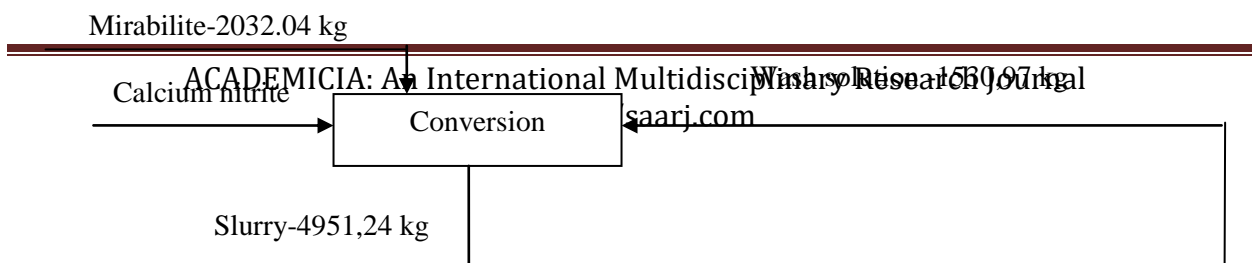


Figure 1. Material balance of obtaining sodium nitrite form calcium nitrite

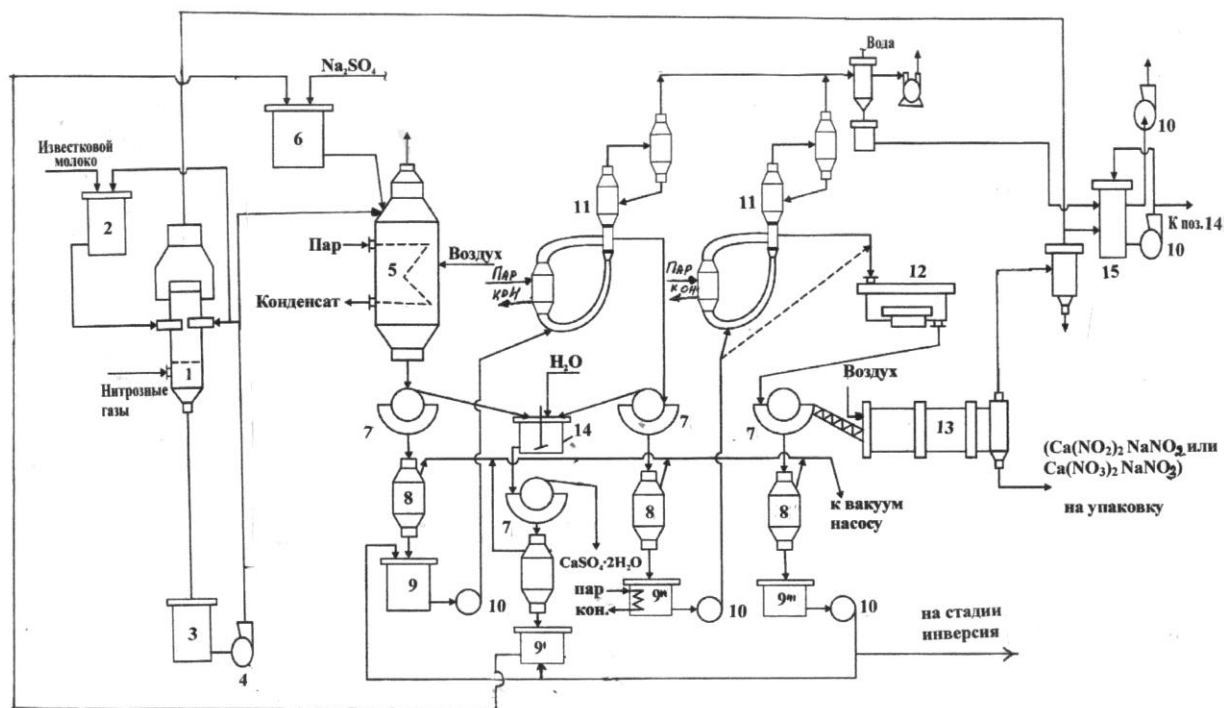


Рис.5.10. Технологическая схема производства нитрита натрия

1-абсорбционная башня; 2,3,6,9-сборники; 4,10 - центробежные насосы; 5-реактор; 7-барабанные фильтры; 8-ресервер; 11-выпарные аппараты; 12-кристаллизатор; 13-барабанная сушилка; 14-регулятор; 15-скруббер.

Figure 5.10. Technological scheme for the production of sodium nitrite 1-absorption tower; 2,3,6,9-collections; 4,10-centrifugal pumps; 5-reactor; 7-drum filters; 8-resever; 11-evaporators; 12-crystallizer; 13-drum dryer; 14-regulpator; 15-scrubber.

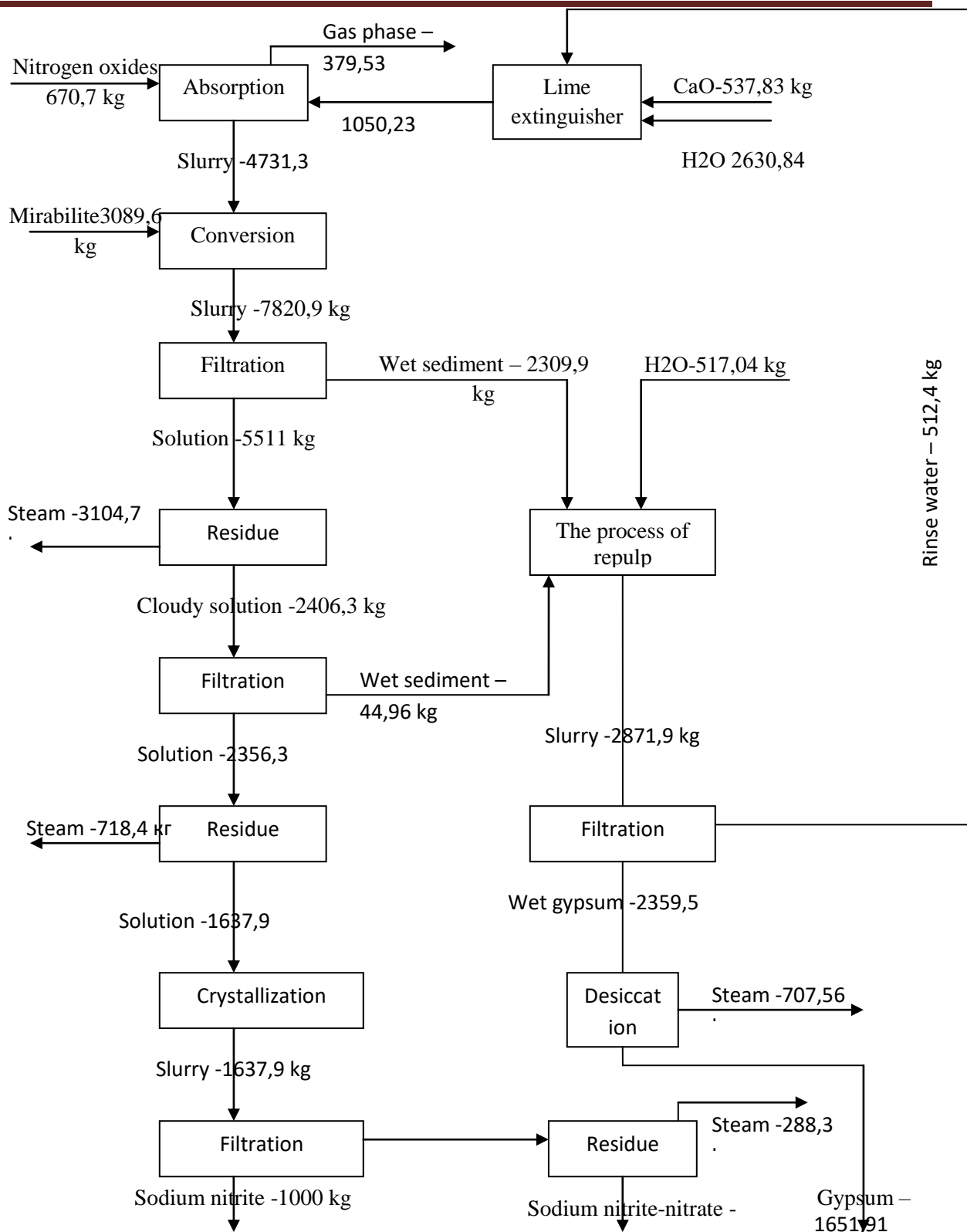


Figure 2. Material balance of obtaining sodium nitrite from nitrogen oxides, lime and mirabilite.

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DOI: **10.5958/2249-7137.2021.00675.3**

COMPARATIVE ANALYSIS OF ALTAI LEXEMES SUCH AS “QUT”, “TYN”, “SYN”, “SUNE”, “SUR”, “SUS”, “JULA”, “UZUT” WITH THE SAME LEXEMES IN THE KIPCHAK DIALECT OF THE UZBEK LANGUAGE

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ABSTRACT

This article examines some of the lexemes related to the ancient Turkic culture which are preserved in the Altaic language. The etymology, content and essence of words related to the human psyche, identified on the basis of research by leading orientalists and linguists such as L.P.Potapov, V. I. Verbitskiy, Anoxin, N.A. Baskakov, are compared with the same words in the Kipchak dialect of the Uzbek language.

KEYWORDS: *Kultegin's Letter, Ontological Views, Monotheism, Polytheism, Values, Ethnology, "Spirit", "Qut", "Tyn", "Syn", "Sune", "Sur", "Sus", "Jula", " Uzut " ..*

INTRODUCTION

The concept of "spirit" in Altaic is completely different from the same concepts in other languages. For in most, monotheistic religions, the soul is conceived as the only concept that provides life in the human body. Abu Hamid al-Ghazali, one of the Islamic scholars, in his work "Kimyoyi saodat" ("Chemistry of happiness ") divides the spirit into two types, animal and human.¹ The ontological views of Aristotle and al- Fraganus, however, state that there are three in the organic universe: the plant spirit, the animal spirit, and the human spirit. But they all represent a single spirit. That is, the spirit is considered by all religions to be a divine but immaterial living being without a body or capable of living in a body.

In the worldview of the Altai, the concept of "spirit" is formed within the religion of the gods and has a very complex structure. These complications were first identified by Christian linguists who were engaged in missionary work in the Altai.

It was difficult for them to explain the spirit to the Altai. The reason for this is that the Altai people named the soul by dozens of names, and each of them had a special meaning.

L.P. Potapov emphasized that missionary linguists felt the need to translate the word "spirit" to teach their teachings to the local population and faced a very complicated problem in studying it. They originally wanted to use the lexeme "tyn" to express "spirit." However, they could not use it because it means "breath" in Turkish. Because the body was needed to breathe. One of the three basic saints of Christianity, the "holy spirit," does not have a body. Then they tried to find other lexemes representing "spirit." As a result, dozens of lexemes were identified. But they were all different in content and the work was very confusing. Thus, they made a comprehensive analysis of the oral art, folklore, ethnic and everyday life of the Altai people, and they had to study dozens of lexemes "Qut", "tyn", "syn", "sune", "sur", "sus", "jula", "uzut" the words used in the sense of "spirit", extensively.²

The lexeme "Qut" is, in fact, a common Turkish word that has been preserved since ancient times. In the ancient Turkic language, "Qut" has three meanings:

1. Spirit, life force, heart.
2. Happiness, bliss, luck.
3. The wife of God³

The first meaning of the lexeme "Qut" has been preserved in all Turkic languages, and it is known that it means the human soul. The meaning of life force has also been preserved in phrases such as "Hut entered, Qut entered", "Qut-baraka"(blessing)

The second meaning is reflected in the name "Qutadg'u bilig" Masnavi which was written by Yusuf Khas Hajib. In addition, M. Kashgari's work - "Devonu lug'atit turk" also describes "Qut" as happiness, a state.⁴

The third meaning is found in ancient writings, especially in the ancient Turkish dictionary, where the word "Qut tengri hatuni" is used.⁵ While this sentence is considered a misconception in monotheistic religions, it is a correct concept in polytheistic religions. In the worldview of the Altai, too, Qut is conceived as a spirit that God gives to the womb of women. The lexeme of Qut is also common in the Orkhon- Enasay inscriptions, and it is in Kultegin's inscription that the following sentences appear: "With my mother Umay xotun's Qut my brother is called as a man"⁶

In the Altaic language, "spirit" is called "Qut", but "Qut" does not apply only to the human soul. The Qut lexeme is also used to refer to animals, insects, plants, and all beings in general. In ancient times, the greatest "Qut" was the blessing of the god of sky. In Altai, Qut has two different meanings:

1. Fetus, embryo;
2. The spirit is the force that sustains human life.⁷

According to the Altai concept and belief, the "Qut" sits in the womb of the embryo like a red ant and gives it life. Then it begins to grow together with the fetus in the mother's womb. Qut is not a human soul, but a person without Qut is considered insane. Sometimes a Qut can leave a person. In these cases, if the shaman or other spirits do not drive him back into the body, he will

suffer and may even die. "Qut" can leave a person even when he is very scared. The Altai called it a heart attack (djurek jariilu). When the heart was broken, even the shamans could not bring the soul back, but if the heart did not burst when it was feared, the spirit itself returned to the body. According to the Altai belief, only shamans can control their own spirits, and these cases have been observed in shamanic sessions.

When the connection between the human body and the Qut is broken, the person can go insane and eventually one day it leaves the body. Shamans summon these spirits first, and if they have joined the evil spirits, they will have to sacrifice something to buy it and then enter the body by holding it.

According to Kazakh researcher U.K. Isabekova's research, the lexeme "Qut" is also actively used in the Kazakh language and is considered not only as a spirit but also as a divine spirit that brings productivity to the livestock and crops. He quotes the following aphorisms about the Kazakh lexeme "qut"⁸: "If come guests with Qut, sheep will give birth to twins, if guests come without Qut, the wolves will kill the sheep.", "If guests come, Qut will come, If you chase the guest, Qut will run away."

The lexeme "Qut" is also preserved in the Uzbek language. But the content has changed a bit. The explanatory dictionary of the Uzbek language gives two different meanings of "Qut":

1. Increasing meal and food
2. Happiness, abundance, plenteousness

Qut is often used in conjunction with the Arabic word "baraka". For example: Qut-baraka - in honest work. However, in the Uzbek language, the words derived from the root "Qut", are preserved: Qut(richly blessed), Qutlug(felicitation), Qutlov(congratulation), Qut ilmoq(get rid of), Quturmoq(rage), Qutqu(bad character), etc.

In the Altaic language, the phrase "kiji korkup, Quti chyqty" is often used. This is exactly the phrase in Uzbek, "Someone was scared and the Qut went off."

The Altai lexeme "tyn" is written in Uzbek as "tin". In the ancient Turkic language "tin" means spirit, soul, breath⁹, but in Uzbek the meaning of spirit and soul has been forgotten, and today only the meaning of breath is preserved.

In Altai, "tyn" means a spirit different from Qut. The difference between Tyn and Qut is that Tyn has a little of materiality. That is, "tyn" breathes. Not only in humans but also in animals, birds, grasses, and giant trees have this spirit. Tin is given to all beings only for their survival, that is, for the physiological process. In the Altai concept, "Tyn" also means the soul, and they perform "khalos-khalos" actions to make it easier for a tin to leave the body before a person dies. They do not enter the morning ceremony until the "tyn" has left the body. When John comes out, they start preparing to bury the corpse by saying "tyn chyqty" or "tynchydy". In the imagination of the Altai, the spirit of shamans differs from the spirit of ordinary people and is called Tyn-bura. The reason why shamans have sharp breaths and unstable spirits is that they are considered to be God's chosen ones.

The lexeme "Tyn" is written in Uzbek as "tin", but in Uzbek Kipchak dialects, it is pronounced as "tyn" as in Altai. Dozens of words are formed in the Uzbek language with the

help of the "tin" stem: calm, quiet, clear, quiet, quiet, quiet. In the Kipchak dialect of Uzbek, "tyn" is pronounced very similarly to Altaic.

In the Altai language, the forms of the spirit in the form of "syn" and "sune" are also preserved. "Sune" is an ancient Turkish word meaning a person's state of mind and character. M. In Kashgari's *Devonu lug'atit turk*, a "gentle, pure-hearted man" is described as "sune."¹⁰ The word "sune" does not exist in the Uzbek spelling dictionary today. However, in the Kipchak dialect, the lexeme "syn" meaning "sune" has preserved. "Syn" means peace of mind in people, animals and plants:

In the Kipchak dialect, there are aphorisms such as "If you marry, marry according to his syn", "If you marry, take a bride from a man who has syn". There are also people in the Kipchak people who are called "synchi". These people are able to assess the mental state of animals and people based on their faces and behaviour.

In the 15th century, the "synchis" served as trustees¹¹ of the khans in the Dashti Kipchak khanates, warriors, warriors, and experts who assessed the morale and strength of the army. A special feature of the critics was their intuition. That's why they've been getting so much attention.

"Syn" actually refers to the appearance of a human or other being. Even today, this lexeme is actively used in fiction:

1. The young man, his complexion a little tired, but with a firm gleam on his beautiful face, was sleeping with his eyes closed.¹²
2. An unfulfilled wish to get lost from somewhere -A mysterious fracture enters your soul.¹³
3. He has Ko'sa sinchi, he said his sinchi: get off the horse and assess the horse of uzbek.¹⁴

Although the Uzbek literary language today the lexeme "syn" does not exist which expresses the human spirit, the words changed at the root "sin" are still used in communication, such as sinchi(who able to assess at first see), sinalgan(tested), sinashta(reliable), siniq(broken), sinamol(faithful).

In the Kipchak dialect of the Uzbek language, "sune" is also preserved. "Sune" is pronounced "sungu" in the Kipchak dialect and means to stare at someone's face or a certain object: "Do not stare at someone's face!", "Do not stare at someone's yard!"

In the Altai language there is a concept of "sur", which reflects another state of the spirit. "Sur" means the appearance of man and animals, and more precisely, the meaning of the face. It is said that "sur" is clearly visible on a person's face when "kut" leaves him, and therefore has a more negative meaning. "Sur" has a similar meaning to the Uzbek word "turq"(rude meaning of the face). According to the divine belief, the "sur" is given to a person by the Great One, and after the death of a person he can move on to another world. "Sur" is now preserved not only in the Kipchak dialect, but also in the Uzbek literary language, and dozens of words have been made for a long time: sur(face), surat(rate), surbet(insolent), surkamoq (yuzga)(rub to face), surrang(it is a kind of colour like brown), surur(it looks like happiness), etc.

The next lexeme is called "sus". "Sus" is also seen in the Altai language as a part of the spirit, and it gives people dignity and greatness. This lexeme is widely used in Uzbek mythology and oral

literature. For example, in the story of Ergash Jumanbulbul's son "Kunduz and Yulduz" the lexeme "sus" is used as follows:

Gulqiz was suffocated by Vallamat

She cannot speak and looks at the ground and cries.¹⁵

According to its use in Altai occultism¹⁶, "sus" may be synonymous with the Uzbek word "kinna" ("kirna" in the Kipchak dialect). L.P. Potapov, who analyzed the rituals of the Altai shamans. In addition, in Potapov's view, sus can be passed from one creature to another. Similarly, L.P. Potapov was analyzing the texts of the Altai shamans, which was written by A. B. Anokhin in the Khotun valley, he finds that to living things, there is a "sus" in things, for example, sus of animal, sus of a young boy, sus of a gun¹⁷. This means that in the notion of "sus" Altai, it is not a subordination to the body, but the twin of the soul. The lexeme "sus" is also widely used in the Kipchak dialect. Although it is sometimes used to mean "kinna kirdi" or "koz tegdi", it is often used in the form of "susi kirdi", "susi bosdi". (all idioms mean that being ill from one's look). There is also a concept of "minaz" in the Kipchak dialect, which is used with "sus": *Falonchigabirovningsusikirdimi, minaziaynibo tiribdi.* (someone's "susi kirdi" to somebody, his mind changed)

The Altai also use the lexeme "uzut" associated with the human spirit. A. V. Anoxin says that "uzut" is the spirit of a dead person¹⁸. According to him, the "sune" will be with him while the creatures are alive. It is said that when he dies, he leaves his body and walks in this house until he is buried. After the body is buried, the sune changes its position and is called "uzut". If we consider both sune and uzut as one body, then their common feature is related to the ability to see. It seems that in the imagination of the Altai, the "sune" could also be the spirit that provides vision in the bodies of living beings. Therefore, when creatures do not return to their bodies, they become "sune" and "uzut" and travel everywhere. Uzut can get bored when he is without a body and make funny jokes to people. That is, it can enter living people, infect them, and even cause disease. That's why people made "is" their spirits on certain days for spirits.

Today, it is very difficult to find words related to the lexeme "uzut" in Uzbek, but some sources confirm that the lexeme "uzut" was used in M.Kashgari's "Devonu lug'atit turk" and meant "identity".¹⁹ The Kipchak dialect of the Uzbek language also contains some words related to "uzut": uzlug (to do lots of physical exercise after recovering from illness), uzulish (pulled apart), uzula (like: lying).

Application:

"Tavub kemaymakan, bolamding SINI ketip, uzlugib qoldi." (whether the doctor come or not, my child's color faded and he fainted.)

Another surviving lexeme in the Altaic language is the "jula" (jula) lexeme. The concept of "Jula", along with other lexemes, has caused much controversy among scholars. When V.V. Radlov and V. I. Verbitsky called "jula" the spirit of a dead man¹⁹, A.V. Anoxin emphasized that "jula" means the spirit of a living person²⁰. On the other hand, N.A. Baskakov and N.A. The Yaimovas described²¹ jula as an intangible, invisible substance, a metamorphosis²² of the spirit, which has the peculiarity of leaving it for a certain period of time during human life. The lexical features of the Altaic language may not allow us to comprehend the full meaning of "jula", but the fact that this lexeme is also preserved in

other Kipchak dialects expands the possibilities of understanding its content. In the ancient Turkic language, "jula" means a lamp, and the words "star" and "twinkle" are made in the same way. It is also used in the sense of "jula" - spring, source, source of power. In the same way, in the ancient Turkic language, the word "julun" made from this core was preserved, and Julun, which means the spinal cord formed the basis of the spirit and provided movement throughout the body. The concept of julun is applied in the Kipchak dialect of modern Uzbek to the thick vein around the neck of the human body. It is recognized that the person who has cut the julun, will be paralysis or die.

"Be careful, wrestler, your opponent is powerful, do not break your julun" (Surkhandarya dialect)

"In one move, he has the ability to bend his julun and cripple. But the shepherd's say is not true." (Anvar Suyunov. Arrowhead)

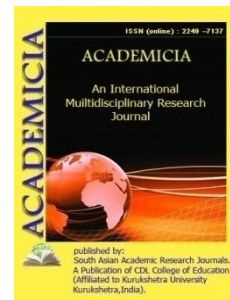
A comparative analysis of lexemes such as "qut", "tyn", "syn", "sune", "sur", "sus", "jula", "uzut" in the Altai language with the same lexemes in the Kipchak dialect of the Uzbek language shows that the human spirit it is not only a creature that provides life in the body, but also a concept that allows a complex understanding and control of all aspects of human life function, psyche, emotions. Based on the above sources, it becomes clear that a person's face, appearance, strength, health, and luck are mainly related to his spirit. "Tyn" signifies human vitality, "syn" health and strength, "sune" the ability to see, hear, taste and anticipate the situation, "sur" the intensity, "sus" the greatness, and "jula" the power. Qut, on the other hand, is a creature that provides balance, blessing, happiness and bliss in the human psyche, as well as higher nervous activity, the ability to think.

In fact, these concepts are not only specific to the Altai, but are the fruit of the thinking of the ancient Turkic peoples. It is not surprising that their survival in the Altai is probably the result of their geographical separation from other Turks in the past centuries and their desire to preserve their identity and values. Today, the study and research of the values of the Altai is equally relevant for all historians, ethnologists, turkologists and linguists. Because it is in Altai culture that our traditions have been preserved in ancient Turkic.

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DOI: **10.5958/2249-7137.2021.00676.5**

INTERNET-OF-THINGS SECURITY AND VULNERABILITIES: IOT SECURITY, IOT TAXONOMY

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ABSTRACT

Today, our world includes billions of sensors and computing devices that are continually sensing, collecting, consolidating, and analyzing significant amount of our personal information. Such information may include our location, contact list, browsing patterns, and health and fitness information. Many researches focus on IoT security and privacy, but the countermeasures presented in these research often aim at a particular type of attack. Therefore, it is necessary to consider the IoT architecture as a whole and provide holistic protections. Furthermore, the technologies and devices themselves are highly heterogeneous. This makes their management a difficult and complex enterprise.

KEYWORDS: IoT security, IoT taxonomy, Vulnerabilities

INTRODUCTION

The early years of the Internet-of-Things (IoT) primarily involved data communication through machine to machine (M2M) interactions. However, the concept has evolved rapidly to include human interactions as well, ushering in an era of Internet-of-Everything (IoE). Today, our world includes billions of sensors and computing devices that are continually sensing, collecting, consolidating, and analyzing significant amount of our personal information. Such information may include our location, contact list, browsing patterns, and health and fitness information. The sensing, collecting, and propagating of such intimate personal data by computing devices is primarily motivated by convenience: as devices get smarter, they can react better to our needs, wishes, and even moods (e.g., a home thermostat can adjust temperature based on number of occupants, time of day, day of week, season of year, etc.) and handle emergencies (e.g., a home security system can react to a fire or break-in). Unfortunately, this convenience comes at the expense of security and privacy challenges: the private, personalized information, if accessible to an unauthorized, malicious agent, can result in significant damage to our wealth, reputation, and personal security. In addition to our own personal data, these devices also include assets introduced by their manufacturers at various stages during their production supply chain. These include fuses, firmware, and debug modes. Unauthorized access to these assets can result in loss of millions of dollars in stolen intellectual properties, as well as potentially dangerous misuse of the assets. With the ubiquitous deployment of these devices, such security vulnerabilities can be catastrophic.

Generic IoT Architecture

Internet-of-Things architecture can be conveniently viewed as an abstraction of several hierarchical layers. Three key layers in the abstraction are the application layer, the network layer, and the perception layer. The technologies of each layer are different, even though the technology used by the device of the same layer may be heterogeneous. The devices and technology in the Internet-of-Things are used to provide a diversity of services, each with its own requirements, constraints, and trade-offs. Furthermore, the technologies and devices themselves are highly heterogeneous. This makes their management a difficult and complex enterprise. To address this challenge, a middleware layer is also sometimes added to manage different types of service, shielding the underlying implementation details. The task of the middleware layer is to collect information from the network layer and store them into the cloud and database. Besides, the middleware layer also provides data processing ability. The four-layer architecture of the IoT constituted by the above factors is used in this paper, and this architecture can be applied to the actual application development. Figure 1 describes the four-layer architecture of the IoT and the corresponding technologies in each layer. In this section, we discuss the functionality of these layers to motivate their unique security needs.

Application Layer

The application layer is the social division of the Internet-of-Things, combining with the industry demand and realizing extensive intellectualization. This layer implements different applications for different scenarios. This layer is used to manage and process data from the middleware layer, also providing quality service to the final user. The problem of application layer mainly occurs in the operation of sensitive data, such as illegal access to data, malicious

modification of data, and the lifetime of permission. Attackers can exploit code vulnerabilities to attack systems to gain sensitive data and modify it

Middleware Layer

The middleware layer obtains data from the network layer, links the system to the cloud and database, and performs data processing and storage . With the continuous development of cloud computing and IoT, middleware layer can provide more powerful computing and storage capabilities. Meanwhile, this layer provides APIs to meet the demands of the application layer. Database security and cloud security are the main issues in the middleware layer, which affect the quality of service in the application layer.

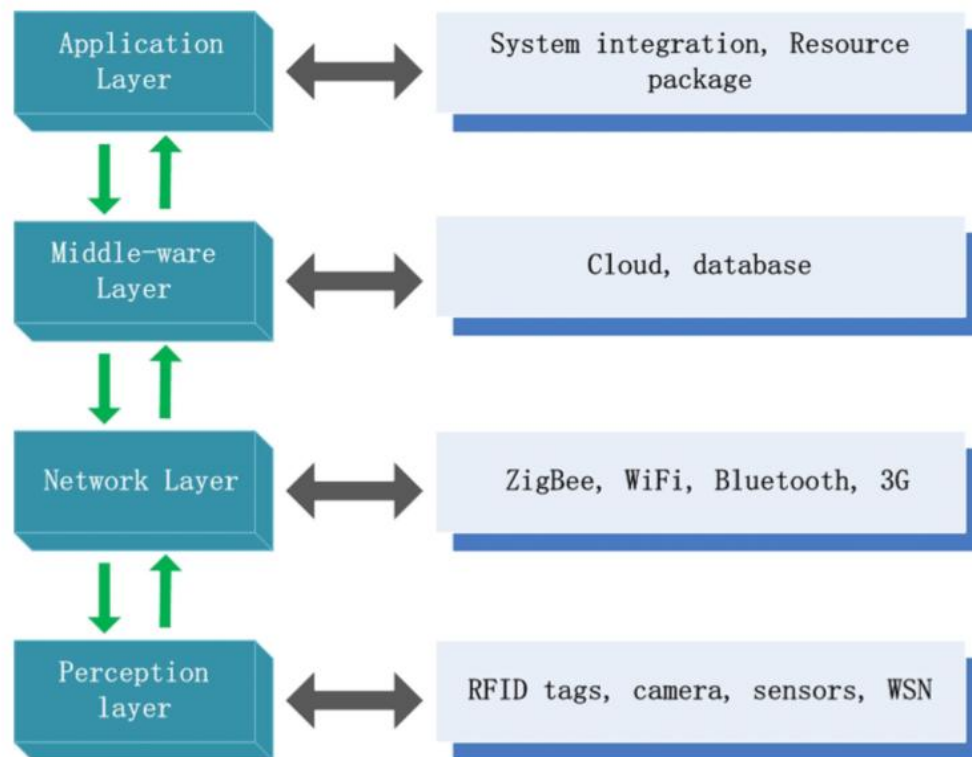


Fig. 1 Four-layer architecture of IoT

Code Injection

This attack entails introduction of malicious code into the system by exploiting program errors . Code injection can be used for a variety of purposes, e.g., to steal data, get system control, and to propagate worms . The common attacks include shell injection and HTML script injection. This type of attack can cause the system to lose control and compromise the user's privacy to the attacker, or even to a complete system shutdown.

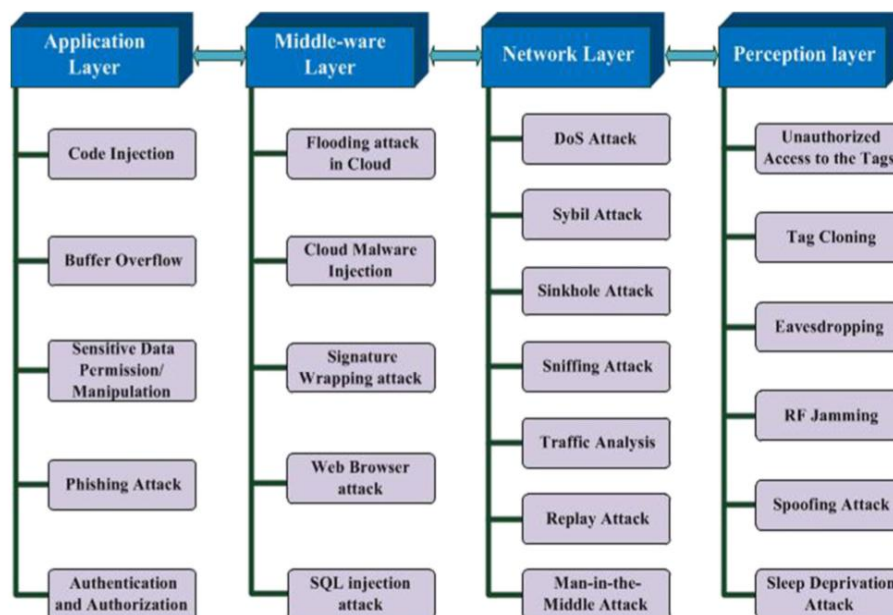


Fig.2IoT attacks based on architecture

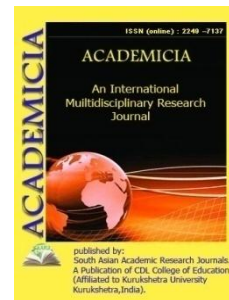
CONCLUSION

The IoT technology has changed people's life style due to information collection, communication, and processing abilities. In the development of the Internet-of-Things, one of the major obstacles is security and privacy issues. IoT attacks may cause privacy violation and threaten people's life and privacy safety. Protecting the privacy of users has become another important challenge in the development of IoT. Many researches focus on IoT security and privacy, but the countermeasures presented in these research often aim at a particular type of attack. Therefore, it is necessary to consider the IoT architecture as a whole and provide holistic protections. In this paper, we discuss the security threats and privacy concerns in each layer of the IoT architecture. We discussed two attack classifications, one based on the IoT architecture and another based on application scenarios. The attack in IoT is analyzed according to different classification standards. The security of each layer on the IoT architecture should be implemented at the same time. Significant further research is required to design a comprehensive security mechanism for the entire IoT architecture.

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DOI: **10.5958/2249-7137.2021.00677.7**

ANALYSIS OF DEPOSIT PREDICTION ALGORITHMS

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ABSTRACT

The article analyzes the existing and proposed methods for the development of oil fields. The model of V.D. Lysenko and its efficiency of use, advantages and disadvantages, the results of practical application are given. From the program, you can get not only a numerical result, but also a result in the form of a diagram or a list. Each result obtained was only comparative and its various external factors were not taken into account.

KEYWORDS: Filtration, Oil and Gas Fields, Reservoir, Lysenko Model, Flow Rate.

INTRODUCTION

Today, there is practically no industry in which information technology has not penetrated. This allows the use of information technology in any area. The use of information technology in various industries has led to the development of the industry and high economic efficiency.

There are also several types of methods and algorithms for forecasting oil fields. They were studied by the following scientists.

ANALYSIS OF LITERATURE AND METHODS

A simple approximate method for calculating the filtration movement in an oil field was developed by B.B. Lapuk [1]. Shows the sequence of the amount of water entering the oil field and the actual amount of water entering the oil field.

S.N. Zakirov considered the calculation of the coefficient that determines the amount of oil produced. New production methods and algorithms for determining oil properties have been developed [2].

Academician L.S. Leibenzon was the first to investigate the problem of fluid motion in a layer according to the laws of hydromechanics.

To facilitate the solution of the problem, L.S. Leibenzon suggested that the ultimate pressure, which actually changed during the development of the gas field, was constant and equal to the initial pressure [3].

I.A. Charn first studied the application of sequential changes in the steady state, which allows to evaluate the elastic properties of the aquifer, and the pressure in the water supplied to the oil field [4].

And research by Yu.P. Korotaeva, G. Stepanova and S.L. Kritskoy [5] show that the object of information for optimal classification is hydrocarbon deposits. They are calculated according to the following indicators:

$$x_1 = 10p_{\text{нп}} / C_5 H_{12} + \text{higher.};$$

$$x_2 = (CH_4 \dots C_4 H_{10}) / (C_5 H_{12} + \text{higher}) + C_2 H_6 / C_3 H_8$$

$$x_3 = (CH_4 + C_2 H_6) / (C_4 H_{10} + \text{higher})$$

According to the research of V.V. Savchenko [6], the usefulness of oil wells can be judged by the following features:

- 1) Containing more than 1.75% or more of stable C_5H_{12} + condensate emissions and more than $80 \text{ cm}^3 / \text{m}^3$;
- 2) the presence of petroleum hydrocarbons in stable condensate;
- 3) Outflow of stable condensate to the gas condensate wall.

In the work on non-isothermal filtration in the development of oil fields, the effect on productivity and oil production rates in large volumes of water at low temperatures is described, as well as their dependence on thermal methods of stimulating the formation. Mechanisms for replacing oil from seams during heat generation are considered. Examples of determination of filtration indicators and indicators of technical and technological development when replacing oil with water are given.

K.M. Don u s [7] considered the theory of the development of oil fields. It provides an overview of the production process, geological study of deposits based on the hydrodynamics of porous, fractured and fractured porous layers, as well as the development and economics of oil fields. The necessary guidelines for the development of oil fields for different reservoir methods are considered. Methods of control and regulation of the process of oil field development are described.

Yu.P. Zheltov and I.S. Gutman considered and the basic ideas of the development of oil fields, methods for constructing models of oil reservoirs and the processes occurring in them, [8], [9]. Methods for calculating the development of oil fields in natural modes and artificial impact on them by pouring water, various substances, as well as creating intraplastic processes associated with a change in the physical and chemical state and the achieved temperature regime of the developed objects are described.

RESULTS

The process proposed by V.D. Lysenko, based on the law of decreasing flow in the mathematical model of technological parameters and dynamics data during the development of oil fields, is characterized by the following function:

$$q = q_0 e^{-\frac{q_a}{Q_0} t}$$

The function works as follows:

- Start
- Input of primary data of an oil field
- Selection of points used in the calculation
- Find the initial supply for mining
- Calculate the reserve for production
- Calculate the remaining oil reserve after production
- Calculate the dynamics of the development process for each well for the next period
- When the set debit value is reached, $q_{p-r} = 1t / d$ is calculated.
- The result is determined and the analysis is carried out
- the end

Algorithm for forecasting the flow rate according to the model of V.D. Lysenko is the following: and. preparation of incoming data for mining ; b. Identify hotspots under specific conditions:

- The average value of the change of points is determined;
- Points that are far from the specified values are considered inactive, and their relatives are considered active;
- The entire distance is divided into small sections, on which the average values of these sections are located;
- Points that are far from the found values are not activated, and their relatives are considered active;
- Sudden changes, that is, a sudden increase or decrease in the debit value, are divided into active and inactive by comparing the following points.

C. build a graph by active points;

D. complete the calculation when the set debit value is reached ($q_{P-r} = 1t / d$).

DISCUSSION

The algorithm was used to predict the production on an oil well " Umid " .

Design parameters of oilfield wells " Umid " and predicted flow rates for the next period are given in the table below.

**TABLE 1. PRODUCTION INDICATORS FOR THE NEXT PERIOD FOR WELL 72
" UMID "**

<i>Deposit name :</i>	<i>Umid</i>
Skavazhina number	72
Initial production stock , t	49141.76
Total working day of the well	4,735.04
The rest of the working days of the well	5.76
Oil stock after production , t	6,538.81

One of the most important parameters determined by the method of V.D. Lysenko, is to predict the amount of the debit. The advantage of this model over other models is that it takes data, processes it, and predicts how long the oil reserves will last.

Based on this technique, a program has been developed that predicts the amount of debit (Fig. 1).

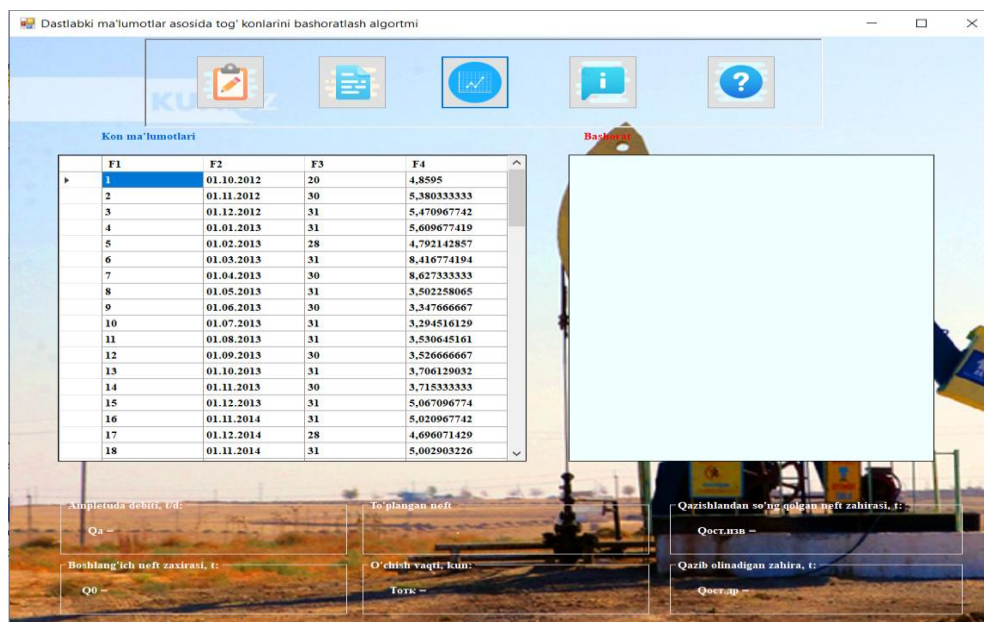


Fig. 1. The program interface prediction I debit amount

The program loads already existing data. To update the data, you need to open Excel and change the data, then restart the program. The program takes data and prepares it for processing (Fig. 2).

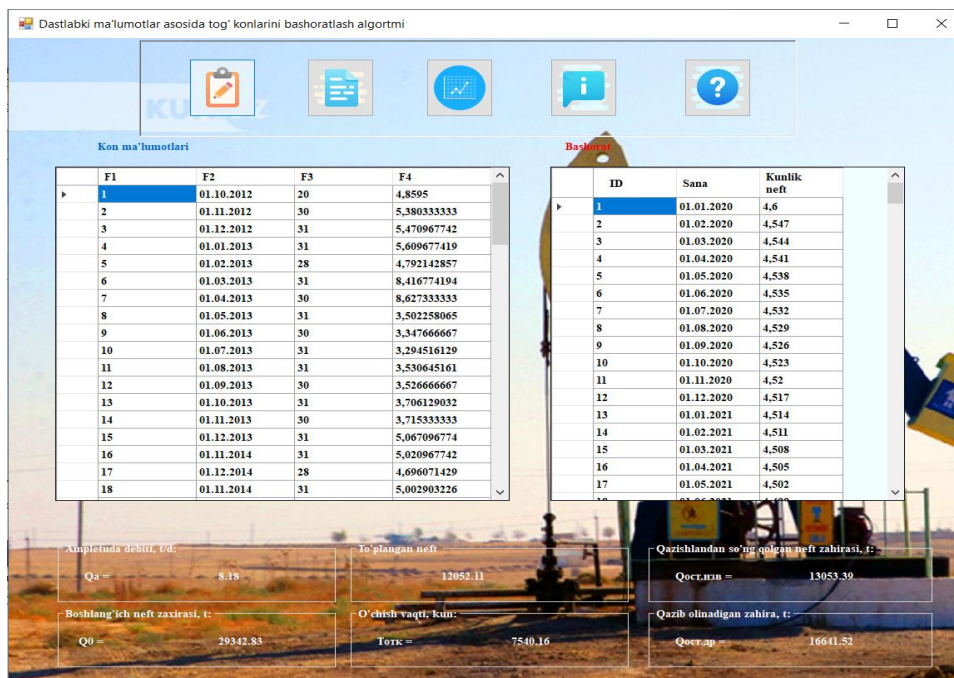


Fig. 2. Data processing

After the completion of the calculation, the data will begin to be displayed in an empty window next to the window, in which the information of the field of data analysis is loaded. The program calculates each step and then returns the result (Figure 3).

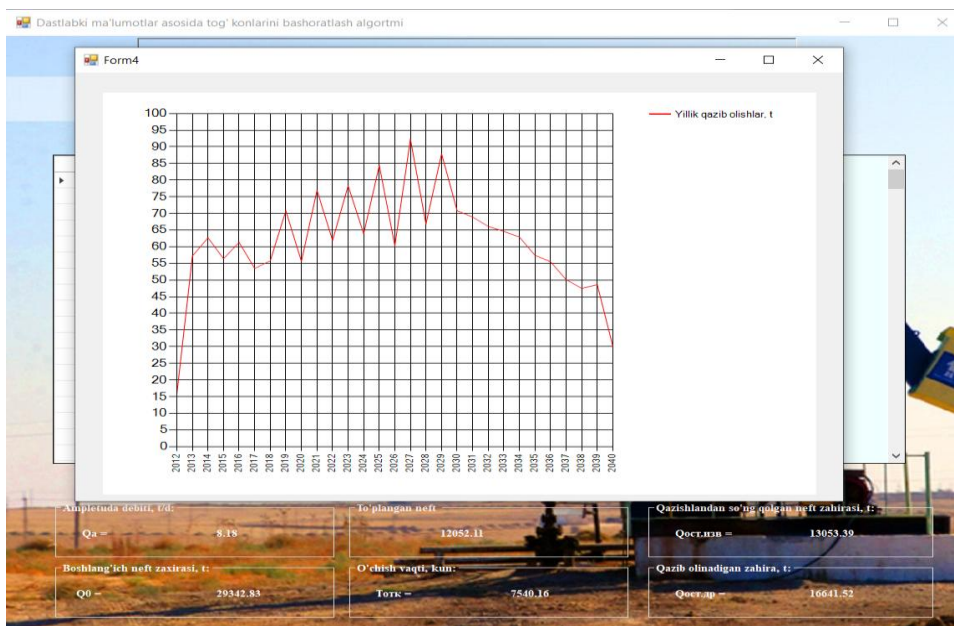


Fig. 3. The result of the program

From the program, you can get not only a numerical result, but also a result in the form of a diagram or a list. Each result obtained was only comparative and its various external factors

were not taken into account. Its effectiveness is comparable to that of other programs. The program works only according to V.D. Lysenko gives the result in exactly this way.

To make it easier to solve the problem, L.S. Leibenzon developed a solution to the problem by assuming that the ultimate pressure, which changes during the development of a gas field, is constant and equal to the initial pressure.

In the methodology of V.D. Lysenko, active points are taken and this is done according to special formulas. Yu.P. Zheltov developed a model for predicting the oil field cycle, taking into account the situation that was not taken into account in Lysenko's model. In the model of V.D. Lysenko carried out only settlement practice. Exceptions were not considered, ie. E. with uschestvuyut externalities for oil. For example, bad weather influence can affect the operating mode, or a strong earthquake may cause varying degrees of damage to the oil field by varying ix flow and oil influence on oil wells .

Of course, the V.D. Lysenko works with approximate numbers and determines the approximate life of the field.

CONCLUSION

According to the method of V.D. Lysenko processed data 72- well field " Umid " and a forecast of stocks of these wells and production indicators for the next period. It predicts production rates to be produced in the coming years by processing the initial monthly data for the specified wells. For forecasting, hot spots are first separated from well observation points and used in the calculation process. The software has been tested by comparing the results obtained with the exact results.

In practice, this model was used in the hole 72 - oil and gas field " Umid " in Kasbinskom area Kashkadaria region to the present time using this model, calculations were performed on a number of wells.

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DOI: **10.5958/2249-7137.2021.00678.9**

IMPROVING THE ORGANIZATION OF SECONDARY MEDICAL STAFF WORK AT THE HEALTH CARE FACILITIES PROVIDING CARE FOR PATIENTS WITH COVID-19

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ABSTRACT

The Covid-19 pandemic, which has become an unpredictable threat to the entire world, has shown that a lot of work remains to be done in the field of medicine. The article discusses the importance of organizing the nurses work in the treatment of Covid-19. Paying great attention to the clinical aspects of the disease and medical tactics in these protocols, an important point in the organization of the work of nursing staff is missed, which is directly the first barrier between the sick person and the specialist doctor.

KEYWORDS: *Pandemic Covid-19, Medicine, Paramedics, Organizational Work.*

INTRODUCTION

The COVID-19 pandemic is the current global pandemic of the coronavirus infection COVID-19 caused by the SARS-CoV-2 coronavirus. The outbreak was first reported in Wuhan, China in December 2019. The outbreak was declared as a public health emergency of international concern by the World Health Organization on 30 January 2020 and a pandemic on 11 March. As of October 11, 2020, the pandemic has reported over 37.5 million cases in over 188 countries and territories; over 1.07 million people have died and over 28.1 million have recovered.

Basically, the SARS-CoV-2 virus is transmitted by close contact, most often through small droplets formed when coughing, sneezing and talking. The droplets usually fall to the ground or surface, rather than travel long distances through the air. Transmission can also occur through smaller droplets that are able to remain suspended in the air for longer periods of time. Commonly, infection is possible after touching a contaminated surface, and then to the face. Infected, it is most infectious during the first three days after symptom onset, although spread is possible before symptoms appear and through people who do not show symptoms.

Common symptoms include fever, cough, fatigue, shortness of breath, and anosmia (loss of smell). Complications can cause acute respiratory distress syndrome (ARDS) and pneumonia (inflammation of the lungs). The incubation period, which is the length of time from infection to onset of symptoms, is usually about five days, but can range from two to fourteen days. There are several possible vaccines for COVID-19, although none have been clinically tested. Since there are no antiviral drugs to treat the disease, the primary treatment is symptomatic therapy (elimination of individual symptoms).

Preventive measures include hand washing, covering the mouth when coughing, maintaining distance from others (social distancing), wearing a face shield in public, disinfecting surfaces, increasing ventilation and filtering indoor air, and monitoring and self-isolating for people who suspect that they are infected. Authorities around the world have taken action by imposing travel restrictions, workplace risk controls and facility closings. In addition, many institutions are working to improve testing capacity and contact tracing of infected individuals.

The COVID-19 pandemic has caused serious socio-economic consequences, including the world's largest recession since the Great Depression and massive famine affecting about 265 million people. This has led to the postponement or cancellation of many sporting, religious, political and cultural events, and widespread supply shortages have been exacerbated by panic buying. Reduced emissions of pollutants and greenhouse gases. Schools, universities and colleges have been closed either nationally or locally in 172 countries, affecting approximately 98.5% of the world's school and student age population. Misinformation about the virus has spread through social media and the media. There have been cases of xenophobia and discrimination against the Chinese people and those perceived to be Chinese or from regions with high infection rates.

As of 10/11/2020, 60894 cases of COVID-19 infection were registered in Uzbekistan, 503 deaths were recorded due to complications of this pathology, and, unfortunately, this is not the limit. Over the past few months, the country has been in the conditions of a decrease in the main macro- and microeconomic indicators, which directly affects the life of the population. According to the preliminary results of the first quarter, compared to the same period last year, the economy of Uzbekistan is observed:

- Decrease in imports of consumer goods and medicines (according to the Chinese side, in the first quarter of 2020, China's exports to Uzbekistan decreased by 14.3%);
- decrease in remittances of migrants (according to the forecasts of the World Bank by 20%, the number of citizens who could not go to work abroad amounted to 143 thousand people);
- Slowdown in the import of technologies, semi-finished products and raw materials (due to the temporary suspension of intercountry freight traffic);
- decrease in exports of goods and services (as a result of a decrease in external demand and prices for basic raw materials, according to the Chinese side, in the first quarter of 2020, Uzbekistan's exports to China decreased by 31.2%);
- Decrease in budget revenues (as a result of a decrease in economic activity);

- Growing social responsibility of the state and pressure on the budget, growth of state debt (the country intends to attract loans from international financial institutions in the amount of \$ 3.1 billion);
- An increase in unemployment (according to the results of some opinion polls, 21% of people temporarily lost their jobs);
- decrease in demand for durable goods and services (as shown by a poll by the Center for Economic Research and Reforms, 68% of the population believe that now is not the time to buy durable goods, versus 13%);
- Decrease in savings and investments;
- An increase in the share of non-performing debts and a decrease in banks' liquidity.

Given the interconnectedness and interdependence between sectors and agents of the economy, without an interventional economic policy, an economic recession can turn into a financial crisis (due to liquidity problems in the banking system), a debt crisis (due to an increase in additional debt) or a foreign exchange crisis (due to for the downturn in foreign trade).

According to the Minister of Finance of Uzbekistan, at the seventh plenary meeting of the Senate of the OliyMajlis, state budget expenditures for the first half of 2020 amounted to 64.9 trillion soums, which is 1.2 times more than in the same period last year.

The main factor that contributed to the increase in spending on health care, pensions and benefits, the economy and investments was the cost of measures to ensure sanitary and epidemiological well-being and safety of the population, to prevent the spread of coronavirus infection, as well as measures to provide social support to the population in a pandemic. According to the World Health Organization's disappointing forecasts, the entire world should survive about 2-3 years in pandemic and quarantine measures. In this regard, a set of measures is being developed everywhere to prevent the incidence of coronavirus, reduce mortality among the population, stabilize the world economy, etc.

One of the most important points to curb the spread of the virus is the organization of the work of medical personnel in the context of the COVID-19 pandemic, leading specialists develop and approve national protocols for the management of this pathology. Paying great attention to the clinical aspects of the disease and medical tactics in these protocols, an important point in the organization of the work of nursing staff is missed, which is directly the first barrier between the sick person and the specialist doctor. This leads to an increase in the number of sick nurses and nurses, an acute shortage of which has been one of the main problems in providing adequate therapy to those in need. That is why it is important to determine the goal and tasks of nurses in the context of the COVID-19 pandemic, to determine a set of measures to protect them, to create optimal and safe conditions for their work.

It should be noted that the COVID-19 pandemic symbolically began and continues as the whole world celebrates the "International Year of Nurses and Midwives."The pandemic of infection has shown how important a competent and trained medical staff is, an acute shortage of which has led to tragic consequences and many deaths. According to the ICN (International Council of Nurses) report on August 14, 2020, 1,097 nurses from 44 countries of the world died from complications of COVID-19. These deaths are primarily associated with low awareness and

insufficient training of medical personnel, lack of personal protective equipment (PPE), significant overtime, physical and emotional "burnout" of nurses.

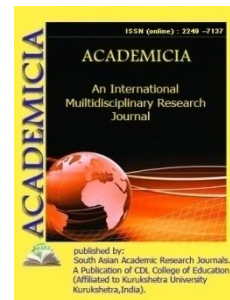
The whole world tensely and attentively watched videos from social networks, where nurses literally "splashed" their emotions and tears, talked about those shortcomings and "failures" in the health care systems of developed countries, warned and alerted all people to adhere to the principles of preventing infection, and finally asked help in this current situation. Of course, they are "heroes of the present", soldiers on the front lines of the war against the coronavirus, and their work cannot be underestimated.

Based on this, it is necessary to learn lessons from the consequences of the pandemic, to outline a new strategy in vocational training, management and provision of nursing care at all stages of the treatment of coronavirus infection.

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DOI: **10.5958/2249-7137.2021.00679.0**

SPECIFIC ASPECTS OF RAUF PARFI'S POETRY

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ABSTRACT

The article discusses specific aspects of Rauf Parfi's poetry. Thoughts that the poet broke the stereotypes and stereotypes of artistic thinking in the 50s and 60s of the twentieth century, and perfected this philosophical and aesthetic experience in the early twentieth century, served as a special assessment of the poet. The idea that the poet is a poet who has made a great contribution to the development of this content by expanding the artistic interpretations of the issues of independence, national freedom, individual freedom, ideas and concepts about Goodness, Justice, Beauty in the sense of universal values is also substantiated in this article. In particular, the artistic-aesthetic, socio-philosophical significance of the artist's works is not determined by the author's nationality or the culture of the East, the West, the East and the West. the idea that the need to understand how far he can discover remains the main criterion of the world of fiction today determines the basic theoretical value of the article. The main content of the article is that this described process, of course, is also a high assessment of the poet's views on the fact that the poet is a product of a new worldview and worldly taste. The idea that Rauf Parfi and his generation were not children of the Soviet era, but children of universal culture, formed the concluding part of the article.

KEYWORDS: *Word Artist, Socio-Philosophical Views, Freedom Of Person And Nation, Literary Consciousness, Socio-Aesthetic Ideal, Symbolic Images, Symbolic And Figurative Lyricism, Free, Sonnet, Octave, Six, Quartet, A Two-Line Poem, Oxymoron, Etc.*

INTRODUCTION

One of the brightest representatives of Uzbek literature of the XX century, Rauf Parfi, is a poet-Riddler, the owner of the title sohir. Rauf Parfi was a true worker of poetry. There are many pages in the poem, and he polished it so that he did not notice, or rather, did not pay attention to the fact that he spent many years of his life on this work. For Rauf Parfi, such hard work has become as simple, routine, everyday work as drinking tea and eating bread. In particular, the "Caravan Road". Of the 31 poems listed in the first book, ten were not included in the "Caravan Route", remained in the notebooks of the poet and, nevertheless, are works that were reprinted more than once during the following years. They are authoritative not only in the chronological order of the arrangement, but also, importantly, in the coverage of the nature of the fractures in the artistic and aesthetic thinking of the poet. Studying the results of this painstaking work, familiarizing today's readers with their artistic and aesthetic value remain relevant issues of today. The object of the study was all the poetry collections of Rauf Parfi, sources about the poet's work in the author's personal archive, mainly his selected book "Sakina", published in 2013. Methods of classification, descriptive, historical-comparative, contextual, complex and functional analysis were used to cover the research topic. The main theme of Rauf Parfi's poetry is the will of the individual, the independence of the Motherland and the unity of Turkestan, the Turkic world; the courageous poetry of the XX century, doomed to express the eternal consciousness, the acute tragic spirit of the Turkish man in the sacred Turkic language. Despite various loving views on the poetry and personality of Rauf Parfi, however, for fifty years, the interest of readers in him has never waned. His work was highly appreciated by such poets as Askad Mukhtor, Shukrullo, Miraziz Azam, Mirzo Kenzhabek, Chori Avaz. Such well-known scientists as Ozod Sharafiddinov, Ibrahim Gafurov, Ibrahim Hakkul, Botirkhan Akramov, and Ulugbek Hamdam wrote about him. Such famous poets and scientists as Vokif Samadugli (Azerbaijan), Atner Khuzangay (Chuvashia), Uldis Berzins (Latvia), Lia Seppelu (Estonia), Huseyn Uzbekay (Turkey), Edward Walurs (USA), Temur Khoja (Germany), Omondurdi Annadurdi (Turkmenistan), Rene Kalandi (Georgia), Jacques Manet (France), Victor Sosnora (Russia) have written about him abroad.

They translated his poems into their native language. The poems dedicated to him by Uzbek poets will become a book in themselves. Rauf Parfi is a poet who created a very special school in Uzbek literature. He is one of those people who have come a long way to meet and learn the high national spirit of the Uzbek Turks through his poetry. His contemporaries recognize him as a brilliant poet of Turkestan, the Turkic world, and great Turkestan.

MATERIALS AND METHODS

The change of seasons is a natural process, a derivative of the unchanging law of nature. Even in fiction, the appearance of light generations together with light ones is a spiritual and intellectual necessity, a spiritual necessity. This means that new tastes and aesthetic tendencies always manifest themselves in artistic and aesthetic thinking "This is the art of understanding the phenomena of nature and society, the mysteries of man and the universe, explaining them with new images and artistic means" There is nothing secret in poetry that a poet can hide from someone. Only there will be the mystery of the poem. It is fate that has become art. A poem that captured the fiery eyes of fate in his heart.

Rauf Parfi from his early poems showed himself as a creator who formed a worldview, spirituality, and spiritual beliefs. "There are many sorrows in the world", "Midnight falls asleep...", "Poetry", "Dawn". In dozens of his poems, such as the dawn shoots arrows the sky becomes brighter I am far beyond the horizon infinite-consists of endless minutes, you can trace the bright signs of his socio-aesthetic ideal. "A bird sings in my soul, I do not know your name, my bird...", - says the poet in the poem "gazelle written on the banks of the river". Having penetrated into the poetry of the mid-60s, early 70s of the XX century, Rauf Parfi, showing a bright identity, won the love of the literary community with new, indelible, unexpected non-traditional images (bird, lantern, tree, flute, light); by the nature of artistic thinking built on imagery, he fell into the eyes of the people

In the poems of Rauf Parfi, the warmth of affection for a person, the spirit of trust and attention, the mournful-sad and melancholic melody, the sincerity that the eyes did not see and did not hear, found their expression in the eyes. . And, importantly, the social and philosophical meaning of the poet's works was a new direction in our poetry. In particular, first, the goal of life, of the living, is the perfection of the soul. Secondly, the prevailing ideas that without spiritual freedom, a person cannot manifest himself; thirdly, that without national unity, a nation, a people cannot maintain their existence. To live in the same dreams, in the same sorrows, in the same joys " - this is the essence of life, - he believes.

From the earliest poems of Rauf Parfi, the desire for courage and the spirit of freedom, the ideas of rebellion against oppression in society, social injustice, inequality, injustice, are leading the way. The ideas of freedom of the spirit, freedom of thought, and peace of mind, laid down by the poet in the early 70s, became the basis of the nationalist trend in the development of our poetry of the next stage. Rauf defined the socio-aesthetic essence of Parfi's work, the nature of his art, which was different from his predecessors, teachers, and like-minded poets. The symbolic images of the lantern and the sun carry a deep meaning to the poet. It burns, it sings, it burns and it sings. The burning lamp is a favorite dream of the lyric hero. He listens to the syllables in people's tongues, their grief, their pain that burns on the tip of his tongue. In particular, a lamp that lights up at the end of winter does not just illuminate the room surrounding it. It burns, it sings, it burns and it sings. The burning lamp is a favorite dream of the lyric hero. He listens to the syllables in people's tongues, their grief, their pain that burns on the tip of his tongue. The content, loaded with symbolic images, is not so difficult to read. Night is a society steeped in the darkness of colonialism, light is a poet who seeks to convey the light of thought into the minds of people. Lamp-silence.

He, again in anguish, sings. This means that people enrich and purify their hearts with new feelings and experiences. Dawn, arrows, dawn, Sun-Lily, is a direct hint that since the 60s the political situation in society has softened, attention to people has increased, the word of a fighter for personal freedom has begun to acquire the status of dawn, sunset in the spiritual life. Rain-according to Eastern ideas-is a blessing, a divine blessing, a seed of goodness and goodness. Poets impose monotheistic meanings on it in their spiritual states and moods. That is, each poet, based on his aesthetic principles, seeks to express a variety of artistic and philosophical content by means of words. Someone sees the tears of a loved one in the rain. Someone else imagines a crying heart. In another poem by the poet, rain is understood as the pathetic words of clouds, a black-brown sky directed at the earth. In the image of Rauf Parfi, the rain-bag is in the form of a dark night. And the night flows like water. Therefore, the night is fun and carefree.

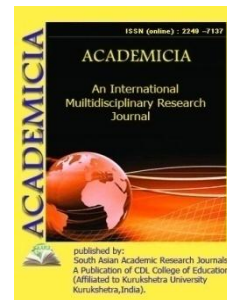
RESULTS AND CONCLUSION

The experiences of the lyric hero are like rain falling on a dark night. In that sense, in his eyes, the leaves were dancing. Even the winter darkness is pleasant, delicious in shape. Defensively, like flowers, it seems that legends are told before dawn. Therefore, the lyric hero with trepidation plunges into his heart, his cypresses radiate light. The illusion is not emptiness, it is the winter darkness inside the rain. You can trust him. Despite the fact that at dusk, on a lunar Saturday under heavy rain, it gives hope for tomorrow's dawn. It seems that figurative, lyricism is, one might say, the fiery breath of Rauf Parfi's style, its core. Rauf Parfi's heart is burning in the fire of immortal poetry ("my words are boiling in my heart, the fire of feelings is burning in my heart"). The light in people's minds, the warmth in their hearts, creates waves, they flare up. This is the bright fate of the poet. It's fate with an inscription on its forehead. This is the happiness of the culture of the Uzbek artistic word. The poet's lyrics, built on metaphors with a broad meaning, not only gave birth to new poetry, but also marked the beginning of the birth and formation of a new generation of personalities. The rebellious lyrics against despotism, treachery, lies and tyranny recall the fevers of blood dripping from the hearts. The taste, color, and expression of a person's face, truth, goodness, and beauty are universal. Familiar to all the peoples and nationalities of the world. The images of love, birds, trees, and light in the poetry of Rauf Parfi acquired a new symbolic meaning, reflecting the life of a human priest, burning with the desire for will. This is not the case when the lyric character expresses an instant mood. The rebellious lyrics against despotism, treachery, lies and tyranny recall the fevers of blood dripping from the hearts. The taste, color, and expression of a person's face, truth, goodness, and beauty are universal. Familiar to all the peoples and nationalities of the world. The images of love, birds, trees, and light in the poetry of Rauf Parfi acquired a new symbolic meaning, reflecting the life of a human priest, burning with the desire for will. This is not the case when the lyric character expresses an instant mood. He is the cry of the soul. A true word, turned away from the vices of society, escaped from an ugly environment and plunged into clean air, ignited by fire. He prefers to kiss the feet of virginity, light, and not to shed blood on lies, betrayal, and oppression. Knows with dignity. In the works, the lyrical hero enjoys conversations with lightning, thunder. he knows that the real poet lives at the feet of the sun, in the arms of the fire. The poem is a child of fire with light, he says. Why didn't you wake up the lightning, he says in the "I've been asleep for a long time "trilogy. When I hide the lightning, I forget about the world, I come to myself," says my beloved man..." at the age of three. The sun melted in my eyes, the moon fell, melted on my chest, says another trio. In the poetry of Rauf Parfi, the elements of nature, the material world lives its own life, fantasies. Whether it is the expanses of the sky, the stars, the clouds, or the sun's rays, they all express their joy, anxiety, and pain. Helps you understand the mysteries of the mysterious world. Images of nature occupy a place in our hearts when they enter our eyes. More importantly, the details, colors, and images of nature help us understand society and man. Just as the drops are reflected in the poems of Rauf Parfi, it is a reflection of the states of manifestation of the spirituality of the individual. No matter what line you read, you will catch the poet's eye, feel his breath. You will see sharp, penetrating, fiery eyes. As you go through each page, reach out your hand. From the early poems of the poet, images of dawn, death, sunset, light, tree, bird, images of white and black colors penetrate the unconscious psyche of the waking "I", a unique person. The edges of deep meaning in them remind of spring waters that beat on the banks and boil, opening their tributaries. We can say that in each of his poems the poet is looking for himself. The eyes are opened by groans, pains, groans, groans of the awakening language,

reacting to the troubles of society and man, to the games of representatives of the dominant ideology.

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DOI: **10.5958/2249-7137.2021.00689.3**

IMPROVEMENT OF THE METHOD FOR CALCULATING THE LEVEL OF VEHICLE OCCUPANCY FOR A SINGLE VEHICLE

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ABSTRACT

The article discusses the improvement of the methodology for calculating the level of congestion of vehicles per vehicle. To assess the significance of the influence of operating conditions on the technical readiness of vehicles, the method of expert assessments was used; the methods of mathematical statistics were used in processing the answers of experts and assessing the errors of improved methods for monitoring operational factors.

KEYWORDS: *Workload level, Development of road transport, Operating conditions, Technical readiness of vehicles.*

INTRODUCTION

At the present stage of development of road transport, based on the impossibility of quickly renewing a worn-out vehicle fleet, an important and urgent task is to increase the technical readiness of vehicles and the efficiency of their use. One of the main directions for solving this problem is taking into account technical readiness when planning the stages and volumes of maintenance. In cases of constantly changing load, changes in a wide range of climatic conditions of operation and the complexity of control of operating conditions, the introduction of expensive diagnostic tools for the main components is not advisable [1-2]. If it is not possible to introduce control methods for the main technical and operational characteristics and the complexity of the implementation of direct diagnostics, it is advisable to use methods of indirect control of the technical readiness of vehicles.

LITERATURE REVIVE

To increase the efficiency of using the fleet of vehicles is inextricably linked with the need to take into account its actual readiness when planning the periods and volume of maintenance. The work of E.S. Kuznetsova, R.K. Khasanova, N. Ya. Govorushchenko, G.M. A.G. Sergeeva, V.A. Bondarenko, A.P. Boldina, M.M. Bolbas, V.P. Voronov V.P., I.B. Gurvich, I.E. Dyumin, B. S. Kleiner and other authors is devoted to taking into account the operating conditions when planning the repair of motor vehicles and optimizing the overhaul run. In the direction of developing means and methods for diagnosing technical readiness and monitoring the operating conditions of transport means, the works of E.S. Kuznetsova, R.Kh. Khasanova, N. Ya. Govorushchenko, V.P. Voronova, N.N. Yakunin.

Among the works devoted to determining the technical readiness of vehicles during operation, two main directions can be distinguished - direct (improvement of diagnostic tools) and indirect (improvement of methods for monitoring operating conditions). The presented work is devoted to the subsequent improvement of methods for monitoring operating conditions. The purpose of the study is to develop a comprehensive methodology for managing technical readiness based on monitoring operating conditions.

MATERIALS AND METHODS

To solve the tasks set in the work, there is a systematic approach. To assess the significance of the influence of operating conditions on the technical readiness of vehicles, the method of expert assessments was used; the methods of mathematical statistics were used in processing the answers of experts and assessing the errors of improved methods for monitoring operational factors [3-5]. An analytical method for the distribution of passenger traffic was used to calculate the level of loading of vehicles. The theory of fuzzy sets is used to build a model of the influence of operating conditions on the statistics of vehicle failures. Relevant is the improvement of methods for monitoring the operating conditions of vehicles and the development of methods for accounting for their changes when planning maintenance stages. Increasing the competitiveness of any road transport enterprise is inextricably linked with the need for widespread introduction of resource-saving technologies. The main direction of solving this problem is to increase the efficiency of the use of vehicles.

RESULTS AND DISCUSSION

Traditional methods of determining the mass of vehicles using scales are successfully used in industry, but in the conditions of suburban and urban traffic, their use is unjustifiably expensive and difficult. Among the analytical methods of calculation, one can single out as the main direction - the control of passenger traffic using the dynamic probability of their distribution. Since the installation of on-board systems is undesirable under the conditions under consideration, we will consider the mathematical foundations for calculating passenger traffic and test it for the bus route. To predict the level of congestion at interchange and passenger-forming points, it is proposed to use the theory of graphs and dynamic probabilities of the distribution of passenger flows that enter and exit at the stopping points. The method is based on the assumption that passengers who enter a point at a given time interval are sent from other points in proportion to the probabilities of passengers leaving. Imagine a sequence of vertices (transfer points) and arcs (route sections) that make up the route considered in the example [5-7]. To test the validity of the chosen calculation method, we use the results of the last reference

study carried out for route networks. The method provides for the calculation of the dimensionless relative intensity of sources, calculated for a certain period of time.

$$J_N = \frac{Q_{BX_N}}{\sum_{\phi=1}^{N_{\text{пункт}}} Q_{BX_\phi}} < 1 \quad (12)$$

Where J_N – the intensity of passengers at point N ;

N - Conditional item number;

Q_{BX_N} - The number of passengers entering the transfer point (the point for which the value is calculated);

ϕ - The serial number of the item;

$N_{\text{пункт}}$ – The total number of active route points;

Q_{BX_ϕ} - The number of passengers entering the point with numbers ϕ .

From expression (11) it can be seen that $\sum_{\phi=1}^{N_{\text{пункт}}} J_\phi = 1$. Similarly, for each vertex, the dimensionless relative intensity of the exit of passengers is calculated

$$q_N = \frac{Q_{BbX_N}}{\left(\sum_{\phi=1}^{N_{\text{пункт}}} Q_{BbX_\phi} \right)} < 1 \quad (13)$$

где q_N - the relative intensity of the exit of passengers for point N ;

Q_{BbX_N} – The number of passengers leaving at the transfer point;

Q_{BbX_ϕ} – The number of passengers leaving at point N with numbers for the period of time for which the calculations are carried out.

The assumption about the constancy of the distribution of passenger flows that enter and leave the network nodes in expressions (1) and (2) is justified for a certain sense of the sampling period in time. The period should correspond to the period of time due to the length of the network route itself and the conditions for the functioning of the city's enterprises. Therefore, to approximate the calculation results to real ones and to test the method, we will choose a time interval from 10.00 to 11.00 and carry out calculations for each node (point). The calculation results are summarized in the table (Table 1.).

Based on the results of calculations, we find the proportion of the direction of movement of the flow of passengers entering the point. In accordance with the method, we use the expression for calculating the shares of passenger traffic

$$\bar{Q}_{BX_N} = \frac{Q_{BX_N} \cdot \sum_{\phi=N+1}^{N_{\text{пункт}}} Q_{BbIX_\phi}}{\sum_{\phi=1}^{N_{\text{пункт}}} Q_{BbIX_\phi}} \quad (14)$$

Where \bar{Q}_{BX_N} - the proportion of passengers entering point N , and will go to the point with serial numbers starting from $(N+1)$ до $N_{\text{пункт}}$.

Further direction of movement of the flow of passengers leaving at the point

$$\bar{Q}_{BbIX_N} = \frac{Q_{BbIX_N} \cdot \sum_{\phi=1}^{N-1} Q_{BX_\phi}}{\sum_{\phi=1}^{N_{\text{пункт}}} Q_{BX_\phi}} \quad (15)$$

Where \bar{Q}_{BbIX_N} - the proportion of passengers leaving at point N and arriving from point with serial numbers from 1 to $(N-1)$

TABLE 1 RESULT OF CALCULATIONS OF THE INTENSITY OF PASSENGER TRAFFIC

Nodes (interchange and passenger- forming points)	Number of passengers, people		Dimensionless Intensities	
	incoming Q_{BX_N}	outgoing Q_{BbIX_N}	at the entrance J_N	on exit q_N
1-3	962	1031	0,20874355	0,2237
4	548	290	0,11883593	0,063
5	234	196	0,05083055	0,0426
6	95	157	0,0207746	0,0341
7-13	699	967	0,15166761	0,2099
14	549	292	0,1188359	0,062
15	449	301	0,09749751	0,0654
16	301	131	0,06540313	0,0286
17	75	72	0,01628573	0,0158
18	430	459	0,09324717	0,0996
19	30	72	0,00659236	0,0157
20	103	218	0,02242269	0,0473
21	180	313	0,03922887	0,068
22	97	159	0,05083054	0,0428
23	124	106	0,02708505	0,0232
24	130	57	0,028191	0,0124
25-26	453	312	0,09749749	0,0651

The mass transported by a bus with serial number n , which was in the control time interval between points N and $N + I$, can be obtained from the expression:

$$\bar{M}^{N,N+1} = \frac{G_{N,N+1} \cdot m_{\text{пac}}}{KB} = \frac{\sum_{\phi=1}^N Q_{BX_{\phi}} \cdot \left(\sum_{\rho=N+1}^{N_{\text{норм}}} Q_{BbIX_{\rho}} \right) \cdot m_{\text{пac.cp}}}{\sum_{\rho=1}^{N_{\text{заз}}} Q_{BbIX_{\rho}} \cdot KB} \quad (16)$$

Where $\bar{M}^{N,N+1}$ - the average mass transported by the bus, which was involved in the transportation of passengers during the estimated period of time;

$m_{\text{пac.cp}}$ - Average passenger weight (accepted $m_{\text{пac.cp}} = 70$ kg);

KB - The number of buses that were recorded on the site for the period of time during which the calculations were carried out. Based on the data, we will construct a comparative diagram of the actual and theoretical load of the route sections (Fig. 1.).

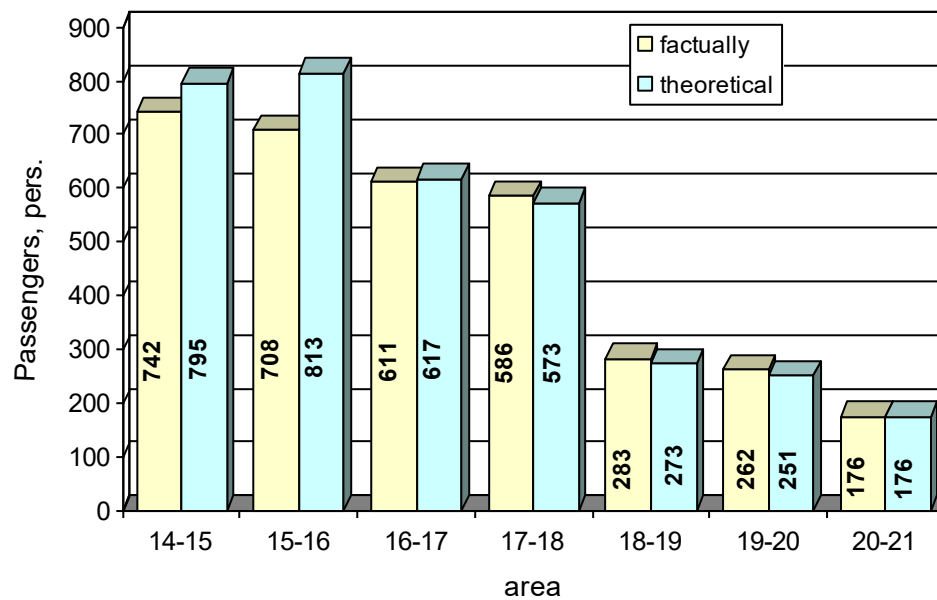


Figure 1 the Workload of the Sections of the Calculated Route from 10:00 to 11:00

Analysis of the results of calculating the congestion of the sections shows that the error does not exceed 10%, and in 10 cases out of 14 it did not exceed 5%.

As a result of processing the error data using the STATISTICA program, the Quick Basic Stats module, the following values were obtained:

Mean = 4.135714 - average value of the error;

SD = 4.558273 - standard (root-mean-square) deviation.

Improvement of the method, namely, an increase in the accuracy of calculations, can be obtained by taking into account the time spent by passengers to overcome the route. This approach can be implemented with a period of control of passenger traffic close to the interval of bus traffic (5-7 minutes). Combining the described calculation method with the approach proposed in, the improvement of the method for calculating the level of bus congestion was carried out by taking into account the time shift in determining the dynamic probability of passengers leaving the route and, accordingly, the congestion of the route section. The value of the time shift corresponds to the time of passenger movement from the point, the passenger flows of which are taken into account, to the point of the network, for which the calculations are carried out. The improved method makes it possible to increase the accuracy of determining passenger traffic at any time interval. Let us take T - the sampling interval in time, then it is expedient to express the time of the passenger's movement between points in the number of intervals T , which is spent on overcoming the route section. A matrix is formed with data on the time that the passenger should spend on moving between points of the route

$$Y_{\bar{t}} = \begin{vmatrix} 0 & \bar{t}_{12} & \dots & \bar{t}_{1N} \\ \bar{t}_{21} & 0 & \dots & \bar{t}_{2N} \\ \vdots & \vdots & \ddots & \vdots \\ \bar{t}_{N1} & \bar{t}_{N2} & \dots & 0 \end{vmatrix} \quad (17)$$

Where $Y_{\bar{t}}$ - spent time matrix;

\bar{t}_{NN} - The number of intervals T , which the passenger must spend on the movement between the points of the route;

Matrix with data on the number of passengers who are at the transfer point:

$$U_S^{BX} = \begin{vmatrix} Q_{BX_1}(S) & Q_{BX_2}(S) & \dots & Q_{BX_N}(S) \end{vmatrix} \quad (18)$$

Where U_S^{BX} - matrix of the number of passengers who are at the transfer point;

S is the ordinal number of the period T from the conditional start of time;

$Q_{BX_N}(S)$ - The number of passengers who entered point N during period S .

Similarly to expression (8), a matrix is compiled with data on the number of passengers who left the route at the point. Expressions (7) and (8) form the basis for improving the method for determining the dynamic probability of passengers leaving at point N for the period with the serial number S .

$$q_N(S) = \frac{Q_{BIX_N}(S)}{\left[\sum_{\phi=1}^{N_{\text{нум}}} Q_{BX_\phi}(S - \bar{t}_{N\phi}) \right] - Q_{BX_N}(S)} \quad (19)$$

Where $q_N(S)$ - the probability of passengers leaving at point N during the period S ;

$Q_{BIX_N}(S)$ - The number of passengers who got off at point N during period S .

The workload of the site is determined as:

$$G_{N,N+1}(S) = \sum_{\phi=1}^N Q_{BX_{\phi}}(S - \bar{t}_{N\phi}) \cdot \sum_{\rho=N+1}^{N_{\text{мультим}} } q_{\rho}(S + \bar{t}_{N,N+1} + \bar{t}_{N\rho}) \quad (20)$$

Where $G_{N,N+1}(S)$ - the workload of the section between points N and $N + 1$ for a period of time S .

Substituting expression (19) into (20), we have:

$$G_{N,N+1}(S) = \left\{ \sum_{\phi=1}^N Q_{BX_{\phi}}(S - \bar{t}_{N\phi}) \right\} \times \\ \times \sum_{\rho=N+1}^{N_{\text{мультим}} } \left\{ \frac{Q_{BbIX_{\rho}}(S + \bar{t}_{N,N+1} + \bar{t}_{N\rho})}{\left[\sum_{\phi=1}^N Q_{BX_{\phi}}(S + \bar{t}_{N,N+1} + \bar{t}_{N\rho} - \bar{t}_{\phi\rho}) \right]} - Q_{BX_{\rho}}(S + \bar{t}_{N,N+1} + \bar{t}_{N\rho}) \right\} \quad (21)$$

The workload of the section (10) in a certain period of time will determine the workload of the bus following the section. The above expression (10) does not take into account the uneven boarding of passengers on buses, however, unlike (6), it makes it possible to obtain the value of the congestion level for any period of time. When additional research is carried out and the corresponding coefficients are formed, the expression can be supplemented.

CONCLUSION

The study of operating conditions using the method of expert assessments and processing of the results by the mathematical apparatus of statistics made it possible to identify the most significant factors that affect the technical condition of vehicles, and to calculate the weighting coefficients of factors that need to be controlled: mileage (0.2139), the level of workload (0, 1798), the average technical speed (0.1476), as well as the quality of the road surface (0.1837). Considering that during the operation of the convoy, vehicles are operated with different loads, a method for mediated monitoring of technical and operational characteristics for each individual vehicle has been developed, which made it possible to individually record the characteristics. The developed method is based on a complex analysis of the parameters of the functioning of the existing means of monitoring the modes of operation of the objects of a motor vehicle, which leads to an increase in the efficiency of determining the technical condition of vehicles.

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DOI: **10.5958/2249-7137.2021.00690.X**

THE ROLE OF USING PUPPETS WHILE TEACHING ENGLISH FOR YOUNG LEARNERS

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ABSTRACT

This qualitative research aims to investigate that if the puppets can be utilized as a showing instrument in kindergarten schooling and how it is viable for youngsters to learn. The inquiry that this research is attempting to discover is who the pre-school language students are. The information is assembled using two various types of exploration strategies: perception and meeting. It is a contextual investigation where 20 kindergarten youngsters are instructed English with puppets named Pepe and understudies are seen whether they get familiar with the language. Furthermore, two kindergarten instructors are met about the utilization of puppets in English language study rooms. The information show that puppets are drawing in and rousing for youthful students. They are compelling apparatuses, which can be utilized in English language homerooms. Anyway the examination is restricted to the job of puppets in kindergarten instruction in English language study rooms. Further examinations may zero in on the part of puppets in kindergarten education in different fields like science, craftsmanship, etc.

KEYWORDS: *Puppets, Preschool Education, Young Learners (YLS), Kindergarten.*

INTRODUCTION

The pre-school years which are between ages 3 - 5 are known to be an extraordinary time in the existences of small kids. It is a urgent phase of life where a youngster creates himself/herself actually, mentally, sincerely and socially. The kids' psychological and actual capacities progress at a high rate from birth to the age of six. This period is the time where they begin to cooperate with the world particularly their families and meet new individuals because preschool is the main

acquaintance of the kid with the outside of the world. They acquire independence and self-control. Besides, they begin to notice their general surroundings and gain insight to the occasions when they interact with individuals. Furthermore, the youngsters can gain some new useful knowledge with a high extent. It implies that the time frame from birth to age six is an appropriate stretch for the youngsters to occur of learning. People's learning limit proceeds altogether times of their lives notwithstanding; learning is more exceptional in the pre-school years when contrasted with different periods [1-3]. The youth training likewise empowers the kids to be effective in later school lives expresses that youth is a time of individuals' lives where they create themselves with respect to physical, intellectual, passionate and language spaces. This is a period when people are faster learners than other periods in their lives. Crain adds that children go a lot further than the other stages in their world, and they decode the language in the early ages [2-6].

Thus, the inquiry that could be posed is "who are the pre-school language students?" They are called as extremely youthful students (VLYs) who get familiar with another dialect in youth. They are between the ages of 3 and 6 years. Kids start the compulsory training when they are six years of age. Youngsters will most likely be unable to peruse and compose the language in these ages till they start the grade school. Kids are consistently excited students when contrasted with the grown-up students. They need to satisfy the educator in the study room exercises. They have a go at a movement regardless of whether they don't get why or how. Youngsters feel looser in the classroom contrasted with grown-ups and they are less humiliated in communicating in another dialect. Additionally, they have a local like complement with the assistance of their absence of inhibition. Meisel states that speech is a miraculous development of infants, toddlers and very young children because they are not formally taught it. The children do not spend effort to learn the speech of the language [5-8]

LITERATURE REVIEW

It is acknowledged as a typical view that youngsters are superior to grown-ups in language learning. Not with standing, how the instructing ought to be in youthful students' schooling. The pre-school instruction educational plan is play-based in light of the fact that learning through play is principal to small kids in training. It assists them with building up the essential abilities throughout everyday life. For example, puppets give a fundamental connection among learning and play which makes them awesome showing instruments for at home, pre-school, homeroom and in the more extensive local area. Puppetry is a teaching aid, rather than a teaching method. The use of puppets should be coordinated with the curriculum and the syllabus to work well for the children language learning. Korosec indicates that motivation gets high and that is an important reason for including the puppet in the educational process as a means to reach the curriculum goals

What is Puppetry?

Puppetry is an old and conventional type of workmanship that is as yet dynamic in pretty much every culture. Puppetry is utilized in various settings, for otherworldly, social, and instructive educating. Puppetry is a type of theater or per-formance, which includes the control of puppets. It is an antiquated fine art, and is accepted to have begun around 3000 years prior. Puppets have been utilized since the most punctual occasions to quicken and convey the thoughts and requirements of human social orders. Puppetry is utilized in practically all human social orders

both as a diversion in execution and formally in ceremonies and festivities like amusement parks. Most puppetry includes narrating. Burn states that puppets have united people of the world through a language unique to puppetry, consisting of more than words. Puppetry is a language, which passes on sentiments, goals and interests with a combination of gestures and word. All puppets wake up as characters that can depict different characters and different characteristics and they cross all societies. Puppets can share bliss or pity, they can be devious or acceptable, brassy or timid, and when a youngster is locked in by a puppet they can learn exercises without figuring it out. A puppet addresses a controlled item by a puppeteer; they are frequently figures addressing human or creature structures. Puppet developments are controlled through hand developments, sticks or strings. The most mainstream sort of puppets for little youngsters are stick puppets and hand, finger puppets instead of the more complicated one. Holler suggests that had-puppets which are controlled directly from underneath are the most useful for schools. They are a lot less complex to make and far simpler to control. Ad lib is simpler, and the puppets have a faster development to which kids react. Besides; they are in close contact with the crowd, so a functioning support can be acquired. Subsequently how is the utilization of the puppets in schooling? Can language instructors use them in their classrooms?

THE ADVANTAGES OF PUPPETS IN EDUCATION

There are many benefits of using puppets in the classroom. Puppets are an aspect of our history and everyday lives. They are important instructive apparatuses which can be utilized both for grown-up and youngsters. As puppetry is essentially a visual craftsmanship, it can convey to individuals who are not educated or who don't comprehend spoken language and it has been utilized in this manner for millennia. According to Jean Piaget's theory, puppets play helps young children develop creative and cognitive skills by forcing them to use their imagination. They make up the roles, the principles, the circumstances, and the arrangements. It is through creative play that youngsters come to comprehend the contrasts among dream and reality. This present reality turns out to be all the more genuine to kids who have opportunities to pretend. Firstly, the puppets can be used as a teaching tool in language classrooms [7-10]. Lennon and Barbato indicate that the puppets are used as a tool to encourage children to express their feelings. In additionally, puppets can change their behaviors. Low and Matthew add that puppets have a valuable impact in engaging children and promoting language development. Peyton states that puppets have a beneficial influence on learning and social development. Puppet language is unique in its ability to help teachers and children learn from one another, grow, and relate openly. The puppets establish such a climate that youngsters feel good and unsure. Accordingly, the youthful students become less restrained and they don't spare a moment to face challenges. This agreeable climate drives the understudies to investigate the language and the shows of the English language. They model the practices that educators need to advance. Grown-ups can display turn taking discussion by posing open finished inquiry and utilize various voices. Puppets additionally give understudies the eye to eye collaboration that boosts language learning. As shown previously, the puppets are vivid, material and manipulable. Subsequently they react to the youngsters' individual adapting outwardly, aurally and physically. Peyton adds that puppets are beneficial for the students who learn the language kinesthetically. Additionally, they are showing instruments, which make exercises more fun than the traditional homerooms. They make the exercises more dynamic and enthusiastic and bring fun for youngsters as well as for the educators who use puppets in their classrooms. Mishina and Wallace indicate that the puppets

destroy the barriers between the teachers and students in the classroom. The educators who attempt to keep themselves with an exacting distance in the homeroom become more amiable to the youngsters with the assistance of puppets. This engaging air in the classroom, which puppets create, makes the instructor to act more real to life to the understudies. Moreover the instructor's severe glancing in the study room is reduced. By thusly, the boundaries between the instructor and the understudies can be separated and simpler correspondence in the homeroom is accomplished by means of puppets. At that point, both the educator and the understudies in the homeroom have a good time in their learning and instructing process.

Puppets are engaging as well as enthralling. Small kids accept and identify with the puppets. Accordingly understudies might want to enter and investigate the intriguing scene. Chase adds that little youngsters acknowledge the puppets as non-undermining thoughtful companions. The youngsters may utilize puppets to communicate their considerations, fears and sentiments, which here and there get hard for them to voice to a grown-up. They talk about even the delicate issues by means of puppets. The youthful children work through their apprehensions and they get an opportunity to tell their sentiments decisively. Also, it tends to be expressed that puppets assist kids with having veils that they can conceal themselves. Thusly, kids are maintained a strategic distance from unpleasant relations and they can convey substantially more suddenly with grown-ups. The hesitant kids escape their shells and they become more expressive. The kids can communicate their considerations, fears, and sentiments, which might be hard to voice now and then, in light of the fact that the puppets go about as "ministers" just as companions. The understudies could likewise create discussion abilities, for example, hazard taking and appropriate reactions in a discussion. In addition the puppets go about as an amazing specialized apparatuses. The pleasant air the puppets make increment the correspondence between both the instructor to understudy and understudy to understudy. The youngsters additionally become ready to comprehend the semiotic-representative estimation of visual signs and the language of non-verbal communication. It implies that understudies can build up their both non-verbal correspondence, which is vital in correspondence, and verbal relational abilities with the assistance of puppets.

Moreover, puppets can assist understudies with figuring out how to function agreeably with different understudies in the homeroom. Bennett shows that understudies who are working in a gathering to plan and present a puppet play give and take and offer their thoughts so it would let them to master working agreeably. Besides; it empowers them to establish bunch union. The gathering work makes the understudies to improve their social abilities. The puppet plays comprehend having a place with a gathering. The understudies feel dependable to work and this leads them to accomplish achievement exclusively.

Puppets energize the youngsters' creative mind, inventive play, disclosure and association to the exercises. Puppets offer youngsters the chance to investigate their inventive side. They rejuvenate the story time. Puppets make the understudies to perform pretends in the homeroom. The instructors should design their exercises wherein the puppets are joined with play. The youngsters can plan and plan everything from the story line to the puppets to the stage. Understudies utilize their creative mind while they are attempting to make puppets. For instance; they can sew or utilize existing puppets. Puppets the understudies work on might be made of frozen yogurt sticks, cardboard, paper plates and so on they additionally utilize their creative mind while they are attempting to offer parts to them. They make distinctive characters, jobs,

characters to act. They are additionally an intuitive method to acquaint story with the kids. The students' inclusion to the exercises can increment since they take a functioning part while performing puppet plays. As it is demonstrated, there are heaps of advantages of utilizing puppets in the kids' learning encounters. Puppets can be utilized from infants' directly through youth and past. They are reasonable materials to be utilized particularly in pre-school instruction. The youngsters like them and they take an interest to the exercises where puppets are utilized. Little guy pets can build up their creative mind, innovativeness and disclosure abilities. Then again, they let the understudies to have a great time in the homerooms. It implies that the youngsters both gain proficiency with the language and they have pleasant time, which is quite possibly the most troublesome activities for instructors. The puppets likewise separate the obstructions between the educator and the understudies. Indeed, even the most hesitant understudies attempt to respond to them. The puppets start the communication in the study room. These properties show that the puppets are incredible teaching tools, which can be used at home, in classroom and in wider community. Therefore, the preschool English teachers should use them in their classrooms without any hesitation to teach new vocabularies and to create dialogues etc. The English teachers should plan their lesson plans in which the puppets are combined with play, which makes the learning easy for the kindergarten students.

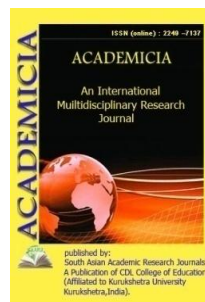
The puppets are helpful apparatuses, which can be utilized in youngsters' schooling. In this investigation, the job of puppets in kindergarten youngsters' schooling will be talked about. The exploration center around the connection between the use of puppets in kindergarten homerooms and the understudies' consideration and association to the exercises in which puppets are utilized to show English all through the exercise. The research questions are:

Considering every one of these benefits of utilizing puppets in English language study halls, it very well may be summed up that the puppets are mind boggling language instructing apparatuses if the kindergarten educators use them routinely and consciously. The puppets energize the learning of the youngsters as well as make a clever air in the homeroom. Youngsters become more fearless in future instruction. They build up their open abilities since they feel looser while they are chatting with the puppets rather than a grown-up or instructor. Additionally, the charming air that the puppets make separates the obstructions between the instructor and the youngsters. The two instructors and youngsters in the study hall acquire the advantages of puppets on the off chance that they are utilized in the appropriate manner.

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DOI: **10.5958/2249-7137.2021.00630.3**

FORECASTING OF BSE SENSEX USING SIMPLE EXPONENTIAL SMOOTHING (SES) METHOD

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ABSTRACT

Forecasting is the prediction of variable based on known past values of that variable or other related variables. The art of forecasting is learned by experience rather than by academic study. Forecasts must results in present action to improve future. In this study, we discussed about Simple Exponential Smoothing (SES) method. By using this method, we forecast the BSE SENSEX closing point value and then compare the method with the help of RMSE measure.

KEYWORDS: *Simple Exponential Smoothing (SES), Bombay Stock Exchange (BSE) and Root Mean Square Error (RMSE).*

INTRODUCTION

The current study is focused on financial variables and hence the data considered for empirical analysis is drawn from the financial organizations. The data for the study is collected from Bombay Stock Exchange (BSE) which is one of chief trading center where almost all Indian companies are listed out for trading. Even though, there are large number of financial indices are available in this domain, the planned variable considered for the analysis of the study is BSE SENSEX. SENSEX is the short form of sensitive index and it is one of primary indices of Bombay Stock Exchange. Based on SENSEX, several investors plan their financial investments. Some of the organizations look it as a standard index.

1.0 METHODOLOGY

1.1 EXPONENTIAL SMOOTHING FORECASTING MODELS

There are three types of exponential smoothing models. They are, simple exponential smoothing or first order exponential smoothing, second order exponential smoothing and higher-order exponential smoothing.

1.1.1 First Order Exponential Smoothing

The first and the simplest of all the smoothing methods is simple exponential smoothing. If we have data with no clear trend or seasonal pattern then we can use the simple exponential smoothing method. The graph in figure 1.1 is a better example of such Data.

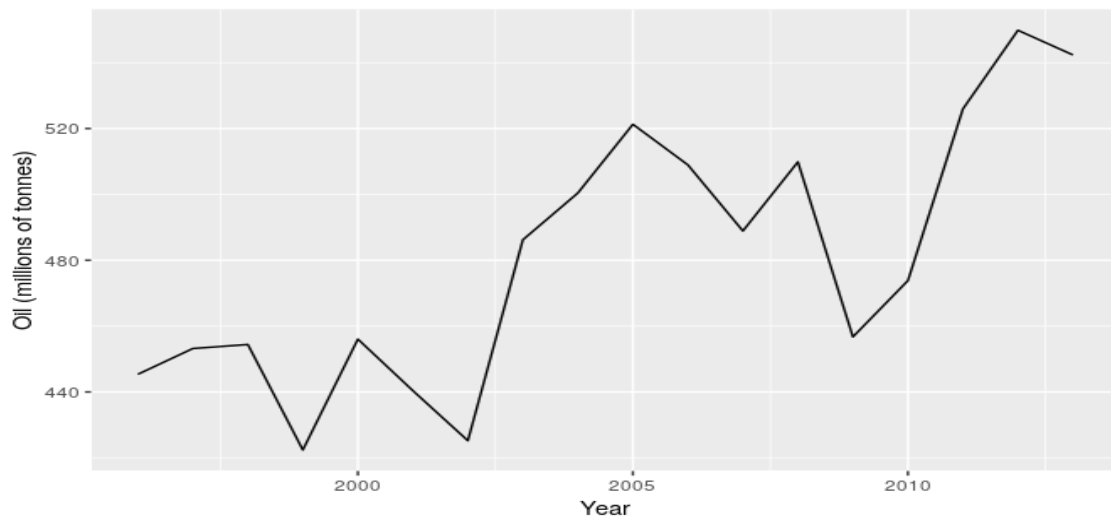


Figure 1.1: Time Series Plot for Simple Exponential Smoothing

The first order exponential smoothing extends this current approach by providing exponential to historical data points where weights decrease exponentially from the most recent data point to the oldest. The first order exponential smoothing can be defined as follows:

$$F_{t+1} = \alpha x_t + \alpha (1-\alpha)x_{t-1} + \alpha (1-\alpha)^2 x_{t-2} + \dots \quad \dots (1.1)$$

Here, α is the smoothing factor that lies in the interval $[0, 1]$ and controls the rate at which weights decrease and x_t is the observed value at time t . In figure 1.2, smoothing process demonstrates the decay of weights with a different smoothing factor, α . Here, the higher value of

α leads to a faster decay of weights; thus, historical data will have less impact on the forecasted value.

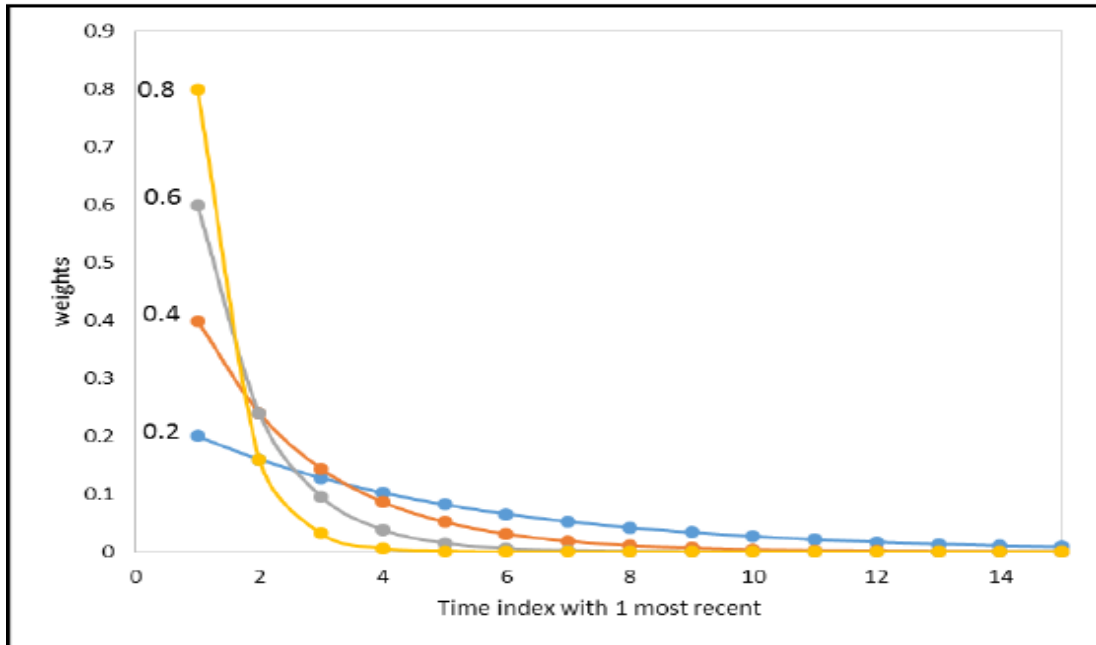


Figure 1.2: Smoothing Process with Different Smoothing Factors

1.1.2 Second Order Exponential Smoothing

If first order exponential smoothing does not perform well, then there is a trend in the time series data. The trend is commonly observed in many domains such as when marketing campaigns are run by e-commerce companies, the sales rise or any good annual performance by a company will have a bullish effect on its stock prices. The linear trend can occur due to relation between time and response, then,

$$x_t = \text{constant} + \omega_t + \varepsilon_t \quad \dots (1.2)$$

Here, ω is the coefficient that leads to trend. The second order exponential smoothing helps to capture the trend in time series data by including another term to the first order exponential smoothing as follows:

$$F_t = \alpha x_t + (1-\alpha)(F_{t-1} + T_{t-1}) \quad \dots (1.3)$$

Here, T_t captures the trend component of the exponential smoothing and it can be represented as follows:

$$T_t = \beta(F_t - F_{t-1}) + (1 - \beta)T_{t-1} \quad \dots (1.4)$$

Also, α is the data smoothing factor and β is the trend smoothing factor with values that lies in the interval $[0, 1]$. The next stage forecast can be generated as follows:

$$F_{t+1} = F_t + T_t \quad \dots (1.5)$$

1.1.3 Higher Order Exponential Smoothing

The concept can be further extended to higher-order exponential smoothing with an n^{th} order polynomial model as

$$x_t = \alpha_0 + \alpha_1 t + \frac{\alpha_2}{2!} t^2 + \dots + \frac{\alpha_n}{n!} t^n + \varepsilon_t \quad \dots(1.6)$$

Here, error $\varepsilon_t \sim N(0, \sigma^2)$ is normally distributed with mean 0 and variance σ^2 . The exponential smoothers used for higher order are as follows:

$$\left. \begin{aligned} F_t^{(1)} &= kx_t^{(1)} + (1-k)x_{t-1}^{(1)} \alpha_1 t \\ F_t^{(2)} &= kx_t^{(2)} + (1-k)x_{t-1}^{(2)} \alpha_1 t \\ &\vdots \\ F_t^{(n)} &= kx_t^{(n-1)} + (1-k)x_{t-1}^{(n)} \alpha_1 t \end{aligned} \right\} \quad \dots(1.7)$$

Now we will apply the exponential smoothing for the BSE data and forecast the BSE closing point value. The graph in figure 1.3 shows the movements of BSE closing points from January 2000 to February 2018.

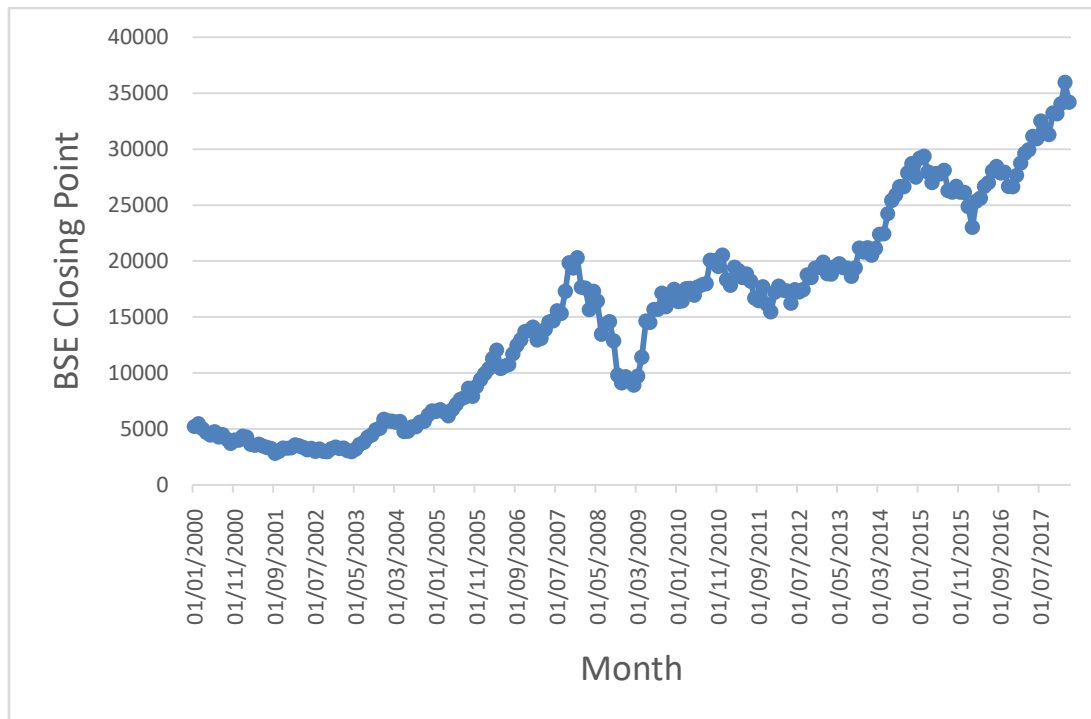


Figure 1.3: Time Series Plot for BSE Closing Points

To understand the movements of the BSE index, let us have a close look at the data by year. In figure 1.4, we have a Box-plot by year.

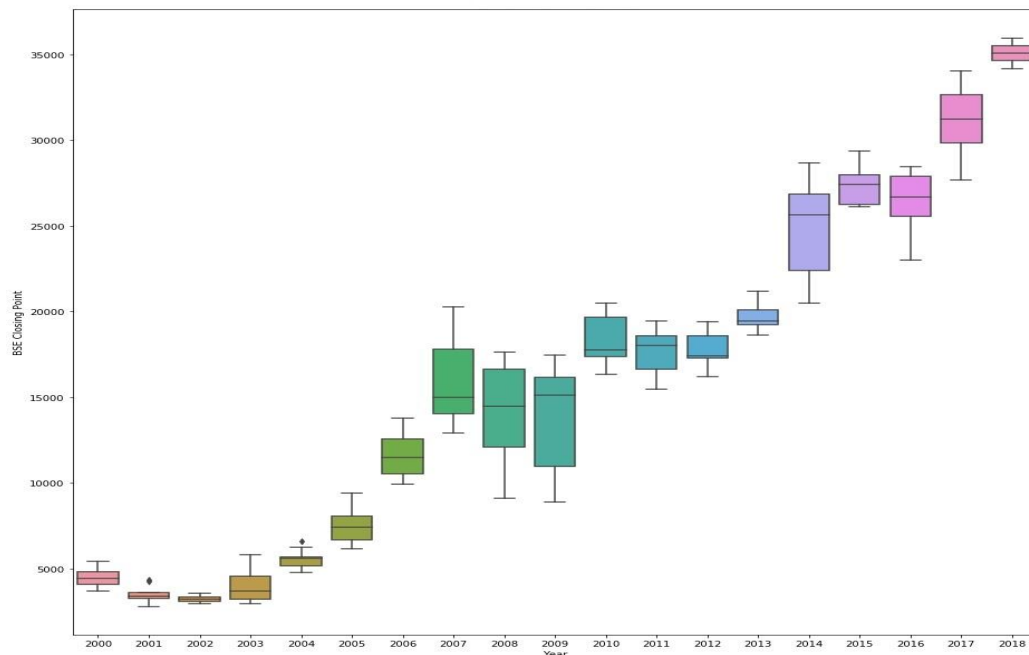


Figure 1.4: Box-Plot of Time Series for BSE Closing Points

From the above box-plot, we can observe that the BSE index has increased tremendously over the past 17 years from 5 thousand points to 35 points and there is high volatility in the years 2007, 2008 and 2009, which is caused by the global recession. From 2014, the Indian market got the momentum and ever since it has an increasing trend, the main reason may be the political conditions in India and global economic situations. Now let us see how exponential smoothing helps us in forecasting the BSE index.

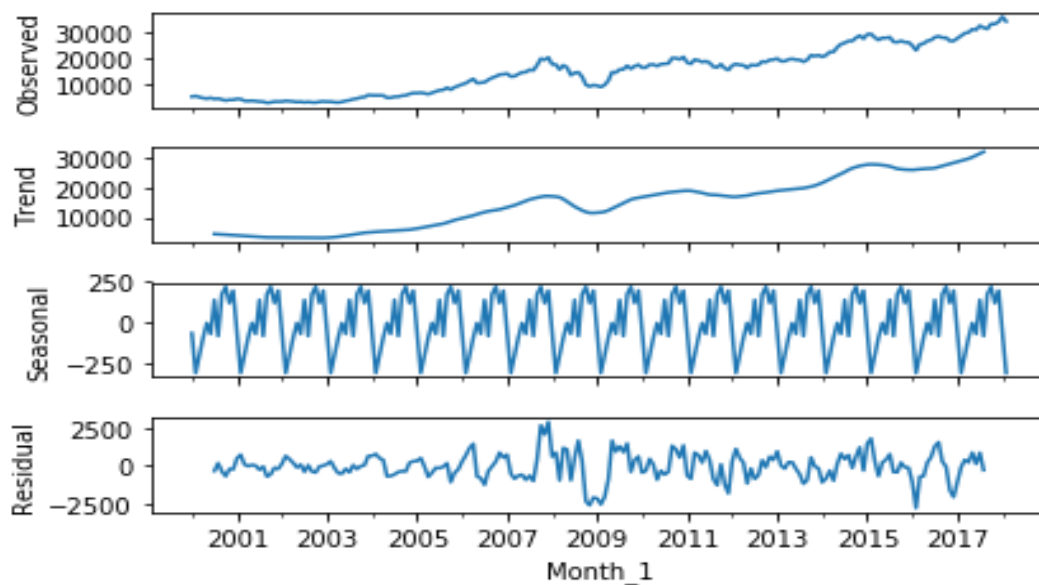


Figure 1.5: Time Series Decomposition Graph for Observed, Trend, Seasonal & Residual Values

In figure 1.5, from the above time series decompose graph, we can see that there is increasing trend in the BSE index data and it has high residuals around 2009 and 2015.

1.2 RESULTS AND DISCUSSION

Now we consider the method of fitting by simple exponential method to the BSE data and forecast the BSE closing point values. We know that the smoothing parameter α has a great impact on forecasting; so, the right α value is critical during forecasting. From the graphs in figures 1.6 to 1.8, we can see the actual values Vs the forecasting values at different α levels.

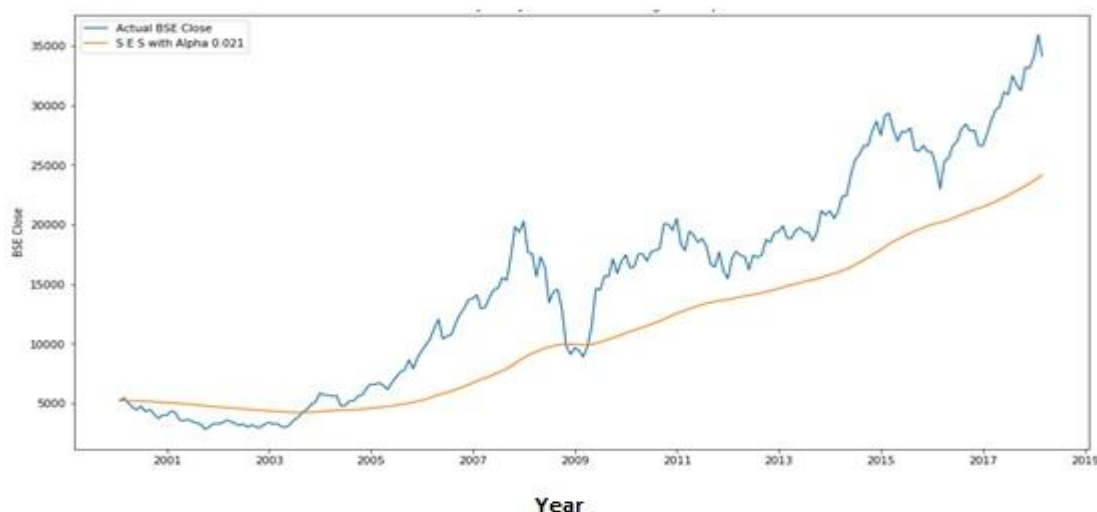


Figure 1.6: Actual Vs Forecasted Values by Simple Exponential Smoothing with $\alpha = 0.021$

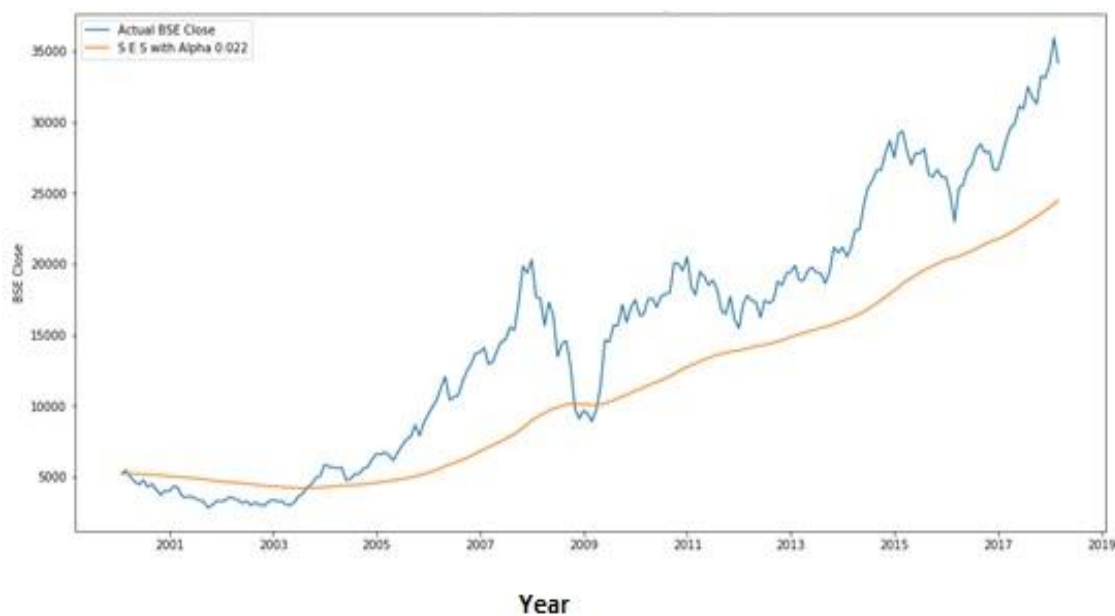


Figure 1.7: Actual Vs Forecasted Values by Simple Exponential Smoothing with $\alpha = 0.022$

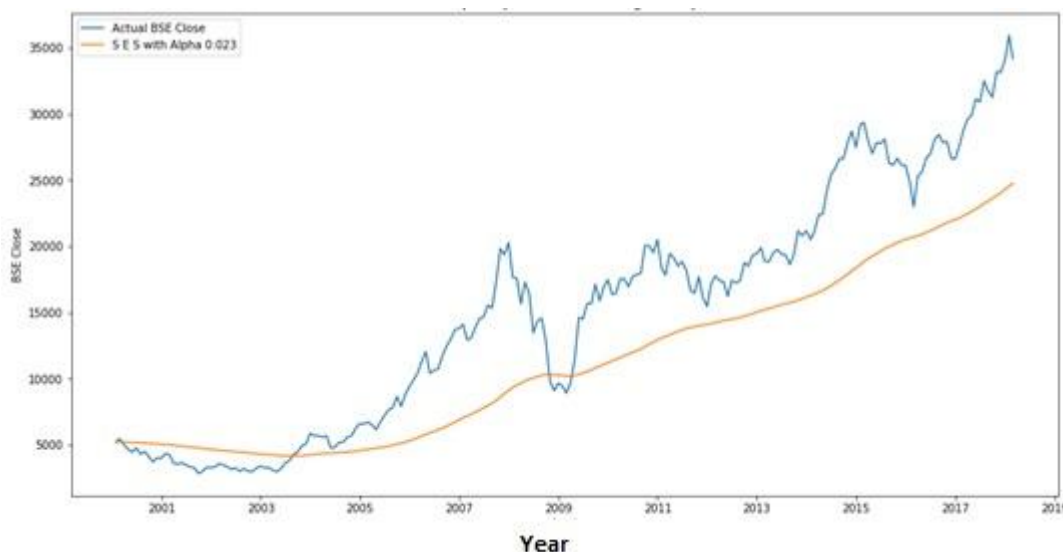


Figure 1.8: Actual Vs Forecasted Values by Simple Exponential Smoothing with $\alpha = 0.023$

The graphs in figures 1.6 to 1.8 shows that the simple exponential smoothing with α equal to 0.023 has higher impact and also the forecasted values are close to the actual values. Since it is difficult to make a decision on the accuracy of values from the graph, we need to obtain accuracy measure like RMSE value which is given in table 1.1.

TABLE 1.1: RMSE VALUES FOR DIFFERENT α LEVELS

S E S Alpha Value	RMSE
0.021	5448.6706
0.022	5299.1995
0.023	5158.8394

The RMSE value at $\alpha = 0.023$ is equal to 5158.8394 which is observed to be minimum compare to other RMSE values obtained from different values of α . Hence, the fitted equation under this method for BSE SENSEX Closing Point is given by

$$F_{t+1} = 0.023 * X_t + (1 - 0.023) * F_{t-1} \quad \dots (1.8)$$

Here, F_{t+1} is the forecast for time period $t + 1$

X_t is the actual value for time period t

F_{t-1} is the previous period forecast

In the figure 1.9, the fitted model is used to forecast the future values for all time periods of BSE SENSEX Closing Points.

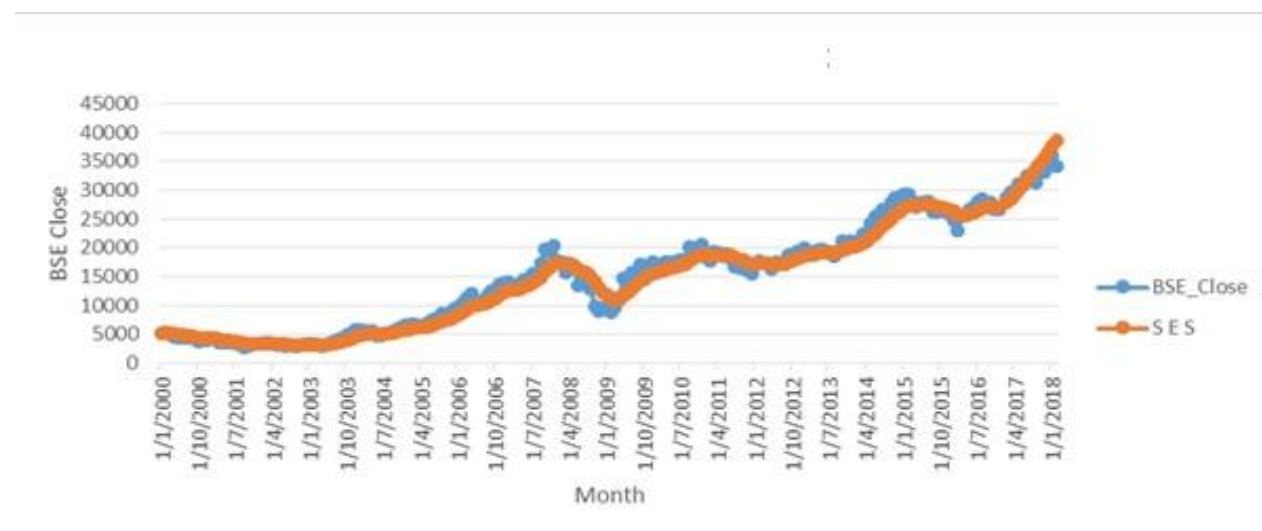


Figure 1.9: Actual values Vs Forecasted Values of BSE SENSEX Closing points by using SES Method at $\alpha = 0.023$

In figure 1.10, we have the actual values versus the forecasted values only for the forecasted period.

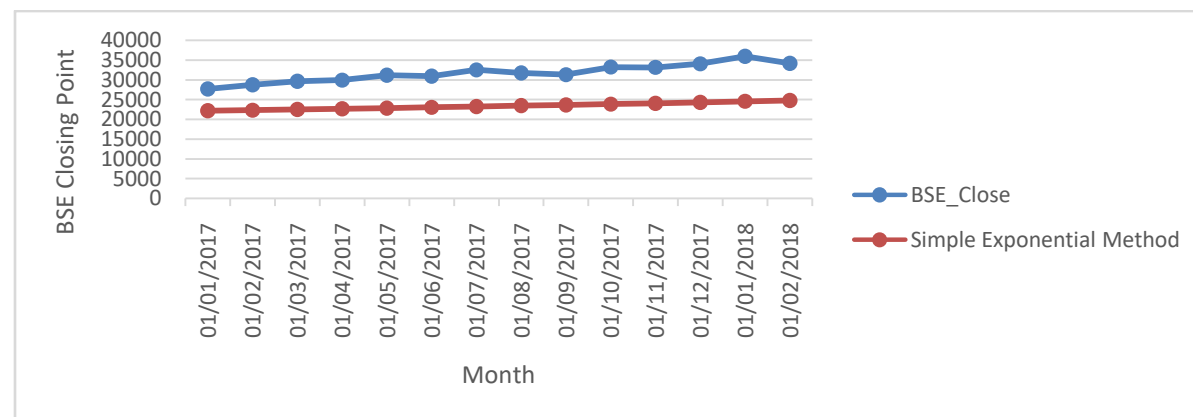


Figure 1.10: Actual values Vs Forecasted Values of BSE SENSEX Closing points by using Simple Exponential Smoothing Method only for Forecasted Period

Table 1.2 exhibits the Actual values and forecasted values that are obtained by using Simple Exponential Smoothing method. The RMSE value obtained by this method is 5158.8394

TABLE 1.2: ACTUAL AND FORECASTED VALUES OF BSE SENSEX CLOSING POINTS FOR THE FORECASTED PERIOD BY USING SES METHOD

	BSE Closing Index	
Month	Observed values	Forecasted values
01-01-2017	27655.96	22142.04581
01-02-2017	28743.32	22293.87511
01-03-2017	29620.5	22462.38749
01-04-2017	29918.4	22633.87577

01-05-2017	31145.8	22829.65003
01-06-2017	30921.61	23015.76511
01-07-2017	32514.94	23234.24613
01-08-2017	31730.49	23429.65974
01-09-2017	31283.72	23610.30313
01-10-2017	33213.13	23831.16815
01-11-2017	33149.35	24045.48633
01-12-2017	34056.83	24275.74723
01-01-2018	35965.02	24544.60051
01-02-2018	34184.04	24766.30762

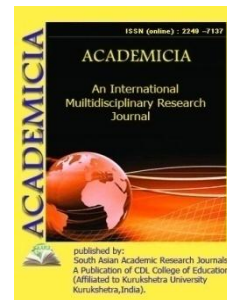
1.3 CONCLUSION

In this Study, we discussed about the traditional time series forecasting method like Simple Exponential Smoothing (SES). We applied this method on the BSE SENSEX closing point value and forecasted the BSE closing point value for the period from January 2017 to February 2018. We used Root Mean Square Error (RMSE) measure to compare different values of α . The RMSE value at $\alpha = 0.023$ is equal to 5158.8394 which is observed to be minimum compare to other RMSE values obtained from different values of α .

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DOI: **10.5958/2249-7137.2021.00715.1**

TECHNOLOGY OF FORMATION OF INTEGRATED READING COMPETENCE IN ENGLISH

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ABSTRACT

This article discusses the basic principles of using integrated language skills in teaching English. When we integrate things, they interact or work together to be more effective. An integrated system increases the level of usefulness by bringing different ideas together in one way. It is clear that language learning skills also need to be taught in a related way to improve the communication process.

KEYWORDS: *Experience, logical, perception, memory, imagination, to identify, a passionate teacher, virtuous, strong-willed, zealous, well-rounded.*

INTRODUCTION

In the experience of the world to foster professional competent in the field of foreign languages, there are different ways to develop the competence of teaching English. To modernize innovation process according to support modern pedagogics technologies techniques of reading and integrating differential reading to develop reading component step by step, to investigate the effect of psychological factors are very important in developing integrated skills.

Innovational ways of teaching foreign languages are being used in educational places of our republic. According to this, to improve four skills are: speaking, listening, reading and writing gave us productive results in the field of learning and teaching foreign language. From the given above, as it works out the skill "reading" and "receiving information" it is considered to be basic source in teaching foreign language. So, to improve to develop reading skills of pupils helps to increase their vocabulary, to understand the text logically and the ability of giving personal opinion.

During these researches, ways of using strategies, which are important to develop reading skills and the results of these, were studied. In the period of this survey, scientific books of many scientists about the strategies of developing reading skills of a pupil were learnt.

This article was completed in the framework of the priority direction of development of science and technology of the republic: "Formation of a system of innovative ideas and ways to implement them in the social, legal, economic, cultural, and spiritual and enlightenment development of an informed society and democratic state."

The degree to which the problem has been studied in the research of G.Kh. Bakieva, L.T.Akhmedova, J.J.Jalolov, M.T.Iriskulov, T.K.Sattarov, in our country, and abroad A.L. The scientific works of Gurkina, MV Dubova, I. Luka cover in detail the problems of language teaching methods. K.Hoshimov, S.Khasanov, Yuldosh Eshbek,

The historical and philosophical works of N. Goyibov, Mubashshir Ahmad, Miraziz Azam, Abdukadir Zahid, Rashid Zahid, Poyon Ravshan, Sayfiddin Rafiddin can be shown. Youth education of our classic heritage, that is, direct pedagogical problems are described in the researches of A.Bobomurodov, M.Inomova, J.Yuldashev, U.Makhkamov, M.Mahmudov. In the works of H. Boltaboev, K. Kilicheva, in the spiritual and moral maturity of the younger generation, great thinkers, spiritual and pedagogical heritage, its potential in shaping the spirituality of the individual is explored.

Foreign scholars include K.A.Dridger, I.G.Pestalotsti, M.A.Joshan, K.Yilmaz, DJ.S.Trimengem, Frederick Starr, etc., medieval scientific activity; some issues of values related to the upbringing of young people are studied.

Strategies that are important in developing reading skills how they should be applied and how the expected outcome from them will help the reader is explored throughout the study. Research papers (books and articles) on this topic have also been reviewed by a number of scholars on how to form integrated reading skills in the reader during the research period.

Students work with language at the suprasentential or discourse level. They learn about cohesion and coherence. For example, in our lesson the students recognized that the second sentence of the scrambled order was the last sentence of the original sports column because of its introductory adverbial phrase, "In the final analysis..." This adverbial phrase is a cohesive device that binds and orders this sentence to the other sentences. The students also recognized the lack of coherence between the first sentences of the scrambled order, which did not appear connected in any meaningful way.

Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too meaning through to be derived from the written word through an interaction between the reader and writer. The writer isn't present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intentions and the writer writes with the reader's perspective in mind. Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer.

MATERIALS AND METHODS

By applying non-traditional repetition lessons in schools, colleges and high schools, we can achieve the desired effect. Because it is in this lesson that students assess their knowledge in the open field and try to create new games and puzzles, and at the end of the lesson, they study and prepare diligently for the nomination "The group that has mastered the chapter the deepest." It is through this method that we can achieve a truly English speaking environment. Students educated in lyceums and colleges using this method will be able to continue their education freely and comfortably in higher education institutions without any difficulties related to language learning skills.

In the processes of perception, memory, imagination and thinking, a person not only knows the reality, but also expresses an attitude to this or that thing in life, in any case, in which he feels in one way or another. Emotions are an inner attitude that a person expresses in different ways to what is happening in their life, what they are learning, or what they are doing. The concept of "emotion" is used in different senses in everyday life and in scientific psychological sources. In particular, concepts such as perceptions, unintelligible tendencies, unintelligible desires, wishes, goals, requirements are used instead of feelings. When analyzed from a scientific point of view, 'emotion' is usually used in the brain of a living being, that is, in the sense of reflecting his (man's) attitude towards objects that satisfy and hinder the needs of individuals. In world psychology, the terms 'emotion' and 'emotion' are used in the same sense (especially in foreign countries), but they cannot be understood as exactly the same situation. Such a shortcoming is common in popular literature, textbooks published abroad. It is appropriate to call emotion a specific form of mental process, which is the expression of emotions in internal experiences, which are usually manifested by external symptoms. For example, discoloration of faces, smiles on the faces, trembling of the lips, glare of the eyes, laughter, tears, sadness, hesitation, confusion, etc. are expressions of emotion. But it is unnatural to include such high qualities as patriotism, responsibility, responsibility, conscience, kindness, love in the composition of emotions. In modern research, as a rule, identity is considered at the level of person-person, person-group, and as a mechanism of socialization, from the model of parental identification to norms, role-playing models or the model of identification of another person with other important people. In this regard, A. Antyushko identifies two main areas in which the phenomenon of identification is studied:

- The first direction - identification in the sense of the explanatory principle use the concept, that is, to measure the mental characteristics of a person and compare them with a certain standard;
- The second direction is the study of identification in the process of communication, interaction, mutual understanding by people.

This direction is related to the analysis of the process of socialization of the individual. Identification is a mechanism of socialization of the person, the mechanism of formation of the person in the process of interaction, mutual understanding.

DISCUSSION

Following is the identification of events in relation to the teacher the scheme is proposed: identification with another person; group identification; identifying an individual with a large community; comparing the subject with itself, i.e., self-identification.

However, very rarely is affect when it is not possible at all can also be a good educational tool. In this case, the teacher is required to work harder, be more patient and determined.

It is also required to adhere to the following rules:

First: the strong influence of the teacher on the student's behavior yields considerable results. However, it is important to keep in mind that a person who gets excited quickly can go overboard, resulting in him not getting the results he expected.

Second: anger often affects emotions more than the human mind. Students of a passionate teacher are disciplined not out of faith, but out of fear. Observations show that children of curious teachers, including those who are meek, indifferent, and at the same time demanding enough, rarely behave well in the teacher's fat.

Third: the nature of the case must be taken into account. There will also be actions that require the application of a compelling strong effect, but insignificant work and as a small offense, it is also very foolish to irritate oneself and the "nerves" of the students.

Fourth: The teacher's belief in his or her work is also important. Children also love curious teachers, if their anger helps them to get rid of a flaw in their students, if they feel that it is caused by a genuine sense of resentment.

The effectiveness of the use of pedagogical technologies in the educational process is finding its proof day by day. At the same time, the teacher and the student are constantly forced to search, study, and develop practical skills to express their ideas independently. This paves the way for them to become profound experts in their profession in the future. The role and importance of teaching methods in educational technology is particularly interactive methods, in which the classification of teaching methods is based on the specifics of teaching methods and the criteria for selecting teaching methods. Pedagogical technology encompasses the concepts of teaching methods such as educational technology, new pedagogical experience, new pedagogical technology, modern pedagogical technology, information technology, new experience. Nowadays, with the development of science and technology, the boundaries of human activity are expanding, new technologies are entering. Qualitative changes indicate that there are new technical, informational, audiovisual, audio tools that require new methodologies and become an integral part of the educational process, introducing certain features into it, which make modern pedagogical technologies a reality. Modern pedagogical technology, in essence, is on a par with other technologies, because they, like others, have their own field, methods and tools. A modern pedagogical technology differs from production and information technologies in that it represents a complex and incomprehensible pedagogical process as a field of knowledge related to the human mind. Its distinctive feature is that it combines the components of education. The application of modern pedagogical technologies in the educational process, first of all, pedagogical technology based on the humanization and democratization of pedagogical relations, is the opposite of authoritarian technology creates a favorable social and psychological environment for development.

In this process, the student is the subject of his educational activity and in collaboration with the teacher solves educational tasks, the subject of a single educational process. The process of forming an independent personality is long and complex, requiring, on the one hand, the

improvement of the content of all state structures and social organizations, and especially the education system, and, on the other hand, the establishment of a single educational system.

The famous scientist, philosopher, physician, Abu Ali Ibn Sina made a significant contribution to the development of pedagogical ideas. His views on morality and moral upbringing deserve special attention.

Ibn Sina's moral views are evident in his advice that is educated, noble, virtuous, strong-willed, zealous, well-rounded, helpful to others, serving the common good, and beneficial to humanity.

In discussing the goals and means of education, Al-Farabi attached great importance to education, in which he meant the acquisition of scientific knowledge. According to Farabi, the purpose of human education is to show in him the pleasantness, usefulness and beauty of behavior, ability, and the fact that man is first and the most directed his nature, his features to the truth and only to the truth. Thus, Farabi derives from the tasks of state studies, ethics and pedagogy in the development of the problem of goals and means of education, revealing the essence of the political structure of the state, which serves as the best means for people to achieve true happiness.

Every reader is looking for a positive hero from a work of art with features that are close to him, with life principles. That is, he seeks evidence that his lifestyle is right. It is such a complex mental process that one may not even realize it. Well-known French literary critic E. Genneken hypothesized that there was a psychological closeness between the reader and the writer in N.A. Rubakin takes his research as a basis, and the result proves this idea.

Integrated skills to the individual and his or her activities are referred to in the English literature as the Humanity integrated skills. However, we do not think it is correct to classify integrated skills based on how language is viewed or on certain factors that optimize language-learning processes.

There are integrated skills that suggest that it is possible to recognize any factor that ensures the effectiveness of language learning, while focusing on both language in terms of the object of study and the means. Communicative integrated skills to foreign language teaching: Natural Integrated skills, Cooperative Language Learning, Content-Based Instruction, Activity-Based Instruction, and Task-Based Language teaching such methods are a striking example of this.

Language development has been conducted in the field of ontogeny and phylogeny studies have shown that a child learns from his native language a) to acquire something (instrumental function), b) to control behavior (regulatory function), c) to interact with others (interactive function), d) to express personal feelings and meanings (personal function), d) study and discovery (heuristic function), e) creation of the imaginary world (imaginary function), or) information exchange (communicative function).

Although Piaget and Vygotsky's theories differ, they are not devoid of general aspects. For example, both theories suggest that in the learning process a) the learner has ample opportunity to be an active participant in the learning process, b) the discovery of knowledge based on personal or collaborative experiences (self-initiated discovery integrated skills, assisted discovery integrated skills), c) students are individually different from each other promotes the need to be taken into account. In other words, in the process of education, priority is given to the

development of students' ability to acquire knowledge independently, to create optimal conditions for their awakening, active, free and creative thinking.

The process of integration with the world community has created opportunities for the use of new teaching technologies, rich experience, in education. In addition, it is necessary to use the current achievements of science and technology, especially in linguistics, pedagogy, didactics, psycholinguistics and psychology to increase the effectiveness of the educational process.

One of the most important issues in education today is the realization of the educational purpose based on the purpose, content, methods, tools, organizational forms and scientific material studied in the teaching process.

It is known that one of the most important links in the system of continuing education is higher education, as higher education is an important link in the training of comprehensively mature, knowledgeable and qualified personnel for various sectors of the economy.

The teacher factor, his level of knowledge, professionalism is one of the most important factors in achieving high quality in education and training of qualified personnel. Two important points should be noted in the training of personnel in higher education.

1. Professional training of the future specialist.

2. His pedagogical training.

For the first, it is important to determine the purpose, content, that is, what to teach, while for the second, it is important to solve problems related to teaching methods, that is, what teaching methods. This requires the widespread use of new pedagogical technologies, interactive methods of teaching, which are now widely used in education.

Important documents adopted in our country, the "National Program for Training" and the "Law on Education" indicates the need for effective use of advanced pedagogical technologies and interactive methods in the teaching of foreign languages. Before talking about modern technologies in foreign language teaching, it is useful to define the meaning of the term "technology". The word "technology" is derived from the Greek word "teshe", which means skill, art. "Logos" means a word, a doctrine.

In order to get success in academic life students should develop the skills and knowledge that will enhance them to acquire necessary skills to survive in academic setting, to continue their education throughout their lives and to prepare themselves for the professional life. The ability to study efficiently is one of the necessary skills that should be nurtured during their academic life so that they develop good learning habit that they can employ even after graduation.

In the methodical literature one can find very different terms related to the word technology: pedagogical technology, technical technology, educational technology, teaching technology, new technology, modern technology, humanitarian technology and so on. When talking about the use of new modern technologies in foreign language teaching, it is expedient to consider teaching, ie educational technology separately, because in educational technology to organize lessons in the process of optimizing human resources (opportunities), forms of education, to find effective ways of learning, is understood to create.

Teaching technology is also an integral part of educational technology, in which the purpose of teaching is set more precisely, that is, a process that is designed to achieve a specific topic goal, intended or defined by didactic actions (operations) performed in a certain sequence.

CONCLUSION

It is clear that language learning skills also need to be taught in a related way to improve the communication process. Obviously, it usually requires the separation of language parts, and this is divided into separate reading, writing, literature, and communication courses. These four skills, how to conduct listening, speaking, reading activities, determine their effectiveness.

In order to get success in academic life students should develop the skills and knowledge that will enhance them to acquire necessary skills to survive in academic setting, to continue their education throughout their lives and to prepare themselves for the professional life. The ability to study efficiently is one of the necessary skills that should be nurtured during their academic life so that they develop good learning habit that they can employ even after graduation.

Only language practice supported by theory can develop language habits and skills in a desirable direction and lead to the mastering of a foreign language. Since learning a new language is connected with acquisition of new concepts by the learner, theory can help in forming these new concepts. One of the ways is an extensive use of translation-interpretation. However, this teaching technique is not approved by a majority of methodologists and teachers because pupils learn about a linguistic item more than they need for practical application.

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DOI: **10.5958/2249-7137.2021.00719.9**

REGULARLY USED PHRASAL VERBS GERMAN LANGUAGE

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ABSTRACT

Phrasal verbs are used very regularly in the German language, and native German speakers are found to use phrasal verbs on a daily basis and cannot do without the use of phrasal verbs in everyday communicative situations. However, phrasal verbs in German language teaching as a second/foreign language are almost non-existent. That is German as a second language German as a foreign language teaching environments, in the world, and specifically in Germany, hardly teaches the meaning of phrasal verbs to students, and neglect teaching the correct ways of using them, despite the fact that they are an essential part of daily native German communication. Therefore, and due to the vitality of phrasal verbs to native speakers of German, students should be taught and educated to be capable of understanding and using phrasal verbs when interacting in German because knowledge of phrasal verbs would normally lead to better German language proficiency and more native-like communication. Nonetheless, phrasal verbs are not easy, and students often find them difficult, because phrasal verbs carry a specific meaning which is not inferable from the meaning of its composing words inseparable form as well as other reasons which have been explained within this article.

KEYWORDS: German as a foreign/second language, phrasal verbs, *phrase*, *phraseology*, *lexeme*, *morpheme*, *syntactic connection*.

INTRODUCTION

Learning German as a second/foreign language, in the world, is a requisite and undisputable part of its educational system from primary school to upper levels such as higher university education. Yet, teaching phrasal verbs and the correct use of them in German communication and their necessity is poor and underprovided in German as a second/foreign language teaching classrooms and environments, specifically in Germany. Nonparallel to native counterparts, the use of phrasal verbs is found to be hard and difficult for non-native German language learners, especially German native speaker students who

study German as Phrasal verbs, are verbs which carry a specific meaning that cannot be referred to by analyzing the meaning of its constituent words. Phrasal verbs, furthermore, are rarely found in the German language. Nevertheless, phrasal verbs are a vital part of German language vocabulary, and are a basic part of this language's history, heritage and culture. Phrasal verbs are extremely important in German verbal communication; therefore German native speakers use phrasal verbs when they communicate spontaneously and daily.

In linguistic studies, it is said that phrasal verbs add flavor to communication and speech. Thus, learning to use phrasal verbs is necessary in order to achieve native-like German language communication. Nevertheless, learning the meaning of phrasal verbs and proper use of them is not as easy as one might think. German students and learners usually lack the ability to understand the meaning of phrasal verbs when communicating in the German language and lack the ability to communicate using phrasal verbs properly and efficiently. Most German language learners, especially German native speakers find using phrasal verbs to be extremely difficult and uneasy, unlike native German speakers, who use them subconsciously and almost every day. Recognizing the meaning of phrasal verbs which are commonly-used in the German language as well as being capable of using phrasal verbs should be regarded an essential part of German learning as a second/foreign language. Despite this, however, phrasal verbs are found to be uninclined in most German second/foreign language learning classrooms and materials. Important feature of German language and necessary part of everyday vocabulary is the reason behind this research article with the aim to emphasize the importance of phrasal verbs through clarifying the necessity of understanding and using phrasal verbs in educational systems.

The aim of this article is to stress on the fact that using German phrasal is an obligatory part of German vocabulary and native/native-like communication in German. This research suggests reasons why such an important language skill is lacking in classrooms, dissimilar to native German colleagues. Possible reasons behind the nonexistence of phrasal verbs are explained within this article, as well as listing explanations of why learners face difficulties in the ability to comprehend phrasal verbs, their meaning and aptitude to communicate confidently using phrasal verbs. Here, suggestions have been given in the hope of arriving at a clear analysis of the causes of such a problem and possible solutions to overcome stated difficulties.

LITERATURE REVIEW

Phrasal verbs are abundantly used by native German speakers in both formal and informal communication. Phrasal verbs are highly important and are considered a basic part of the German language. There are more than 5,000 different phrasal verbs used in German. (McCarthy & However, it is necessary to explain what is meant by "phrasal verbs". First of all, phrasal verbs are verbs which are composed of both a verb and a particle. For example, the phrasal verb "look up" is a phrasal verb which has the verb "look" and the particle "up" as its constituent words.

Similarly, the phrasal verb "get through" consists of the verb "get" and the particle "through" as its component parts also. Nonetheless, students and learners, of different backgrounds, are found incapable of using phrasal verbs. Non-native speakers, unlike natives, lack the ability to use phrasal verbs effectively and also lack the ability to understand their meaning. This is considered a problem in non-native speakers' knowledge and proficiency of the German language and a gap in German language learning attempts. One possible explanation to the fact that students and learners lack the ability to comprehend the meaning of phrasal verbs and are incapable of using them in communication is due to the fact that phrasal verbs in German language carry a meaning that is different from the meaning of the constituent words of a phrasal verb. As such, learners must know the meaning of the phrasal verb as one whole unit and not to be inferred by analyzing the meaning of its words (verb/particle) separately. Therefore, the phrasal verb "look up" is composed of the verb "look" which means "to see" and the particle "up" which is the opposite of "down".

For example, the phrasal verbs:

jmdn. in Atem halten- 1. to attract everyone's attention; to steal rest; 2. not to breathe, to be fully employed

(große) Augen machen (bekommen) - to make one's eyes water; to freeze in astonishment

die Augen sind größer als der Magen- insatiable

den Ausschlag geben- to solve a problem, a case; play a key role

etwas auf die lange Bank schieben- to pause, to push back

(alle) durch die Bank- all equally, en masse, equally jmdn. einen Bären aufbinden- boplab ketmoq, dog'da qoldirmoq, tovlamoq; qulog'iga lag'mon ilmoq; carries a meaning as one whole unit and not separable meanings of its constituents.

The phrasal verb "look up" may mean "search for information in a book or computer" as in the sentence "I will look up for the meaning of this word in the dictionary. The phrasal verb "look up" may also mean "visiting someone you have not visited for a long period" as in the example "I will look her up next time I am in Egypt". The phrasal verb "look up" may have a third different meaning which differs according to the context it is used in. This phrasal verb also, for instance, mean that "things are improving" as when saying "things seem to be looking up" carrying an non-ordinary meaning which is "things seem to be improving or getting better."

German phrasal verbs should be required and a must. Phrasal verbs need to be included in teaching materials and in classrooms. Taking these facts into consideration will help non-natives of German improve their German language skills.

For Example:

mit beiden Beinen aufder Erde (im Leben) stehen- hayotning baland pastini yaxshi bilmoq;

über den Berg sein-

1. o'zini o'nglab olmoq;

2. suvdan quruq chiqmoq; ilojini topmoq;

(längst) über alle Berge sein- suvga tushgan toshdek, dom-daraksiz yo'qolmoq ; anqoning (tuxumiday) urug'iday bo'lmoq;

jmdm. goldene Berge versprechen- og'ziga siqqancha, qop-qop (katta-katta) va'dalar bermoq;

jdm. Bescheid sagen- kimgadir ko'rsatma bermoq, yo'l-yo'riq ko'rsatmoq;

jmdm. Bescheid tun (trinken)- kimningdir sog'lig'iga qadah ko'tarmoq; kim bilandir qadahlarini urushtirmoq.

A phrasal verb is a verb that is made up of a verb and a particle. As well, a particle means that it is either an adverb or a preposition or both. I.e., sometimes, a phrasal verb may contain two particles and not just one, such as "put up with", "look forward to" and "catch up with". Common phrasal verbs, for instance, include "get up", "deal with" and "turn off". A phrasal verb entails a preposition or an adverbial particle. A phrasal verb is, most often, composed of either one of the following particles: back, up, down, round, around, away, at, about, for, in, into, off, on, out, over, though, to. As mentioned earlier also, we need to know the meaning of the phrasal verbs as a complete unit and not the meaning of its verb and particle in a separable form. So, "look up" is a phrasal verb that as one whole unit has a different meaning than the

meaning of its constituent verb "look" which means "to see" and its particle "up" which means the opposite of "down". Therefore, the meaning of phrasal verbs is not related to the ordinary meaning of its components. That is, the meaning of the phrasal verb "carry out" which means "to do" or "to conduct" does not carry the common ordinary meaning of its constituents. So, "carry" which means "to lift" and the preposition "out" which means the opposite of "inside" is not similar to the meaning of the phrasal verb "carry out" as one whole unit. Nonetheless, it is also important to be aware of the grammar pattern of a phrasal verb. A phrasal verb may follow either one of the beneath grammar patterns. A phrasal verb may consist of a verb with no following object as in "We finished the meeting late so we decided to eat out" in which the phrasal verb "eat out" has no following object as, for instance, "eat out the meal" which is incorrect.

A phrasal verb may consist of a verb which must have a non-human object. For example, "This photo brings back happy memories" or "This photo brings happy memories back" in which the phrasal verb grammar pattern is "brings back something" or "brings something back" and not "brings back my sister". A phrasal verb may have a grammar pattern wherein the verb must be followed by a human object as in "ask somebody out" or "ask out somebody" as in the sentence "I really want to ask Ann out" and not "ask my cat out" which is illogical and incorrect. Some phrasal verbs may entail either a human or non-human object.

Some phrasal verbs must follow either the grammar pattern wherein the particle must come after the object as in "I will ring her back later" not "I will ring back her" and "Please, look after my cat while I'm away" and not "Please, look my cat after while I'm away". The final grammar pattern, a phrasal verb may consist of, is the pattern wherein the object can be before or after the particle. So, one may say "drop off somebody/something" or "drop somebody/something off". As in the example "I dropped off the delivery at his house" or "I dropped the delivery off at his house". Nevertheless, it must be realized that a verb that is followed by a number of prepositions or adverbs and does not change its meaning, but keeps its ordinary meaning, is not a phrasal verb.

I.e., the verb "run up" is not a phrasal verb because "run up" which means "to move quickly" as in the sentence "The child ran up the hill" keeps its ordinary meaning "to move by foot" despite being followed by a number of different particles, such as "across", "away", etc. And, therefore, all the above are ordinary verbs that have a normally predictable meaning and do not carry an abstract or different meaning. Thus, the above examples are, despite being similar in shape and form to a phrasal verb, are not phrasal verbs. There are several verbs, which make up a large number of useful everyday phrasal verbs. These verbs are break, bring, call, come, get, give, go, look, make, pass, keep, knock, pick, put, pull, run, set, take, turn. These verbs form parts of a huge number of the most common used phrasal verbs. Verbs can have a concrete meaning in which the verbs refer to a concrete action as in "break" which means "put into pieces or parts" but more often has an abstract meaning too. As in "Look back on your past memories" which has an abstract meaning that is "to recall" or "to remember." Not with standing, the verb "look back" has a concrete meaning as in "As she was walking she looked back at her crying child" meaning "she turned back to see her child as she was walking away". So, the verb "look back" can be both a regular verb, with an ordinary meaning, or a phrasal verb, with its own special meaning. Likewise, the verb "ran away" in the sentence "I ran away from the large dog" is not a phrasal verb because it carries an ordinary meaning which is "move quickly by foot". While, the same verb in the sentence "you shouldn't run away from your responsibilities" is a phrasal verb because its meaning, in this sentence, is abstract. By an "abstract" meaning, we mean something different, and not ordinary. Also, the verb "ran across" in the example "I ran across the green field" has an ordinary meaning which is also "to move by foot" while "ran across" is considered to be an example of a phrasal verb in the sentence "I ran across my school teacher last week" because it carries an abstract meaning, that is different from the meaning of its composing verb and particle when separated. Hence, the phrasal verb "ran across" in this

example means "to meet by chance", which has an abstract and figurative meaning, not an ordinary, unchangeable, normal, and predictable meaning.

Phrasal verbs are used in both written and spoken German and are part of everyday vocabulary, especially common native and native-like communication. Native German speakers do not do without phrasal verbs when speaking and communicating in typical, day to day, communicative situations and settings. Nevertheless, in formal communicative situations, usually a phrasal verb could be replaced by a single verb which carries the same meaning of a phrasal verb.

METHODS

Methodology this article follows is a qualitative one. By teaching German as a second language, in and outside Germany, it has been noticed that students and German language teaching materials, as well as other ESL/EFL environments and settings lack the presence of German phrasal verbs and hardly even implement them in ELT (German Language Teaching).

Hence, and by relying on the analysis and description of previous studies of phrasal verbs, their requirements and their importance, results and data within this article have been thoroughly reached.

DISCUSSION AND RESULTS

Despite the necessity and requirement of phrasal verbs in everyday native communication, they should not be attempted to be taught all at once as a list of vocabulary. German as a second/foreign language students should try to learn phrasal verbs as they come across them and should not attempt to memorize too many all at once. Giving examples of phrasal verbs will usually help learners of German to remember their meanings and understand ways they are used. None the less, and as explained earlier, phrasal verbs have certain grammar patterns that differ from one phrasal verb to another, for instance, some must have an object (someone/something) while others do not. Some phrasal verbs, in addition, may be separated by the object and are known as "separable" phrasal verbs, while others are otherwise. Therefore, grammar lessons on ways to correctly use phrasal verbs should be given, from time to time, in order to familiarize ESL/EFL students and German language learners of the proper ways to communicate using phrasal verbs, similar to natives. Natives of German, unlike non-native speakers, especially in Germany, grow up and are nurtured in an environment where phrasal verbs are used daily, subconsciously and spontaneously.

Therefore, Phrasal verbs are used by native speakers habitually and frequently because native German speakers are raised capable of understanding and using phrasal verbs without any difficulty or strain.

Non-native German speakers, especially students with German native speaker, are not accustomed to using phrasal verbs and are unaware of their necessity and importance because, for one reason, phrasal verbs rarely exist in German language. Thus, students of German native speaker, particularly in Germany, are ignorant of the need for phrasal verbs' knowledge, their meaning and ways of using them. Students, especially in Germany, are unexposed to phrasal verbs and ways of communicating applying phrasal verbs accurately. Another reason of difficulty in learning meanings and use of phrasal verbs is that one phrasal verb may have a number of different meanings. As exemplified earlier with the phrasal verb "look up" which has a number of different meanings and not just one or two. This, therefore, could confuse non-native German students and learners, especially if not brought up to be accustomed to phrasal verb use and are unfamiliar with this native speakers' skill.

A third reason for the difficulty that students of German as a second/foreign language may encounter when trying to learn the proper ways in using and producing phrasal verbs when communicating in German, is the various ways that phrasal verbs may be formed according to. As known earlier, there are various grammar patterns in which phrasal verbs may be formed into. So, a grammar pattern for one

phrasal verb may or may not be the grammar pattern for another phrasal verb. This, accordingly, may be confusing for German language students and learners, especially if not being taught or acquainted to these points and matters. Reason in why it is difficult for language learner students to understand and use phrasal verbs well enough is that some verbs are similar to a phrasal verb but are, in fact, not phrasal verbs. This could be something well distinguished and realizable by native German speakers but a major source of confusion for non-native German speakers, especially if these non-native German speakers are not used to dealing with phrasal verbs and are not aware of differences between phrasal verbs and non-phrasal verbs. The meaning of phrasal verbs and how to be capable of using them appropriately is that phrasal verbs are almost non-existent in classrooms and German language teaching environments and materials.

For example, As an German language teacher, it has been noticed that educational systems regarding the teaching and study of German as a second/foreign language lack the presence of exercises, drills, grammar lessons, speaking and listening audio practices which involve German language phrasal verbs. Another possible explanation of students' weakness regarding phrasal verbs is that phrasal verbs also have a meaning which cannot be known from the meaning of the words that it is made up of. Therefore, it is usually difficult for non-native speakers of German to reach and realize the meaning of a phrasal verb without previous knowledge of its meaning and it is normally hard for a non-native speaker to arrive at the correct meaning and use of a phrasal verb without being taught. This, as a result, distinguishes non-native speakers of German, from native speakers, who conventionally understand the meaning of phrasal verbs.

Teaching phrasal verbs in EFL/ESL classrooms should be required because learning the meaning of phrasal verbs and how to use them will help students and speakers of German, of a non-native origin, to pertain better German language proficiency. Lacking the skill to understand and use German phrasal verbs is a lapse in that learner's knowledge of proper German.

The inability to communicate properly and native-like by learners of German as a second/foreign language, regardless of their backgrounds, could be for one reason, a result of their incompetence to understand phrasal verbs whether misunderstanding their meaning when listening to natural native German or misunderstanding ways to properly use them when speaking German. Uncovering German phrasal verbs in teaching is a main source of difficulty and unlikely source of learning incapability. Failure to adequately learn, use and understand phrasal verbs is due to lack of exposure. German language teaching environments, classrooms, and materials lack phrasal verbs as a part of common vocabulary, do not include such a necessary language skill and lack teaching knowledge of them well enough.

Inability of ESL/EFL students to correctly understand and use phrasal verbs in the German language could be a source of mistakes and errors in students' performance. This, in turn, results to ESL/EFL students' language incompetence. Phrasal verbs being large part of the German language's vocabulary are based upon that language's history, heritage, and culture. Accordingly, phrasal verbs should be taken into consideration and not to be overlooked. Students should be given chances to try and exercise using and communicating with phrasal verbs through class exercises, tests, workouts and drills as well as listening and audio lessons that show ways native speakers use phrasal verbs and ways phrasal verbs are pronounced through in-class listening practices. Students need to be familiar with phrasal verbs by hearing native-speakers' daily speech in German with phrasal verbs use as part of the lexis.

Phrasal verbs are very important and necessary in German teaching as a second/foreign language because phrasal verbs are used in formal and non-formal speech, and are a large part of German vocabulary. Phrasal verbs are found a part of standard business, media, and everyday life.

Therefore, phrasal verbs that are frequently used in German should be taught the most, so, for instance, phrasal verbs that come about while watching T.V. programs, listening to music, reading books, surfing the internet and so on, ought to be taught to students and learners. Listening and speaking courses, should

include phrasal verbs, as a part of German vocabulary, especially in college education wherein German language is taught as a second/foreign language. Non-native speakers of German, who use and understand Phrasal verbs, become more fluent and sound more native-like. Additionally, learning phrasal verbs will increase students' and learners' vocabulary and lexicon of the language. The more students learn about phrasal verbs and apply them, the more creative and natural their German language shall seem. As such, the more students become capable of understanding and using phrasal verbs, the more profound.

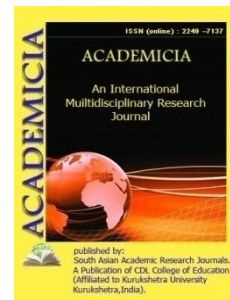
CONCLUSIONS

To conclude, phrasal verbs are used on a daily basis by native speakers, unlike non-native German speakers who lack understanding and communicating using this essential and important skill in German language. There is a need to include phrasal verbs in German as a second/foreign language teaching. It is also crucial in ESL/EFL environments and materials to clarify grammar patterns of phrasal verbs, their meanings and how to properly use them in German. German language teachers and students should be capable of understanding and using phrasal verbs when speaking in German and when dealing with the German language and its native users. German as second/foreign language teachers should highlight, to their students, the importance of using phrasal verbs and the importance of recognizing their meanings. Likewise, teachers should be familiar with commonly-used phrasal verbs and teach them, in order to help and make it easier for their students. Teaching phrasal verbs should be taken into serious concern in German second/foreign language teaching classrooms and materials, which should include phrasal verbs as a part of vocabulary, listening and speaking drills and classroom exercises.

Learning German language, native-like, requires that students of German as a second/foreign language and non-native German language learners, practice using German phrasal verbs and become more knowledgeable about the meaning of, at least, the most common-used phrasal verbs.

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DOI: **10.5958/2249-7137.2021.00709.6**

ANALYSIS OF THE GSM COMMUNICATION CHANNEL IN SECURITY SYSTEMS

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ABSTRACT

The article outlines the basic principles initially; wireless systems were not widely used due to low reliability. But now there is a wide range of various additional devices, and new generations of wireless communication systems are actively used. The capabilities provided by mobile operators are increasingly used in security systems. The capabilities provided by mobile operators are increasingly used in security systems. To date, wireless security systems based on the base have become widespread due to their relatively low cost and ease of installation and operation. The GSM-900/1800 cellular network provides good communication quality and is already deployed in most cities.

KEYWORDS: GSM operators, GPRS channel, 3G, SMS messages, mode, DTMF, GSM/GPRS communication.

INTRODUCTION

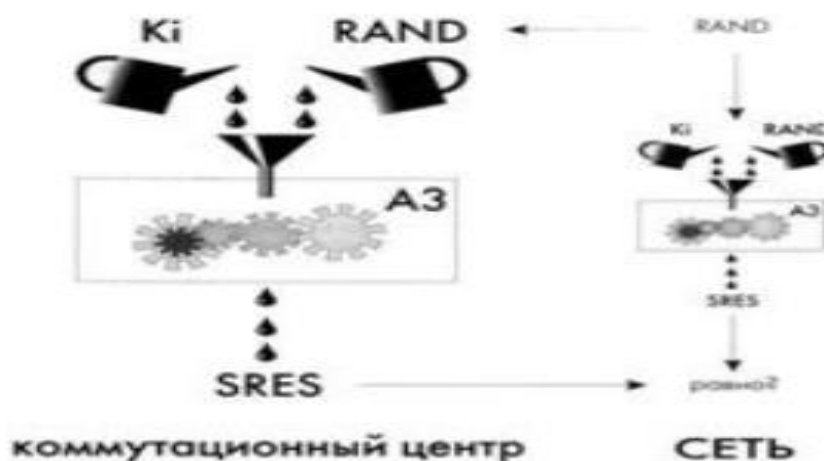
Initially, wireless systems were not widely used due to low reliability. But now there is a wide range of various additional devices, and new generations of wireless communication systems are actively used. The capabilities provided by mobile operators are increasingly used in security systems. To date, wireless security systems based on the base have become widespread due to their relatively low cost and ease of installation and operation. The GSM-900/1800 cellular network provides good communication quality and is already deployed in most cities.

MAIN PART

The use of GSM eliminates the need to deploy your own network of repeaters-the repeaters of GSM operators are used. As a result, it is possible to protect objects wherever the GSM operator's network works confidently. The use of new 3G protocols and networks specifically designed for corporate clients - virtual corporate data transmission networks with information protection-is promising. However, a significant disadvantage of such systems is low noise immunity. GSM systems use SMS messages, modem connection (CSD), tone transmission (DTMF mode), and GPRS packet message transmission as a method of transmitting information. The appearance of the GPRS mode has significantly reduced the cost of operating radio protection systems. To date, wireless security systems based on GSM have become quite widespread due to their relatively low cost and ease of installation and operation. However, a significant disadvantage of such systems is low noise immunity; the operation of the GSM network is not always very stable and can fail at the most inopportune moment.

A typical GPS monitoring system consists of three parts: terminals installed on cars, servers, and client workstations. The terminals are specialized GPS trackers containing the GPS module itself and the cellular communication module (GSM or CDMA). The server functions can be performed by a regular PC with server software installed. Unlike workstations, the server must always be turned on, since it is on it that route data is accumulated. In rare cases, the client software can be combined into a single program with the server part, but as a rule, it is allowed to connect several workstations to the same server at the same time.

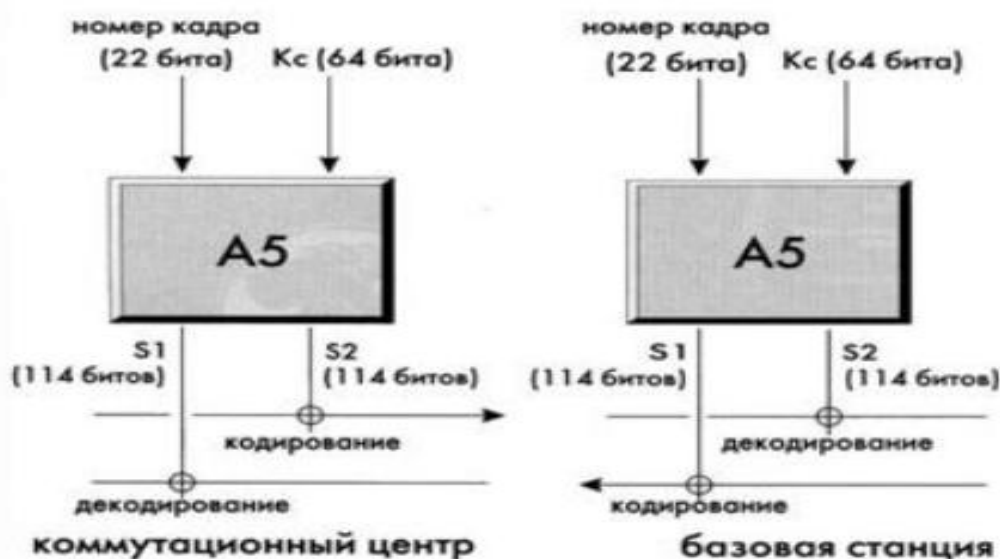
When building security systems in GSM channels, a password (or PIN code - a personal identification digital code) is used - one of the simplest authentication methods. It provides a very low level of protection in the conditions of radio communication use. It is enough to hear this personal code just once to bypass the security measures. In reality, GSM uses a PIN CODE in combination with a SIM (Subscriber Identity Module): this PIN CODE is checked on the spot by the SIM itself without being broadcast.



Pic. 1. Calculating Authentication

GSM uses a more complex method, which consists of using a random number that can only be answered by the corresponding subscriber equipment (in this case, the SIM). The essence of this method is that there are a huge number of similar numbers and therefore it is unlikely that it will be used twice.

Authentication is performed by requiring a correct answer to the following: the subscriber can deduce the SRES response from the incoming RAND by applying an algorithm with the private (secret) key K_i . The response, which is called SRES (Signed Result), is obtained in the form of a calculation result that includes a secret parameter belonging to this user, which is called K_i . The secrecy of the K_i is the cornerstone of all security mechanisms - even the subscriber cannot know his own K_i . The algorithm that describes the order of calculation is called the A3 algorithm. As a rule, such an algorithm is kept secret. In order to achieve the required level of security, the algorithm must be a unidirectional function, as it is called by cryptographic experts. This means that calculating SRES for known K_i and RAND should be simple, and the reverse action - calculating K_i for known RAND and SRES - should be as difficult as possible. Of course, this is what ultimately determines the level of security. The value calculated by the algorithm must be 32 bits long. K_i can have any format and length. Cryptographic methods make it possible to achieve a high level of security using relatively simple means. GSM uses uniform methods to protect all data, whether it is user information, transmission of user-related signals, and transmission of system signals. For example, messages that contains the numbers of the called phones or the transmission of system signals of messages containing the results of radio measurements to prepare for transmission. It is necessary to distinguish only between two cases: the communication is secure, or the communication is unsecured, then all information is sent as an unencrypted digital sequence.



Pic.2. Encryption and Decryption

The algorithm outputs an encryption sequence of 114 bits for each packet separately, taking into account the frame number and the encryption key of the Cs.

Both encryption and decryption are performed by applying the "exclusive or" operation to the 114 "encoded" bits of the radio packet and the 114-bit encryption sequence generated by a special algorithm. In order to get the encryption sequence for each packet, the algorithm performs a calculation using two inputs: one is the frame number, and the other is a key known only to the mobile station and the network (Figure 2). Two different sequences are used in both directions of the connection: in each packet, one sequence is used for encryption in the mobile station and for decryption on the BTS, while the other sequence is used for encryption in the BTS and decryption in the mobile station.

The frame number varies from packet to packet for all types of radio channels. The Cs key is controlled by the means of signal transmission and changes, as a rule, with each message. This key is not made public, but since it changes frequently, it does not need as strong security as the Ki key; for example, the Cs can be freely read in the SIM. The CS key must be agreed upon by the mobile station and the network before encryption begins. The peculiarity of the GSM standard is that the Cs key is calculated before the encryption begins during the authentication process. The CS is then inserted into the non-volatile memory inside the SIM so that it is stored there even after the end of the communication session. This key is also stored on the network and used for encryption.

Interference in the radio channel is created both due to distortion of the signal during its propagation, and as a result of the influence of external sources. The first type of distortion is relatively easy to eliminate, at the same time, interference from external sources is combated by expanding the spectrum of the transmitted signal. Theoretically, increasing the signal base allows you to reduce the interference to an arbitrarily small level.

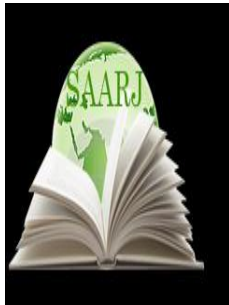
The main difficulty in building a GSM channel is associated with the inability to ensure the continuity of GSM/GPRS communication with the operator due to network outages, which lead to data transmission interruptions, but also to modem hang-ups. Practice shows that no GSM operator currently provides a guaranteed GPRS communication channel. In attempts to implement continuity of connection, developers are forced to additionally equip traditional GSM modems with additional devices - external controllers, watchdog timers that reset the modem when it freezes. Unfortunately, such solutions, although usually "economical", still do not guarantee a continuous and uninterrupted data transfer process, and also lead to a complication of the system as a whole and, as a result, to a decrease in its reliability.

CONCLUSION

Noise immunity in the field of radio-channel fire and security systems is determined by the number of frequency ranges in which the radio system can operate, the number of frequency channels in each range, the ability to automatically select backup channels, and the presence of automatic adjustment of the radiation power. From time to time, the connection with a particular radio device is lost. Most likely, the reason is not deliberate sabotage of the system, but the operation of other devices and systems on the selected communication channel when installing the system. To reduce signal jamming, you need to have a duplicate channel for exchanging important information, use a periodic test from the object, and use remote antennas.

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DOI: **10.5958/2249-7137.2021.00713.8**

BASIC ERRORS OF OPTICAL MOISTURE METERS

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ABSTRACT

To ensure the linearity of the scale in the design of moisture meters, such measurement conditions are chosen under which the dependence of the transmission coefficient on informative and non-informative parameters is linear or close to it. Errors of optical moisture meters are determined at two stages: choosing the optimal measuring scheme and during calibration and verification of moisture meters. The existing variety of measuring circuits brings to the first place the problem of choosing the optimal measuring circuits, their structural and parametric optimization in terms of metrological indicators (random and systematic errors). The vast majority of moisture meters are based on a ratio metric scheme.

KEYWORDS: *Diagrams, Metrological indicators, Parameter, Moisture meter, Scales, Operation, Coefficient.*

INTRODUCTION

Errors of optical moisture meters are determined at two stages: choosing the optimal measuring scheme and during calibration and verification of moisture meters.

The existing variety of measuring circuits brings to the first place the problem of choosing the optimal measuring circuits, their structural and parametric optimization in terms of metrological indicators (random and systematic errors). The vast majority of moisture meters are based on a ratio metric scheme.

In operating conditions, the output signal u_{vh} depends not only on the informative parameter - humidity W and changes in external factors, but also on non-informative parameters of the controlled environment, including the ambient temperature θ , supply voltage U_{cc} , time t (when evaluating stability), the concentration of uninformative parameters y (density, scattering

properties, etc.), the temperature of the controlled environment, sun, nonselective mechanical impurities d). In view of the above, the output signal and, consequently, the transmission coefficient are functions of external factors and uninformative parameters [8, 17]:

Where U_H is the nominal value of the output signal under normal conditions; A_i is the coefficient of influence of external factors on the output signal (A_i is easily determined experimentally).

To ensure the linearity of the scale when designing moisture meters, such measurement conditions are chosen under which the dependence of the transmittance on the informative and non-informative parameters is linear or close to it. This condition is observed when measuring humidity within a small range (10 ... 25%). Then the transmittance can be represented by a linear function [17, 110, 122, 123, 269, and 277]

$$K_P = [1 - I \cdot w (W - W_0)] [1 - K_u \{y - m\}] [1 - K_v \{0_c - 0_{so}\}] b = \\ = [1 - I \cdot w (W - W_{min})] B_i. \quad (10.5.2)$$

Under normal conditions, $y = y_0$, $\sin = b_{co}$, $r = 1$; IN 1; then the transmittance

$$K_P = 1 - K_w \{W - W_{min}\}, \quad (10.5.3)$$

Where $I \cdot w$ is the coefficient characterizing the relative change in the transmittance of the controlled medium per unit of humidity W , K_u , K_s are the values characterizing the relative change in the transmittance per unit of concentration of non-informative components of the medium (density, pollution) y and $1^\circ C$ change in temperature $6C$, respectively.

The relative characteristic of the random error σ , reduced to the measurement range (under normal conditions $A_i = 1$ and $B_i = 1$) is described by the expression [122]

$$0.4 = \frac{\Delta U_{wi} (W_{max} - W_{min})}{S_w}, \quad (10.5.4)$$

Where S_w is the sensitivity of the moisture meter to a change in moisture content at the averaged values of the moisture meter parameters ($S_w = dU_{vix} / dW$), moreover, $\sigma^2 = 72 \text{ [1/ out]}$ is the dispersion of the output signal.

The characteristic of the random error for the ratiometric structural diagram is described by the expression

$$(\Delta U_i - \Delta U_{ti} - J +$$

$$\Delta U^{\Delta} \Delta U_{av}$$

$$7, \quad (10.5.5)$$

$$7^{\Delta} 71.1$$

$$1 - T^{\Delta} \Delta U_{shah} 61$$

where q_i is a value that depends on the cross-correlation coefficient 72 , signals of the reference U_1 and measuring U_2 channels and the ratio of the squares of the relative errors $6N$ and $6c$, caused by electrical noise and photoelectric signal, respectively, $\Delta U_1 = 2 (1 - V.) + \Delta U_{shch} / 6ts$, and the relative error $6ts$ is the same for the reference and measuring channels and does not depend on their level:

Where $\sigma^2 = D[U_i]$, $\sigma^2 = \sigma^2 / 2$ are the variances of the reference and measurement signals, respectively; $M[U_1]$, $L_7[7/g]$ - mathematical expectations of the reference and measuring signals, respectively; $\sigma_{SH} = \sigma_{tsh} / M[7/w]$; σ_{crsh} , $M[U_m]$ - variance and mathematical expectation due to the noise signal T_{ssh} .

The relative error of the inverse transducer σ_{kos} (logarithmic or device that implements the ratio), equal to the ratio of the variance $\sigma_{kos} = \sigma^2 / [L'oc]$ of the feedback coefficient of the divider and its mathematical expectation $M[1/oc]$:

$$\sigma_{braid} = \sigma_{braid} / -L' \sigma^2 [1/os] - (10.5.7)$$

The relative error σ_{cn} due to the dispersion $\sigma_{Uon} = D[U_{on}]$ - the reference voltage source U_{on} and its mathematical expectation $M[7/op]$,

$$\sigma_{Uon} = \sigma_{Uon} / M[U_{on}] - (10.5.8)$$

A parameter characterizing the relative change in the signal of the reference channel U within the scale ($U^t; n, U^{\max}$),

$$Z_{\max} = K_w \{W_{\max} \sim Z_{hpt}\}, (10.5.9)$$

Where: K_w - coefficient characterizing the relative change in the transmittance of the controlled object per unit of humidity; V_{fmin} , W_{mBX} - minimum and maximum values of humidity, respectively; y - coefficient characterizing the scale of the instrument in dimensionless quantities, and $y = (W - W_m \setminus n) / \{W_{mBX} - U^m; n\}$; W is the measured value of humidity.

Expressions for determining random errors were obtained on the assumption that random variations of K_{os} , U_{on-u} (U_{sh} are stationary, mutually independent, with the exception of U and U_2 , correlated with each other by the correlation coefficient R).

The relative reduced to the measurement range (W_{mBX} , $W_m \setminus n$) characteristic of the systematic error A , - depends on changes in external influencing factors and is found by the formula [123]

$$= M[u_{vykh} - U_H] / [S_c (W_{\max} - W_{mm})], (10.5.10)$$

where $M[u_{vykh} - \{/, \}]$ is the mathematical expectation of the deviation of the current value of the output signal C / out from its nominal value U_H under nominal conditions; S_c is the average value of the moisture meter sensitivity to the measured humidity, and

$$S_c - AU, / Aw = (t / out \checkmark ^{out} min$$

$$) / (W_{mBX} - (10.5.11)$$

Where $7 / vyshax$ $U_{Bbixmin}$ - output signals corresponding to the maximum $W_{T,ax}$ and minimum W_{mm} moisture values.

The additive component is the smaller, the smaller the relative standard deviation of the signals and the greater their cross-correlation coefficient. When $R = 1$, the additive component is determined by the signal-to-noise ratio of the circuit elements.

Systematic errors depend on the influence of external factors (ambient temperature, supply voltage, operating time) on the signal of both the reference and measuring channel, as well as on the transmission coefficient, measurement range and feedback coefficient of the device that implements the signal ratio.

It is possible to reduce systematic errors by thermostating or introducing temperature correction into the measuring circuits, increasing the stability of the supply voltage, narrowing the measurement range and stabilizing the feedback coefficient. The latter errors are easily eliminated by using a functional sweep.

Let's consider the main errors of optoelectronic moisture meters with functional sweep. The sources of errors are: inaccuracy of the formation of the radiation flux according to the exponential law; inaccuracy of the exponent reproduction by the photodetector; influence of temperature and time instability of emitting diodes.

(10.5.12)

In the general case, a generator of exponential radiation pulses (IPPE) is a master oscillator, a switch and an RC circuit. If you pre-charge the capacitance from the master oscillator

Pulses of limited duration, then with parallel connection of capacitance C and resistor R we obtain

$$U_R = U_m \exp \{-t / \tau\}$$

Where u_m is the pulse amplitude; τ - time constant; t is time.

(10.5.13)

Assuming that the emitting diode has linear current-voltage and power characteristics, when passing an exponential current through the emitting diode, we obtain [10]

$$I = I_m \exp \{-t / \tau\}, P_L = \eta K_L I_m \exp \{-t / \tau\},$$

Where I is the emitting diode current; I_m - the initial (maximum) current value; P_L is the radiation power of the emitting diode; K_L is the coefficient of conversion of current into radiation intensity.

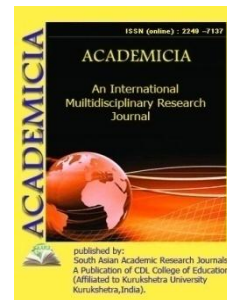
Since the initial sections of the current-voltage and power characteristics are nonlinear, exponential distortions arise. To eliminate these distortions, it is necessary to apply an initial bias to the emitting diode, the value of which can be determined from the current-voltage characteristic of the emitting diode.

One of the disadvantages of emitting diodes is their temporal and temperature instability, which are determined by the coefficient of instability of the radiation power [29]. The stabilization of the radiation power of the emitting diodes can be carried out by the following methods: thermostating, introducing thermosensitive elements into the power circuit of the emitting diode, choosing the optimal resistance values in the power circuit, introducing feedback on the thermosensitive parameter and displacing the working area, stabilizing the radiation power, by introducing an optical comparison channel.

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DOI: **10.5958/2249-7137.2021.00716.3**

EFFECTIVE WAYS OF COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT

The article illustrates about Communicative Language Teaching and some effective ways of CLT. Moreover, the usage of fairy tales and effects of them in CLT are given in the article. Communicative language teaching (CLT) or the communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT (Communicative language teaching) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations.

KEYWORDS: *Communicative language, authentic texts, characteristics of CLT, interaction and communication, method, approach.*

INTRODUCTION

Communicative language teaching (CLT) or the communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT (Communicative language teaching) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote

language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.

MATERIALS AND METHODS

Language teaching was originally considered a cognitive matter, mainly involving memorization. It was later thought, instead, to be socio-cognitive, meaning that language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching (CLT).

It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence. The rise of CLT in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. the introduction of comprehensive schools, which offered foreign-language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning. This increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that to motivate these students an approach with a more immediate reward was necessary, and they began to use CLT, an approach that emphasizes communicative ability and yielded better results. Additionally, the trend of "progressivism" in education provided further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning; consequently, as this idea gained traction, in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign-language education was no exception to this trend, and teachers sought to find new methods, such as CLT, that could better embody this shift in thinking.

RESULT AND DISCUSSION

Communicative Language Teaching is an approach that aims to:

- (a) Make competence the goal of language teaching
- (b) Develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication"¹. CLT views language as a functional system.

It holds that language is a vehicle for the expression of functional meaning. The primary function of language is for interaction and communication.

"Language is communication, the intimation to another being of what one wants and thinks; language is activity, basically of four kinds (listening, speaking, reading and writing), as well as body language and semiology " (Seaton, 1982). According to Broughton, (around 1980s), spoken language is the major and most complex techniques we have of communicating information. It allows us to produce a sequence of vocal sounds in such a way that another person can reconstruct from those sounds a useful approximation to our original meaning. In the process of oral communication, the sender starts with a thought and puts it into language. The receiver perceives the language and thus understands the thought.

It is summarized that by scholars some of the characteristics of communicative view of language as following:

- 1) Language is a system for the expression of meaning.
- 2) The primary function of language is for interaction and communication.
- 3) The structure of language reflects its functional and communicative use.
- 4) The primary units of language are not merely is grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

CLT stresses on both 'what to teach' and 'how to teach' and it focuses on the significance of language functions rather than depending solely on grammar and vocabulary. According to Richards (2006), language instruction and learning in the early decades of CLT focused on fluency and the integration of language skills, rewarding learners' efforts to speak or write even if errors resulted. Many kinds of instructional activities were recommended, from mechanical language practice involving the entire class or individuals, to much more open-ended communicative practice, some of it requiring either one-way or two-way exchange of information through activities in which partners need to share and consolidate information to carry out the task. However, now other types of activities such as inductive, discovery-oriented learning where students try to find patterns in language texts and datasets (e.g., common collocations of words, and guess their meanings or usage) are also encouraged. The teacher's role is to create a nurturing, collaborative learning community and worthwhile activities for students. Richards' own English language textbooks embody CLT principles as well (e.g., *New Interchange*, Richards, 1998; and *Passages*, Richards & Sandy, 2008). The existence of a flexible curriculum over which the teacher and students have a fair amount of control and input, small class sizes, and relatively little formal assessment is assumed in much CLT pedagogy. In CLT, contextualization, meaning-making, and the usefulness of the language being learned and the activities being engaged in should be very evident in curriculum and instruction, keeping in mind that communication takes place in different ways, using different means.

As learning foreign languages has been increasing year by year, Communicative Language Teaching is getting improved. In order to improve teaching CLT, teachers can use variety of methods. Teaching communicative language through fairy tales can be an effective a method which can be useful in CLT. Using fairy tales in Communicative Language Teaching can be very useful as fairy tales are fun to read. Fairy tales attract readers' attention with colorful words and set of the event. Moreover, both adults and children like reading stories and fairy tales as well as,

there is a very interesting linguoculturology that the fairy tale includes. I suggest to use the following method in CLT

CONCLUSION

Language is defined in many different ways by various linguists. The structuralists view language as rules, and focus on ways in which linguistic entities can be combined together. Language is considered as the knowledge of grammar, consisting of syntax, inflectional morphology, and phonology, encompasses knowledge of formal rules or operations that operate on abstract linguistic categories, for example verb and noun, and phrases.

Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. It could be that one version among the various proposals for syllabus models, exercise types, and classroom activities may gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods. On the other hand, divergent interpretations might lead to homogeneous subgroups. Communicative Language Teaching appeared at a time when British language teaching was ready for a paradigm shift. Situational Language Teaching was no longer felt to reflect a methodology appropriate for the seventies and beyond. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority.

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DOI: **10.5958/2249-7137.2021.00710.2**

SPECIFIC ASPECTS OF THE VALIDITY OF THE STATUTE OF LIMITATIONS IN CIVIL LAW

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ABSTRACT

This article discusses the specifics of the validity of a statute of limitations in civil law. The author explains that the duration of treatment is a certain period of time during which procedural actions can be performed. Terms of exercise of subjective civil rights and fulfillment of obligations are determined by the relevant legal norms regulating certain types of property and personal-non-property relations. The same norms also define the time limits on which protective measures can sometimes be applied in the event of a violation of subjective civil rights. Such periods are called statute of limitations in civil law.

KEYWORDS: Civil law, statute of limitations, procedural actions, substantive law.

INTRODUCTION

While the path we have taken at the current stage of development of our society and the profound changes that have taken place in the life of our society can be proved, the direction, goals and tasks facing the economy today have changed radically.

The head of our state Sh.M.Mirziyoev noted: "Justice is a solid foundation of statehood. The judiciary plays a key role in ensuring justice and the rule of law.

From this perspective, we still have a lot of work to do in this regard.

First of all, the principle of "one court - one instance", which will be introduced from the New Year, should be the main criterion in ensuring the fairness, legality and stability of court decisions.”[1]

Reforms in the country are being carried out consistently, with a clear purpose, and many laws aimed at guaranteeing the rights of citizens have been adopted and are being implemented in practice.

Like other institutions of civil law, the institution of "time limits and statute of limitations" plays an important role in the legal regulation of new relations in economic life. It is through these terms that the cases of "accuracy", "time", "proper performance of obligations", "attention to the rights of the subjects", "delay in the performance of actions" are taken into account in civil law and are necessary for each ongoing civil relationship. is one of the conditions. At the same time, timeframes play an important role in the interdependence of the subject and the object, determining the maximum and "minimum" period of validity of the rights and obligations of the person in relation to the object. Therefore, through the acquisition of the statute of limitations is divided into knowledge and skills about the periods associated with the emergence, change, termination and protection of civil rights and duties.

Terms of exercise of subjective civil rights and fulfillment of obligations are determined by the relevant legal norms regulating certain types of property and personal-non-property relations. The same norms also define the time limits on which protective measures can sometimes be applied in the event of a violation of subjective civil rights. Such periods are called statute of limitations in civil law.

First of all, “claim” is originally an Arabic word that means a claim made by a court or otherwise to protect one's rights.[2,3]

In Mukhtasar, the literal meaning of the word claim is to demand. According to the Shari'a, a claim is to inform a judge in the presence of a judge or on the eve of a judgment that he has a right over him. The plaintiff is such a person that he is not compelled to make a claim. The respondent is such a person that he is forced to answer. [4]

A statute of limitations is a period of time during which a person can defend his infringed right by filing a lawsuit.

There are two sides to any civil suit:

First, the substantive aspect - in which, first of all, the plaintiff is required to have a specific substantive claim against the defendant, for example, the delivery of an item, payment, service, compensation for damages;

Second, the procedural legal side - in this case, the content of the dispute between the parties and the protection of the violated or disputed right is requested to the court.[3]

Professor Sh.Sh.Shorakhmetov in his work states that procedural time limits are defined by the terms established by law or appointed by the court for consideration and resolution of civil cases in court.[3]

E. Egamberdiev defines procedural deadlines as follows: procedural deadlines are the time established by law or established by the court for the execution of procedural actions to be

performed or to be performed.[5] It is obvious that the views expressed by legal scholars of our country on the definition of procedural terms are almost the same. Even procedural scholars living and working in the CIS member states do not express significantly different views on this issue. For example, in the opinion of A.A. Vlasov, procedural deadlines are the part of the time established by law or appointed by the court to perform procedural actions.[6]

It should be noted that the term "term" is widely used in the field of material law (citizenship, family, labor, housing, etc.). It is therefore advisable to identify and specify specific aspects of procedural timeframes.

The First Difference: The main peculiarity of procedural deadlines is that these deadlines determine the time of the procedural actions. Procedural time dispute does not affect the substantive relationship. It is also necessary to determine the difference between the procedural deadlines and the statute of limitations. According to the legislation of our country, the expiration of the statute of limitations does not lead to the termination of the substantive right and does not deprive the person of the right to judicial protection. For example, according to Article 153 of the Civil Code, a claim for protection of a violated right is accepted for consideration in court regardless of the expiration of the statute of limitations. A statute of limitations is a period during which a person can defend his infringed right by filing a lawsuit.[7]

However, the expiration of the statute of limitations stated by the party to the dispute in the application will be the basis for the court to decide to dismiss the claim (Article 153, Part 3 of the Civil Code). The existence of this norm, in turn, raises the question of whether the statute of limitations can be included in the category of procedural time limits. In our opinion, no. Because the period of limitation in this case does not determine for the court any specific time elapsed or the time to take procedural action. The statute of limitations in this case is only the basis for the court to decide on the rejection of the claim. This shows that the term of the claim is almost indistinguishable from the other substantive claims of the defendant, which are the basis for the denial of satisfaction of the claim.

The Second Difference: Procedural time limits are set by law or set by the court (Article 126 of the CPC). Neither the persons involved in the case, nor the persons assisting in the administration of justice, shall have the right to change the procedural time limits through their agreement.

As stated in Article 10 of the Civil Code, civil rights are protected by a court or a jury, depending on which court the case belongs to, as defined by procedural laws and the contract.

It is known that in order to properly resolve the claim within the prescribed period, it is necessary to collect evidence in a civil case and thoroughly examine them. But if the dispute has been going on for a long time since the legal relationship arose, it will be much more difficult to gather evidence. Because some witnesses were absent (moved, died) during the trial, some may have forgotten or distorted the facts, the costs necessary for the case to be resolved properly, and so on. If the statute of limitations were not set by law, a person who entered into an agreement or violated any of someone's rights would always be at risk of being sued by another person for a long period of time.

In short, the establishment of statute of limitations greatly helps to protect the rights and interests of organizations and citizens, to strengthen civil relations.

In this regard, the study of the statute of limitations in civil law was of particular importance and led to the following conclusions:

In the regulation of property relations, it is important that the statute of limitations is determined by law. The establishment of the statute of limitations helps to strengthen civil relations, ensure timely collection of claims for debt collection, fulfillment of obligations, speed up settlements between organizations, ensure compliance with contract and financial discipline, strengthen economic accounting. The establishment of statute of limitations is also important for strengthening legal relations between citizens.

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The Civil Code of the Republic of Uzbekistan does not directly specify extended periods of limitation compared to the general limitation period. In the civil law of some states, for example, Article 181 of the Civil Code of the Russian Federation stipulates that when an agreement is declared invalid, its consequences can be claimed for up to ten years. It would be expedient if such rules were reflected in our legislation as well;

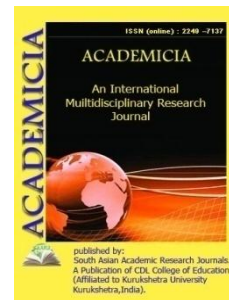
Article 163 of the FC does not explicitly limit the scope of claims for which the period of limitation is not claimed, which may be extended. Therefore, the scope of such requirements may be expanded by the norms established by other legislation. In addition, in some scientific literature, civilians have also expressed some of their views on the scope of the requirements for which the statute of limitations does not apply.

For example, in addition to the above, it is proposed to include in the list of claims that do not apply the statute of limitations claims for compensation for non-pecuniary damage arising from the employment relationship.[8] As society develops, such ideas also expand, and they lead to an expansion of the scope of claims for which a statute of limitations does not apply by subsequent inclusion in legislation.

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DOI: **10.5958/2249-7137.2021.00680.7**

THE ESSENCE OF PROFESSIONAL COMPETENCE FOR FOREIGN LANGUAGE TEACHING

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ABSTRACT

The concept of 'competence' is related to the notion that all professional processes need to be considered and that there is a lot of collaboration in the pedagogical context and that the participants in the learning process need to acquire. Therefore, competence is a way of behaving in different professional situations, communicating, new behaviors in relationships, unclear tasks when working with competitors, use of information full of contradictions, adapting to a plan of work in evolving and complex processes. Professional competence is defined not by the acquisition of skills, but by the knowledge of a specialist, which implies the acquisition of independent independent knowledge and actions in each field, constantly enriching the knowledge of competence specialization, learning new works to understand social problems, seeking new edits, it requires the ability to process them and work in their own activities. The purpose of this article is to clarify the concept of competence and the essence of professional competence, as well as to review the cases of professional competence, to clarify its structure and capabilities, as well as to highlight the professional competencies and skills that foreign

language teachers should possess. In expressing such things and illuminating the components, the ideas are generalized using diagrams and tables as well as work done earlier.

KEYWORDS: *Competence, Competency, Component, Combination, Strategy, Professional Competence, Levels (Practical, Theoretical, Creative), Methodology, Activities.*

I. INTRODUCTION

The key concepts in this research are the terms “competence” and “competency”. According to A.V. Khutorskoy (2002) by competency we mean “a set of interrelated personality traits (motivation, knowledge, skills, ways of working), defined with respect to a particular range of subjects and processes necessary for high-quality and productive activities in relation to them”. Competence is “a possession of a certain competency by a qualified person, including his personal attitude to it and to the subject of activity”. In other words, competence is the levels of formation of competency as a theoretical construct. Competence is a broader concept than accepted in the technique of “competency”, which is traditionally understood the combination of knowledge, skills and teacher skills needed to carry out his professional activities (V.V.Safonova.).

In all areas of modern society, a serious reappraisal of past values is taking place, the content of social life and consciousness is changing, the need for highly qualified personnel capable of contributing to the progressive development of society is growing. In this regard, the professional competence of a specialist comes to the fore. A fairly large number of studies in the field of professional competency are currently being conducted as a whole (L. I. Berestova, E. N. Gusinsky and Yu. I. Turchaninova, V. A. Naperov, J. Raven, I. N. Trofimova) and professional and pedagogical competence in particular (V. A. Adolf, N.V. Kuzmina, V.A.Sitarov).

O. B. Khovov considers professional competence as a level of creative realization of professionalism, socio-communicative abilities and autonomy, understood as independence, law and responsibility for making independent decisions in his professional activities.

These questions can be discussed in the research:

- a) What is the essence of the concept of competence?
- b) What are the qualities reflected in professional competence?
- c) What skills does the professional competence of foreign language teachers include?

Professional competence is not a process of acquiring skills, but a process determined by the knowledge and skills of a specialist, which involves the acquisition of independent independent knowledge and actions in each field. review, clarify the content and capabilities, and highlight the skills of foreign language teachers. All the components that make up professional competence are the object of this scientific work.

II BACKGROUND KNOWLEDGE

The concept of competency implies combination of physical and intellectual qualities of a person and the abilities necessary for an independent and effective solution of life situations, in order to create the best conditions for oneself in a constructive interaction with others. Thus, studying

professional competence as a phenomenon multidimensional, V. A. Napierov defines it at four levels:

- Theoretical (cognitive) level - a set of professional knowledge and skills acquired during professional training and practical activities.
- Practical (operational) level involves analysis structures of the need-motivational sphere of personality, professionally important personality traits.
- The creative level testifies to the growth of professional skill, its components can be considered a creative non-standard approach to solving professional problems, intellectual lability, ability to navigate in non-standard situations.

The presence of the above conditions contributes to the formation of the competence of the individual. However, one does not have to talk about stability, sustainability of competence, because it depends entirely on the flows that it is supported by the “drains” through which it is lost.¹

According to I. N. Trofimova, the flows in this case are:

- 1) The energy characteristics of the body; they change with age, as well as under the influence of biological (e.g. illness), psychological (e.g. stress or achievement of success) and social (for example, war) factors;
- 2) Informational characteristics of the environment, on the basis of which the subject forms his motivation, the range of goals and objectives everything that acts as a stimulation of his activity;
- 3) With the development of activity to achieve their goals the subject forms what his experience is - functional systems in the form of skills, assessments, attitudes and behavioral strategies.

III METHODOLOGY

A. Research Design

As teachers teach their students the language they need, they also need to introduce culture in societal societies where learners are taught. Therefore, future English teachers should first of all create socio-cultural components. It is clear that the key role in the disclosure of the peculiarities of the formation of social and cultural comprehension through this subject is obvious. One of the main objectives of the research is to rise awareness of language learners about target language as well as its culture and social and cultural life of language studied country and social characteristics. This study aims to investigate Uzbek teachers' opinions and beliefs on the place of target cultural-social information in English language teaching, as well as their related practices and applications in English as Foreign Language classroom in all kind of education in Uzbekistan. Also, this research's aim is to open and clarify the main features and peculiarities of the development cultural-social components of future English teachers and to create new methodical guide and educational supplies.

B. Instruments

Based on professional competence the following qualities are reflected (Fayzullaeva N, 2006). Below are the qualities reflected on the basis of professional competence the essence is briefly dissolved.

1. Social competence - activity in social relations demonstrate skills, mastery of skills, subjects in professional activities be able to communicate with.
2. Special competence - the organization of professional and pedagogical activity preparation for training, rational solution of professional and pedagogical tasks, Consistently develop a realistic assessment of performance On the basis of this competence, psychological, methodological, informational, creative, innovative and communicative competence is evident.

C. Data Collection and Analysis

Qualities reflected on the basis of professional competence

- 1) psychological competence - a healthy psychological in the pedagogical process to create an environment for students and others in the learning process establishing positive communication with participants, various negative to be able to understand and resolve psychological conflicts in a timely manner;
- 2) methodical competence - methodologically of pedagogical process rational organization, correctness of forms of education or educational activity designation, selection of methods and tools in accordance with the purpose, effective use of techniques, successful use of tools;
- 3) Information competence - necessary, important in the information environment, search, collection, sorting, processing of necessary, useful information and their targeted, appropriate, effective use;
- 4) Creative competence - critical, creative to pedagogical activity to be able to demonstrate his / her creative skills;
- 5) Innovative competence - improvement of pedagogical process, improving the quality of education, the effectiveness of the educational process to put forward new ideas for improvement, to put them into practice implementation;
- 6) Communicative competence - the whole of the educational process in sincere communication with students, including participants to be, to be able to listen to them, to be able to make a positive impact on them.

In the methodology of professional training in foreign languages, professional competence is understood as an ability based on professional knowledge and skills, educational and life experience, values and individual inclinations, allowing to effectively solve communicatively-teaching tasks arising in real situations of professional pedagogical activity.

Foreign language teacher profession's frame (see Fig. 1), developed by S. F. Shatilov, K. I. Salomatov and E. S. Rabunsky, interprets the professional competence of a teacher foreign language as follows. Since the main purpose of teaching a foreign language in education is the mastery of students of a foreign language as a new way of communicating communicatively level, then, according to the compilers of the profession's frame, the communicative and educational function of pedagogical activity a foreign language teacher is the leading, fundamental, it largely determines the content of all other functions. The above functions in the professional activities of a foreign language teacher can be divided into two groups: to the group of goal-setting functions (communicative-educational, developing, educating) and the group of operational-structural functions (Gnostic, constructive-planning, organizational).

Functions in the professional activities of a foreign language teacher

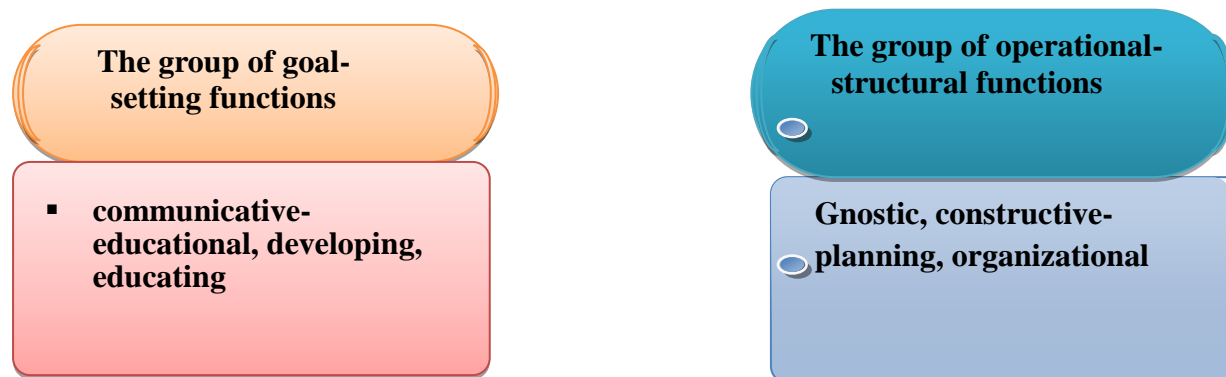


Figure 1 Functions in the professional activities

IV. RESULTS

N.V. Bagramova, M.K. Kolkova, I.P. Shishkin offer own scheme (see Fig. 2) of the professional competence of a foreign language teacher. According to the scheme, the basis of professional competence teachers of a foreign language compose linguistic and speech competencies.

Language competence is knowledge and erudition in a foreign language, possession of the rules of analysis and synthesis of units that allow you to build sentences; This is the possession of a system of information about the language being studied by its levels: phonetics, vocabulary, composition of words and word formation, morphology, simple syntax and complex sentences, the basics of the style of the text. On quality language competence in the studied language is affected not only by the degree of proficiency in it, but also by the level of competence of students in their native language. According to Chomsky, linguistic competence means the ability to understand and produce an unlimited number of linguistically correct sentences with the help of learned linguistic signs and rules for their connection (Azimov E. G., Schukin A. N. 1999).

Speech competence is the ability to use a foreign language for the purposes of personal and professional foreign language communication, adapt the language in order to teach schoolchildren the basics of foreign language communication; it is the possession of the ways of forming and formulating thoughts through language and skill use such methods in the process of perception and generation of speech.

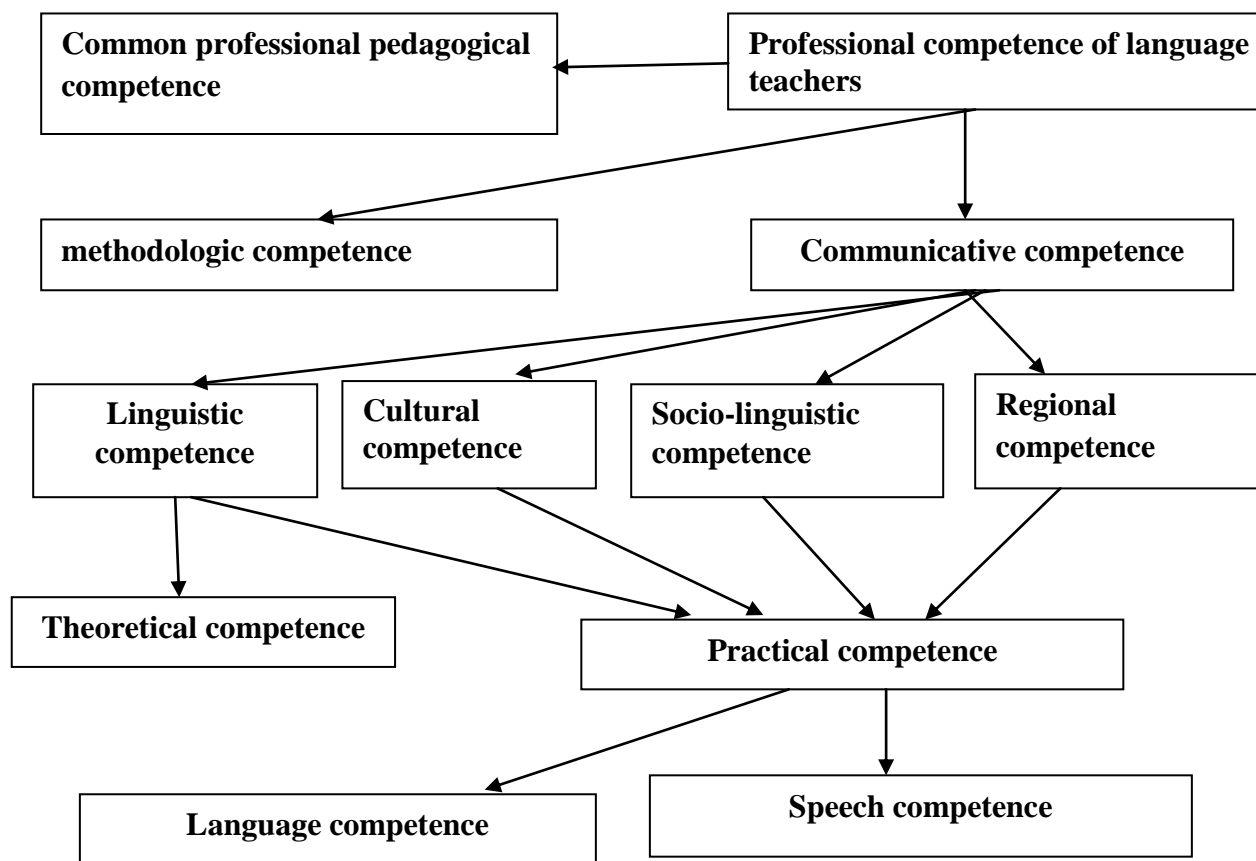


Figure 2. Professional competences of teaching foreign language

Based on the professional competency scheme of a foreign language teacher proposed by A.F. Kononova, we in turn, we single out a number of skills within the framework of basic and special competencies. So, to general professional skills (basic competencies) foreign language teachers include: taking into account the level of formation of key competencies (level of training and culture) of students; taking into account the psychological characteristics of the personality of the student; organizational skills; planning of lessons and independent work of students; mastery of a teacher's didactic speech; taking into account socio-cultural interference and positive transfer; the ability to notice and correct errors; control of student knowledge; work with technical training tools; the use of special literature in their professional pedagogical activities. To special professional skills (special competencies) include methodical skills (in which we also include acting (playing) skills) and communicative skills, which are based on theoretical and practical (linguistic, speech) knowledge and skills, and also competence in the socio-cultural sphere, interactive competence, educational and cognitive and compensatory skills (Kononova A, 2004). All these skills are closely interconnected and complement each other, and together indicate the professional competence of a foreign language teacher.

Within the framework (Figure 3) of basic competencies are distinguished (Kononova A.2005): - psychological and pedagogical competence of the teacher allows to shape the personality of students, conduct moral, aesthetic, patriotic and socio-cultural education in educational process and extracurricular activities using foreign language means taking into account regional

geographic and socio-cultural information, form the motivational sphere of students, interest in learning a foreign language;

- intercultural competence, ensuring the implementation of the dialogue of cultures in the process of teaching a foreign language as a means of intercultural communication, familiarization with culture countries of the language studied;

- Reflective competence, including the ability to analyze one's own activity and correct it, to critically approach oneself.

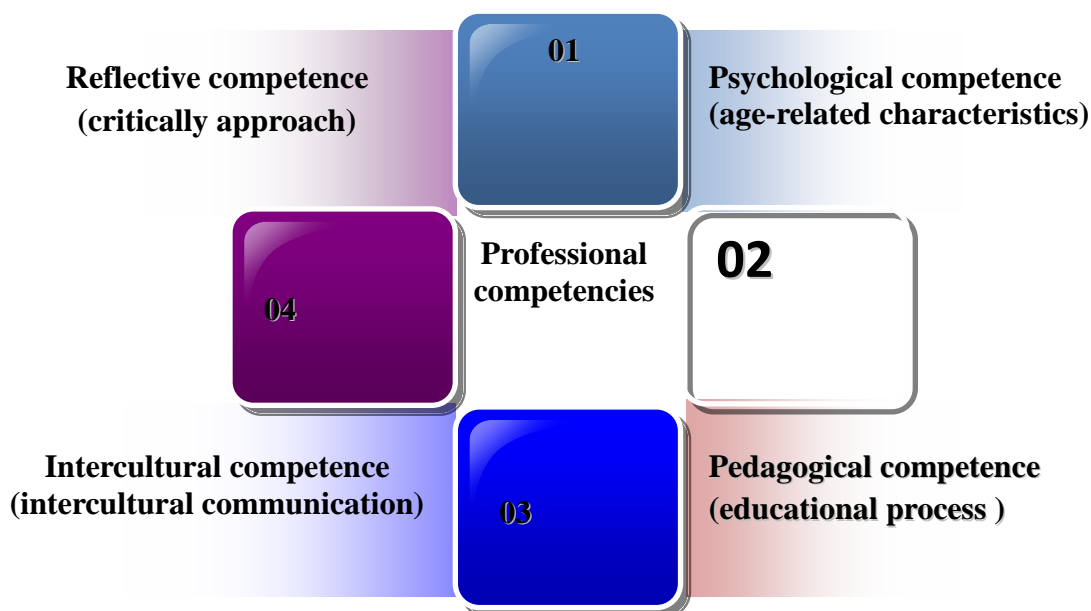


Figure 3. According to Kononova, components of professional competence of language teacher

To sum up, activities to improve, deepen teacher competency is carried out in various directions. This is the mastery of the culture of society, world culture, awareness of the learning process, the improvement of their pedagogical abilities, the orientation of the individual towards self-development, the development of research interests. The above approaches to the characterization of professional competence allow us to conclude that professional competence is the presence of appropriate knowledge, skills, formation of the inner world personality - needs, attitudes, professional orientations and motives of activity, ideas about oneself, one's own professional qualities, results of one's own activity.

V. DISCUSSION AND CONCLUSION

So, professional competence is the ability to combine different types of activities, skills knowledge which includes methodological competence, the socio-psychological competence, differential psychological competence as well as the auto-psychological competence. When summarized from the above considerations, professional and pedagogical skills are an integral part of professional and pedagogical training of a future teacher and, along with knowledge, are included in the general structure pedagogical activity. We can judge not only the level of professional and pedagogical training of a teacher in the number and content of pedagogical knowledge, but also in the presence of professional and pedagogical skills acquired on the basis

of knowledge and through exercise, i.e. practical meaningful application of knowledge in the specific conditions of professional activity.

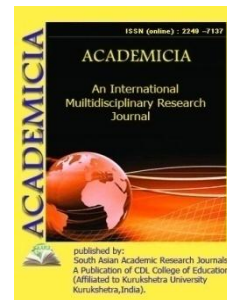
From the point of view of the present period, the professional pedagogical competence of a teacher is a generalized personal education, which includes a high the level of his theoretical and methodological, psychological and pedagogical, methodological and practical training. The professional competency of the teacher is a means providing a conscious solution to professional problems and the criterion for the formation of a professional teacher. Professional and pedagogical skills are an integral part of professional and pedagogical training of a future teacher and, along with knowledge, are included in the general structure pedagogical activity.

To sum up, the professional competency of the teacher is a means providing a conscious solution to professional problems and the criterion for the formation of a professional teacher. So, teachers who possess the ability to think creatively qualify as an asset in their education process. These teachers are able to differentiate instruction to better meet the needs of individual students and are able to handle the ever-changing tide of educational regulations with ease. These teachers are often assets to their team members and sources of innovative information and ideas.

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DOI: **10.5958/2249-7137.2021.00681.9**

CIVIL SOCIETY AND THE TRANSFORMATION OF ISLAMIC VALUES

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ABSTRACT

The article is devoted to the transformation of civil society and Islamic values, showing that Sharia law is aimed at regulating the behavior of believers, as well as the lifestyle of the Muslim family and protecting the basic values of Islam. The most important value in Islam is religion. It is well known that religion - one of the forms of social consciousness - is a set of spiritual ideas based on belief in supernatural forces and beings (gods, spirits) that are the subject of prayer. Hence, religion, life, intellect, property and the continuation of a generation are the core values of Islam. Sharia law is primarily aimed at protecting these values. In fact, the Sharia encompasses the life and work of a Muslim from cradle to grave. Today, based on a purely theoretical problem, this problem is quickly becoming a matter of practical legal policy. According to G.I. Gurdjieff, "... any true religion consists of two parts. One of them teaches people what to do.

KEYWORDS: *Civil Society, Transformation Of Values, Religious Behavior, Muslim Family, Sufis.*

INTRODUCTION

Islam links many cultural issues to the field of law. Therefore, the efforts of the state to ensure freedom of religion and the unimpeded fulfillment of Muslim religious obligations by Muslims, the adoption of specific organizational and legal measures (for example, creating conditions for prayer, pilgrimage) or fasting), taking into account the relevant rules. However, this issue is not limited to issues of religious value (mainly related to the right to freedom of religion) or closely related to guarantees of general civil rights, regardless of the religious affiliation of Muslims. It is equally important to use the achievements of the Muslim legal culture in the interests of the development of the country's legal system. Today, based on a purely theoretical problem, this problem is quickly becoming a matter of practical legal policy. According to G.I. Gurdjieff, "...

any true religion consists of two parts. One of them teaches people what to do. The content of this part revolves around the common spiritual property (value) of everyone, and over time they change (collapse), that is, they move away from their source. The other part teaches how to do the work indicated in the first part, and the content of this part is kept secret in special schools. With its help, you can fix the changed (damaged) content in the first part or restore forgotten lands. Without the latter, there can be no religious knowledge, even if it is not true.” [1] To clarify the issue from the point of view of Islamic religious culture, we consider it appropriate to add the approach of Umar Khayyam to this approach. Such thoughts are in the chapter of his book “Letter to the Applicant”, which describes “seekers for the knowledge of God.” “It is well known that those who seek to know God, pure and exalted, are divided into four categories: Second - philosophers and scientists who generate knowledge using pure scientific data based on the laws of logic. Third, it is the Ismailis and the teachings that are confused because there are so many difficulties and contradictions in proving knowledge, so they believe that only a godly message about God, His existence and attributes is the correct way to know God. Fourthly, they are Sufis who do not seek to know God through thought, but seek to cleanse their hearts, nature and bodies from impurity by achieving moral perfection ... This is the best way.” [2]

It should be noted that turning to the foundations of Sharia and Muslim law is possible only if a number of interrelated conditions are met. The key point is a consistent legal approach to the selection and use of Islamic heritage. Since we are talking about the recognition of world affairs and some of the achievements of Islamic civilization by the whole society, including non-Muslims, the prospects of Islam in our country largely depend on the legal dress of its core values. In other words, Sharia can be recognized by society and the state in Uzbekistan only as a law that goes beyond religious values and only in everyday affairs. And vice versa - the separation of Muslim legal culture from the entire Islamic heritage makes it possible to put its achievements at the service of the legislation of Uzbekistan. If the question of the possibility and necessity of using the experience of other legal systems, the successful solutions of which are being actively mastered, is reasonably raised, then, in principle, the prospect of a return to Islamic legal culture, including its cultural life, cannot be ruled out. Islam has certain values as one of the three great religions. Sharia norms are aimed at their support, ensuring their normal functioning. In Islam, the following basic values should be distinguished and protected: religion; a life; mind; generation these values are the main objects of protection of the Shariah. The most important value in Islam is religion. It is well known that religion - one of the forms of social consciousness - is a set of spiritual ideas based on belief in supernatural forces and beings (gods, spirits) that are the subject of prayer.

The word “religion” in Arabic has a broader meaning - it is a tradition, a person's worldview and religious teachings themselves. Islam is a certain attitude of a person towards God. In the Qur'an, the term “religion” is used over 100 times in various senses. This can mean “condemnation”, “revenge”, “religion”, “faith” of a person and religion as a system of ceremonial practices that form the basis of the life of a religious society. A common definition of this is that “religion” is faith (al-iman), the fulfillment of religious precepts (al-islam), and the enhancement of the sincerity of faith (al-ih-san). “Religion” is, first of all, the fulfillment of the commandments of God to man. “Religion” includes the five pillars or five basic principles of Islam that every Muslim must follow and follow. This is the credo (shahada - testimony); prayer (as-salat,

prayer); fasting (as-saum, fasting, fasting Ramadan); charitable taxes and alms for the poor (zakat, sadakat); Pilgrimage to Mecca [3].

Islamic values. And this is no coincidence. Indeed, religion is the foundation of Islam. A person's attitude to other important values - life, reason, procreation and property - and then its definition and development is religion, its five pillars are the main tenets of Islam. The Five Pillars of Islam were compiled by our Prophet Muhammad in response to Muadhi ibn Jabl's question about what actions can lead to heaven and save you from hell. The Prophet answered this question: "You should worship only one God, Allah, without associating anyone with Him; you must pay charitable zakat; you must fast during the holy month of Ramadan; and finally, you must go on a pilgrimage to Mecca"[4].

There is no single norm in the Quran that reveals the meaning and significance of the declared foundations of Islam. This is done in various suras of the Qur'an and in the hadiths of the Sunnah of our Prophet. It is well known that "religion, by its very nature, claims to be a leader in all affairs and relationships. He seeks and finds the highest and last word; he shows a person that his life is a true life, and that every action acquires its essential meaning, its final enlightenment"[5]. Religion is the unconditional beginning of existence and the interdependence between man and the world.

Sharia law prohibits self-esteem. The right to trial can only be exercised after a verdict confirming that the murder was premeditated has been confirmed by an official judicial authority. The Qur'an prohibits the death of another person under illegal circumstances and at the same time warns of the consequences of not observing the imposed prohibition. Establishing the right to revenge, Sharia requires strict observance of its proportionality. The actions of the person who participated in this bloodshed will be considered primarily on the Day of Judgment. Anyone who deprives a person of life in exchange for another life will forever remain in hell.

The third value is reason, that is, a person's ability to generalize the results of understanding, logical and creative thinking, cognition. Wisdom is a wonderful gift to a person compared to other emotions. "There is no doubt that people's voluntary actions and their diversity stem from their intrinsic motivation. All our actions are a reflection of our intentions and ideas, our attempts to implement them; they are like positive responses to our inclinations and desires ... We are solely responsible for our actions, because a person can act in this life as he pleases, not considering himself a normal tooth in society or history"[6].

In Islam, particular importance is attached to the mind. After all, only an intelligent person takes responsibility is responsible for the actions taken. A person can only be blamed for an act that he committed of his own free will. The difference between man and other creatures is that he is endowed with the will of reason and will. Islam stems from belief in the Day of Judgment and the Hereafter. So, the meaning of a Muslim's life on earth is that he must prepare himself for an unnatural life and lead a correct way of life. We must act, being aware of every action. For this, a Muslim must not harm his mind, but protect it from various aggression. M. Kurmanaliev writes about these problems: "According to the results of a survey conducted in 1991 by Parviz Khudbha, a Pakistani physicist and author of a study on the relationship between science and Islam, published in his book "Islam and Science, Religious Struggle and the Struggle for Wisdom". Despite the fact that they make up one fifth of the world's population, the contribution of Muslims to world science is very small, less than 1%. In one small Israel, there are twice as

many scientists as in Muslim countries as a whole. What is it? From the 8th to the 14th century, the Muslim worldview, which is 600 years old, according to advanced knowledge, still suffers from ignorance.” [7].

The mind can be attacked, damaged, or damaged due to various factors. These include, for example, nervousness, anger, greed, instability, and so on. Consequently, the hadiths of the Prophet's Sunnah have repeatedly spoken of the negative consequences of anger as a confusing factor. According to legend, when a person repeatedly turned to the Prophet about something he considered particularly important, the Prophet would reply, “Never, under any circumstances, be angry.” [8]

Sharia law prohibits judges from judging two opponents in anger. Overcoming anger is one of the best qualities. Indeed, strong is the one who can control his anger. By declaring the use of alcohol and drugs Hamrom, Islam established general rules according to which the use of substances that cause addiction and deprive a person of sanity is prohibited [9]. Therefore, in Islam, any intoxicating drugs are prohibited. “Allah cursed the wine and its producers, for whom it was made, for those who serve it, for those who wear it, for whom it was brought, for sellers and buyers” [10]. The prohibition of the use of alcohol and drugs is based on the general Muslim teaching that our bodies belong only to Allah, therefore all substances that harm them are not only wine, but also haram (evil). So, the mind is an invaluable gift given to a person. The sacred duty of man is to protect the mind from the effects of harmful means. Therefore, a Muslim is prohibited from using things that “intoxicate and poison the mind,” and is considered a violation of the moral foundations of society. According to the hadith of our Prophet, an increase in the consumption of intoxicants and substances that poison the mind will contribute to the end of the world [11].

The fourth value of Islam, protected by Sharia, is property. As mentioned above, property is considered sacred and inviolable in Islam. This principle is now enshrined in the constitutions of many Islamic states with special emphasis on the comprehensive strengthening and development of private property, which is the economic basis of these states. Islam does not reject economic activity. Its economic principles serve to build a just civil society in which honest and responsible people can find a worthy place for themselves and do a righteous cause. That is why Abu Mansur Moturudi said: “Everyone creates his own world and his own destiny in this world. The strength that ensures human freedom and freedom is the ability to adhere to the principles of reasonable norms and compromises in any life situation ”[12].

In Islam, it is important to work. Property is the result of honest, conscientious work. Idleness is condemned; should not be a burden to others. Parasitism in society is considered to be unfair behavior. Begging is strictly prohibited in Islam. Only three categories of people are allowed to beg: those who are in extreme poverty, those who have too many debtors, and those who borrow and cannot pay it back. Able-bodied people should earn their own money, and not need someone else's charity, which is very embarrassing. In Islam, there is no difference between the types of labor and their characteristics. Any socially useful work is respected. The main criterion is the legal nature of labor. Every Muslim should make his own money and create his property only legally. According to Muslim teachings, a person living illegally will not go to Paradise. It is illegal and unworthy to do harm to other people. Making money by usury is extremely disgusting.

In Islam, property rights are protected and guaranteed by the Shariah. In modern Islamic countries, property is divided into two forms: private and state (public). Violence against property is severely punished. However, such an indefinite determination is made depending on the form of theft, form of ownership, category of offenses and punishment. Punishment in sharia is classified as follows: hudus, qasas, diyat and tazir. According to the Shariah, encroachment on property entails the imposition of fines belonging to the categories of territorial (emergency) and influence (corrective). Indeed, "Religion never leads humanity astray ... We will continue to create all the conditions for religion." [13]

The continuation of descendants is the fifth main value of Islam. The continuation of generations is seen as the continuation of faith and life. Therefore, Sharia law prohibits artificial termination of pregnancy, chastity, castration, and so on. Islam has no institutions of monasticism and isolation. Sharia norms regulate family and domestic relations in some detail and define specific rights and obligations of spouses in relation to each other.

In a Muslim family, having a baby is considered a gift from God, not a "coincidence" or "mistake." Killing children is the greatest sin, even in conditions of poverty. In Islam, childbearing is considered only through marriage. According to him, "the person entering into marriage has already fulfilled half of the commandments of his faith." The Qur'an says about marriage: "One of His signs is that He created wives out of you so that you could live with them, and showed you love and mercy."

Sharia demands family fidelity from believers. Adultery is severely punished. The Qur'an says: "And do not approach adultery, for it is an abomination and an abomination. Hit the adulterer and the adulteress with a hundred lashes. In Islam, marriage is mutually voluntary and can be dissolved on this basis.

Divorce is not prohibited in Islam. However, according to our Prophet, of all that is permitted in Islam, the most hated divorce in the right hand of Allah is divorce. The Qur'an regulates the procedure for divorce and the relationship between divorced spouses, and there are opportunities for saving the family. Hence, religion, life, intellect, property and the continuation of a generation are the core values of Islam. Sharia law is primarily aimed at protecting these values. In fact, the Sharia encompasses the life and work of a Muslim from cradle to grave. Sharia covers secular and religious issues. Sharia is aimed at regulating both the behavior of believers and the lifestyle of the Muslim family, as well as protecting the fundamental values of Islam.

In short, the compatibility of the concepts of civil society and democracy with Islamic principles and values must be addressed within the framework of existing social values. Given the level of development of the system of spiritual and moral education in the International Islamic Academy of Uzbekistan and other religious educational institutions of our country, it is important to further expand the process of teaching students in foreign Islamic educational institutions. Further expansion of the activities of licensed Islamic educational institutions for Uzbek specialists will play an important role in solving problems related to the education of young people in society.

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DOI: 10.5958/2249-7137.2021.00682.0

OPERATIONAL REQUIREMENTS FOR CITY STREETS AND ROADS

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ABSTRACT

This article provides recommendations on the repair and maintenance of roads, the main tasks of the maintenance service. It is known that the growth of traffic in recent years, the emergence of transit traffic of international carriers through the territory of the Republic, these facilities play an important role in improving the efficiency of the road transport complex. In addition, the highways will provide comfortable and safe movement for passengers and drivers. The main focus in planning the repair and maintenance of highways should be to follow a program of action structured according to a clear scheme to achieve one or more goals and objectives under certain conditions.

KEYWORDS: Road Maintenance, Perspective Plans Safe Movement, Assessment Of Technical Condition, Roadside Facilities, Infrastructure, Category, Master Plan, Recreation Areas, Parking, Relief Condition, Cement Ditches, Water Pipes.

INTRODUCTION

Road repair and maintenance works are divided into the following types: on repair: perfect repair; current repair. On storage: highway maintenance; winter storage; landscaping. The main tasks of the road repair and maintenance service are:

- organization of timely quality maintenance and repair of roads in accordance with the classification of repair and maintenance of roads and ensuring the interval between repairs;
- assessment and constant monitoring of the technical condition of the road and its structures;
- Development and implementation of annual and long-term plans to improve the safety of pedestrians and vehicles, the technical and operational condition of roads and structures;
- identification and accounting of traffic-hazardous sections of roads and bridges, as well as the development and implementation of measures to improve traffic safety at different times of the year;
- Development of measures to eliminate traffic restrictions and interruptions, to eliminate the consequences of seasonal deformations and natural disasters, to timely inform interested organizations and road users about the traffic conditions on the road;
- organization and development of automated databases on technical accounting and certification of roads and their structures, traffic accounting, condition of roads and bridges, information retrieval and other automated systems;
- maintaining the constant compliance of all means of high-speed communication, automation, telemechanics and computer technology on road organizations and highways, improving these tools, expanding their use for automatic traffic control;
- preparation of assignments for the project of engineering and architectural equipment of roads, landscaping, architectural and artistic decoration, landscaping and snow protection from snow and sand;
- Ensuring the effective use of buildings, structures, vehicles, vehicles and other fixed assets for the organization of timely repair and maintenance of roads;
- Development and implementation of measures to improve the quality and reduce the cost of road repair, maintenance, including the use of new scientific and technical achievements and best practices, modern technologies, local building materials, automation and mechanization of production processes and elimination of manual labor implementation of measures;
- Together with the Departments of Internal Affairs and local authorities to develop and implement measures to ensure the protection of roads and their structures, to monitor compliance with the rules of protection and proper use of roads and their structures, the rational use of natural resources in road repair and maintenance;
- Standard service life between repairs is a period of time that is cost-effective and is equal to the estimated service life. This will ensure a minimum of total road, transportation and non-transportation costs [1].

In recent years, as a result of increasing traffic, transit traffic of international carriers through the territory of the Republic and structural changes in the fleet, the movement of vehicles of the design group with a load capacity of 130 kN, which leads to many disturbances in the road structure. As a result, the demand for perfect repairs is emerging ahead of schedule. This requires the revision and refinement of existing existing standards. The problem is exacerbated by the slow pace of repair work in the country, the poor quality of work and materials. As a result of untimely repairs, the number of “unrepaired roads” is increasing today, accounting for 59% of the public road network.

Today, the existing problems in the use of roads in the country, such as obsolescence of existing machinery, lack of modern technologies, low quality and inadequacy of construction materials, high demand for qualified specialists in the field, exacerbate the problem.

When planning the repair and maintenance of roads, it is necessary to follow a program of action structured according to a clear scheme to achieve one or more goals and objectives under certain conditions. In order to solve these tasks and achieve the set goal, it is necessary to carry out a full set of technical and organizational measures on the equipment and elements of the road, traffic organization and safety. The types and composition of works provided for in the classification of road repair and maintenance complement each other and represent a single system of measures aimed at ensuring the operational quality of the road in accordance with traffic requirements [2].

Materials and methods of research. Storage operations have a very broad meaning for all elements of the highway during the year, artificial structures, carriageway, embankment and highway area, streets and airfields, and are usually divided into two groups:

Spring - summer and autumn period - when washing, sweeping and dusting of bus stops and pavilions; whitewashing of road constructions and signs, cleaning and washing of road barriers, signs; cleaning and washing of ditches, side ditches, cement ditches, culverts and overpasses, bridge supports and roads; clearing of return roads, dividing roads, roadsides and waste-filled slopes; mowing and leveling of grass on sloping and return roads, cutting of bushes and small shrubs; processing of cut bushes and small meadows, use of chemical pesticides, watering and pruning of trees, whitewashing of trees, timely elimination of small-scale minor repairs, etc.

Winter period - snow removal of carriageways, ascent and descent slopes, turns, curbs, parking lots, bus stops, sidewalks and walkways; removal of icy slips and landslides; clearing snow piles in front and behind barriers; distribution of solid and liquid ice melting materials against freezing; construction of protective trenches and barriers from snowdrifts, removal of compacted snow layers on the carriageway.

In all of these machines (on the highway, in universal tractors on pneumatic tractors) in the development of road technology appeared the first major direction to expand the amount of measurements taken and the model of all types of machines. This, above all, meets the requirements of a market economy and its basic principles. The working capacity, size, power and object of use of the machine must meet the operating conditions.

With the arrival of spring, when the snow melts and the ice layers are lost, all types of coatings are cleaned of mud, dust, sand and materials used in winter slippage.

On hot summer days, dust builds up on fine, gravelly paved, dirt roads, so storage is focused on preventing dust from rising. In the summer, storage of improved coatings will include cleaning

with sprinklers or mechanical brushes. Sweeping of the pavement starts from the road axis and continues to the edge of the carriageway. The next transition should cover the previous one 0.25-0.50 m. Depending on the condition of the carriageway, it is periodically washed at the most dangerous sections (intersections and stations) and in places with high aesthetic requirements.

In other sections of the improved coatings, excessive binding material may come out on the surface of the coating under the influence of sunlight during the movement of vehicles. Such plots are treated with a small amount (0.1 ... 0.2 l / m²) of organic solvents (kerosene, diesel, oil), followed by sprinkling of small stones or coarse sand and after 0.5 hours wiped with a machine [3].

In autumn, the maintenance of various paved roads consists of preparations for the winter: mud and soil, waste is removed, cracks are closed, and measures are taken to drain the surface water. Certain types of work at different times of the year are determined by the type of coating.

Storage of unpaved roads consists of leveling the surface with the help of a motor grader or other machines, as well as compacting the soil with a roller, leaving the soil in deep tracks. Fine and gravel pavements are cleaned, transverse waves and deep traces are removed, cross-section elements are corrected, water is removed from the carriageway, most areas are repaired in spring and dust is sprayed or emulsified during the dry seasons. It is leveled from time to time in spring, summer and autumn, which allows for a flat spread of fine stone material.

Research results. The main purpose of looking at the pavements during the snowless times of the year is to maintain the transport and operational quality of the road. This eliminates the damage caused by various factors such as moving vehicles, freezing, excessive humidity, temperature changes. These are routine works that are carried out with the technical, material and labor resources of the organizations operating the roads. Let's talk briefly about the technology of doing this.

Cleaning of the coating from mud is carried out regularly in spring, summer and autumn. During these seasons, there are cases of wet soil, dust and plant debris scattered on the road clinging to vehicles. The mud of the carriageway reduces the adhesion of the car wheels to the pavement and contaminates the cars. The mud should be removed immediately. If there is a lot of mud, a motor grader is used, if there is a little bit, metal brushes or machines with sprinklers are used; the brushes scrape the mud, the stream of water washes it away. The mud left in the pits dries and forms dust. Dust is also generated by the erosion of the coating and the erosion of the stone materials used with the bonding materials. Dust rises from the formation of air bubbles in the crack between the moving car wheel and the road surface. When the truck is moving, the dust can reach a height of 6 ... 12 m, its concentration in the air can reach 1.5 ... 2.0 g / m³. When there is no wind, dust stays in the air for a long time and has a negative effect on traffic flow: it limits visibility, reduces the capacity of the road due to the need to keep the distance greater, adversely affects people on the road and vehicles, increases the wear of car parts, reduces crop yields in road areas, and in cotton fields, reduces fiber quality, creating favorable conditions for spider reproduction. According to the Cotton Research Institute, 4 million uzs are lost annually in Uzbekistan due to dusting of cotton fields. It is advisable to take these into account when solving the problem of dusting the roads [4].

Dusting of roads consists of a set of measures. These are: cleaning the roadway with brushes, spraying with water, spraying with aqueous chloride solutions, treatment of the road surface with bitumen emulsion, liquid bitumen and other binders.

FINDINGS: In short, the repair and maintenance of highways means the organization of convenient and safe service for them on this road, based on the needs of passengers, drivers and vehicles. Repair of roads that are currently unrepaired as a result of untimely repairs. The main purpose of the road service is to increase the economic efficiency of the road transport complex. This has been proven in the example of many developed countries.

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DOI: **10.5958/2249-7137.2021.00683.2**

DEVELOPMENT OF CREATIVE THINKING IN SCHOOL CHILDREN

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ABSTRACT

The article examines the development of creative thinking skills in school-age children, the possibilities of students, the process of their development. In the educational process, the focus is on the choice of ways to improve the development model of students' creative thinking skills and content, forms, tools, methods and techniques for developing students' thinking skills.

KEYWORDS: *Creative Thinking Skills, Competence, Technical Creativity, Methodological Foundations, Development Model, Activation Methods, Advanced Foreign Experience, Guidelines, Shaping Factors, Creative And Social Activity.*

INTRODUCTION

In the developed countries of the world, education is recognized as a key factor in ensuring sustainable development, and the concept of international education until 2030 defines “quality education and active socialization of youth” as an urgent task. This, in turn, leads to the need to familiarize students with the types of work that contribute to the rapid socio-economic development of society, improve pedagogical mechanisms for teaching innovative technologies in the labor market, develop advanced foreign experience and pedagogical opportunities to develop creative thinking skills.

Analysis of studies on the development of creative thinking skills among students in developed countries shows that the process of forming creative thinking among students does not occur spontaneously, but develops as a result of systematic purposeful pedagogical activity. Also, the gap between the modern requirements for the process of orientation of schoolchildren to technological education through their creativity and their knowledge, skills, abilities and competencies, the existing didactic system does not meet the needs of society. This, in turn, is important for developing creative thinking skills.

As a result of successive reforms in our country, it is necessary to deepen the methodological foundations for the development of creative thinking of schoolchildren, to educate proactive, courageous youth, capable of taking responsibility for the life of the country. future. The strategy of actions for the further development of the Republic of Uzbekistan defines areas such as “intellectually developed, independent thinking, a firm outlook on life,” which, in turn, emphasizes the need to consider this process as a didactic system.

Decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated February 7, 2017 No. PF-4947 "On the strategy for the further development of the Republic of Uzbekistan", January 25, 2018 "On measures to radically improve the public administration system." general secondary, secondary specialized and vocational education "Resolution No. PF-5313 of April 29, 2019, Resolution No. PF-5712" On the Concept for the Development of the Public Education System until 2030 ".

This study, to a certain extent, will serve the implementation of the tasks set by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187 "On the approval of state educational standards for general secondary and secondary specialized, vocational education." education "and other relevant regulations.

A number of educational scientists in Uzbekistan studied the methodological foundations of developing students' skills of creative thinking, technical creativity of young people, the development of creative thinking skills in secondary school students, research problems of students, psychological problems of youth orientation. to research activities. At the same time, research in the field of problems of the theory of developing education is being studied and scientific and methodological foundations have been developed.

Some of the educational psychologists studied the problems of the development of technical creativity, the development of the thinking abilities of students of general education schools.

Although the methodological foundations for the development of students' creative thinking skills are studied by scientists in various fields to study their creative abilities, there are problems in pedagogy that have not found their logical solution in this regard.

In particular, the lack of a methodological base for the development of students' creative thinking skills indicates the need for in-depth scientific approaches and new knowledge.

Improving the development model of students' creative thinking in the learning process:

- the choice of the content, forms, means, methods and techniques of the process of developing the creative thinking of students of secondary schools on the basis of advanced foreign experience;

- development of scientific and methodological recommendations aimed at developing students' creative thinking skills through pedagogical processes carried out in educational and production complexes.

The model for the development of students' creative thinking skills should be improved on the basis of the introduction of technologies into the content of science, the integration of advanced foreign experience and an orientation towards taking into account the requirements of the content of education.

The content of the development of creative thinking skills in students should be selected on the basis of activation methods, taking into account the individual characteristics of students (games with creative thinking; creative games; puzzles; exercises - brainstorming; games - brainstorming; activating questionnaires).

Factors in the development of students' creative thinking skills in teaching natural and technical sciences (scientific and technical development process, problems of production processes in the environment, socio-demographic relations, creative literacy of family members, personal creativity, psychological counseling, leadership function of the class teacher (necessity determination of indicators of the formation of creative thinking based on the positive impact of natural, technical sciences).

Scientific and methodological recommendations have been developed for the organization of pedagogical processes aimed at developing the thinking abilities of students in teaching natural and technological sciences on the basis of a creative, heuristic, active approach. The choice of methods is carried out as follows:

- improving the development model of students' thinking based on the development of teaching natural and technical sciences;
- Enrichment of the content of the development of thinking skills in students through the choice and application of methods focused on creative thinking;
- Improvement of the pedagogical process based on the creation of favorable conditions for the expression of students' creative attitude to their chosen activity.
- identification of factors in the development of students' thinking skills, indicators of the formation of thinking skills and the development of scientific and methodological recommendations for the effective organization of the pedagogical process in this area.

Developing students' creative thinking skills in teaching natural and technical sciences, using students in the process of career guidance; The use of the opinions of parents and teachers as guidelines in their activities aimed at the formation of independent thinking about choosing a profession in accordance with their interests and abilities, serves to increase the scientific and pedagogical effectiveness of the process of their professional orientation.

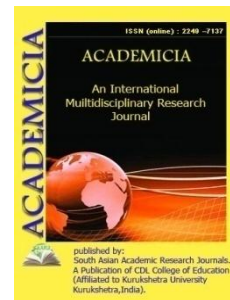
In this regard, the formation of creative and social activity in teaching technology is based on the positive influence of factors (environmental relations, socio-demographic relations, professional literacy of family members, creativity, psychological counseling, the role of the class teacher, school subjects). We see that the foundation of professional work has been formed, and this foundation has contributed to the development of creative abilities in students.

In addition, the opportunities for students to use the factors of the formation of creative and social activity in teaching technologies have been increased.

Therefore, it is necessary to develop scientific and methodological recommendations for the organization of pedagogical processes in educational and production complexes on the basis of a creative, heuristic, practical approach aimed at developing students' creative and social activity. As a result, the mechanisms for the formation of creative and social activity of students in teaching technologies will be improved.

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DOI: **10.5958/2249-7137.2021.00684.4**

ORGANIZATION OF THE SPECIAL COURSE "CULTURE OF SAFE LIFE" IN PROFESSIONAL SCHOOLS OF UZBEKISTAN

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ABSTRACT

This article reveals the rationale for the study of the special course "Culture of safe life" in professional institutions. The conditions for the implementation of the course and the impact of this course on the professional training of students in professional institutions are considered. Since the establishment of the Ministry of Emergency Situations of the Republic of Uzbekistan, one of the priority areas of the Ministry's activities has been training the population in the field of civil protection and emergency situations. According to experts in the field of human and social security, if humanity does not change the nature of its life, then the irreversible consequences of environmental changes during the lifetime of the present generation will lead to social and ecological catastrophe.

KEYWORDS: *Culture Of Safe Life, Pedagogical Process, Personality Development Theory, Occupational Health And Safety, Human Activity, General Culture.*

INTRODUCTION

For centuries, mankind has been constantly exposed to catastrophes that claim millions of human lives and cause enormous economic damage. Unfortunately, a person practically does not notice the dangers that accompany him throughout his life, does not react to them, he himself generates them.

Scientific and technological progress exerts strong pressure and influence on Nature. This leads to dangerous consequences for the existence of mankind. Economic transformations in society have caused a significant part of the population to lose moral, social values and guidelines, to deny moral criteria of behavior. Security ideas are not perceived by the population as socio-

economic, vital categories. Since the establishment of the Ministry of Emergency Situations of the Republic of Uzbekistan, one of the priority areas of the Ministry's activities has been training the population in the field of civil protection and emergency situations. The adopted resolution of June 2, 2017 No. PP-3030 "On measures to further improve the system of training specialists in the field of protecting the population and territories from emergencies" gave a great impetus for secondary specialized, vocational education, which is aimed at the professional orientation of the younger generation, their response for emergencies, as well as for the acquisition of skills to protect the population and territories from emergencies.

At the same time, the educational level in the field of life safety from children to the elderly is low in all areas of state, public and private activities.

In accordance with this, the modern school is focused on creating a new model of education, in which the leading ideas are humanism and an individual approach to teaching and education, i.e. education of the younger generation. Only from the position of pedagogical activity can the process of forming the personality as a whole can be carried out. With this approach to personality education, two sides are taken into account: the individual development of a person as a person and the socio-historical development of a person as a person. In accordance with the individual approach, lifelong education is designed to develop in a person that system of values that can become the basis for the formation of the main components of a culture of safe living, to lay in it the mechanisms for the realization of spiritual, moral, physical qualities, the most important elements of a person's individual culture, which determine his attitude to the environment. the world.

Analyzing the possibilities of the currently implemented education in the field of the culture of safe life and comparing them with the real organization of the pedagogical process in vocational schools, we can conclude that scientific research in the field of culture of safe life is not properly implemented in practice in vocational schools.

Revealed contradictions between:

—Requirements for vocational schools for the training and education of the student's personality in the field of life safety and work to form the foundations of a culture of safe life in students;

- The level of teaching the course of safe life as a discipline and insufficient professional level of training of teachers - the course "Culture of safe life" in vocational education institutions;
- The level of knowledge of students on the culture of safe life in the chosen profession and the increased safety requirements of modern production for the preparation of a worker.

The revealed contradictions show the insufficient training of graduates of educational institutions of vocational education in the field of culture of safe life and increased safety requirements for the organization of work in the conditions of modern production.

We have set the following goal for ourselves; to analyze the state of the problem of forming a culture of safe life in pedagogical and special literature; substantiate the concept of a culture of safe life.

To study the features of the pedagogical process in vocational education institutions. Implementation of pedagogical conditions conducive to the formation of a culture of safe life in students.

To enrich the educational process with didactic materials on the formation of a culture of safe life in educational institutions of vocational education.

Develop a system for monitoring and evaluating the culture of safe life among students in vocational education institutions.

modern psychological and pedagogical theories of personality development; provision on the relationship of ongoing socio-economic changes and the renewal of the content of education; provisions on the biosocial essence of a person; the concept of the gradual formation of a culture of personal safety on the basis of a personal approach is the theoretical and methodological basis of the study.

In our research we provide:

1. Concretization of the concept of a culture of safe life with the allocation of its main components that ensure the individual's survival in the modern environment. Which must be formed in the process of training vocational education specialists (consisting in knowledge of the dangers in the implementation of professional and household activities, the ability to adequately respond to emerging dangerous and other situations; communicative qualities that allow minimizing the negative impact of hazards, etc.);
2. Determination of the pedagogical conditions for the formation of a culture of safe life in students, allowing to implement integral pedagogical systems in the field of safe life in vocational education institutions;
3. Determine the systems of criteria for diagnosing the culture of safe life of subjects of the educational process in vocational education institutions.
4. Scientific substantiation and experimental verification of the model of the learning process and the formation of personality traits, which has the components of a culture of safe life, ensuring the minimization of the negative impact of the dangers arising in the course of the activities of graduates of vocational education institutions.

From a theoretical point of view, our research assumes:

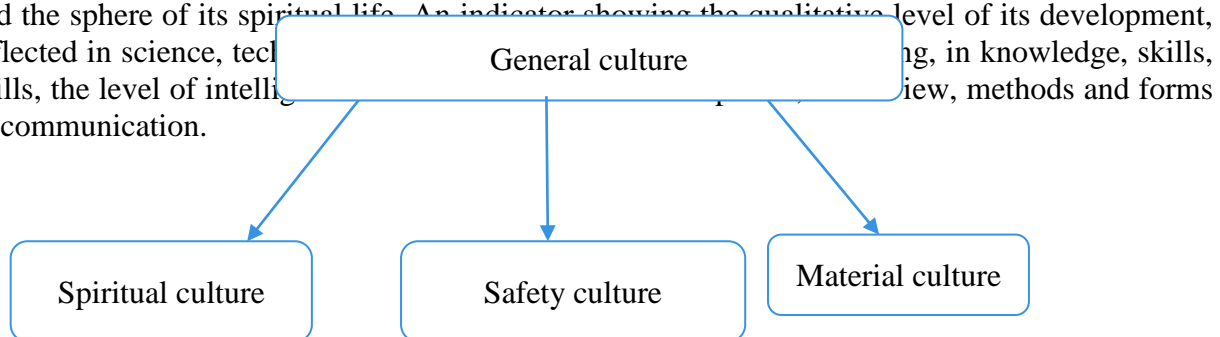
Determine and scientifically substantiate the components of the culture of safe life of graduates of vocational education institutions, as well as the pedagogical conditions for their formation.

To develop a methodological system for studying the subject "Fundamentals of safe life", which is a complex of didactic materials that allow the graduates of vocational education to form the components of a culture of safe life and ensure that the negative impact of the environment on the activities of future employees is minimized.

From a practical point of view, we plan to develop and create an educational and methodological complex including: courses "Basics of life safety" and "Labor protection and safety of life". To offer guidelines for teachers of the basics of life safety of vocational education institutions, as well as criteria for assessing the work of educational institutions for the safe organization of the educational process.

The main components of the culture of human life safety and the need for their formation at the present stage of development of society were proposed in his work by V. Yu. Mikryukov, he claims that "The life of an individual and humanity as a whole is carried out through life. The

The social role of culture is that it is a system that includes the practical experience of humanity and the sphere of its spiritual life. An indicator showing the qualitative level of its development, reflected in science, technology, art, and in knowledge, skills, and abilities of the population, the level of intellectual development, the level of communication, the level of scientific, technical, and artistic view, methods and forms of communication.



This is an approach in science, which consists in defining culture and looking for their specific characteristics. Of course, this approach continues to retain its theoretical and practical significance: at the heart of the selection of any aspect of culture are specific values (rules of behavior, beauty criteria, norms of physical condition, possession of controlled procedures, etc.). The specificity of life safety culture lies in the values of the ethical style of interaction between a person and the surrounding reality.

The concepts of "life safety" and "safe life" reflect interrelated phenomena and processes. Life safety as a social phenomenon is embodied in science (includes scientific knowledge about the safety of man and society), art, mythology, ideology, religion, sports. Life safety as a scientific discipline systematizes and generalizes data from different sciences, in conceptual form reflects the laws of human and social safety.

The culture of life safety is life according to the laws of safety (prevention, minimization, overcoming, elimination of the consequences of harmful and dangerous factors).

The culture of safe life of an individual at least includes a number of additional components - this is not only safe life, but also motivation, experience of self-improvement of readiness for safe life, and so on. It follows that the concept of "culture of life safety" is broader than the concept of "culture of life safety".

For a more complete disclosure of its content, we will analyze various approaches to disclosing the essence of the culture of safe life in its relation to the general culture of a person.

Creation of an environment (social, economic, ecological, etc.) safe for human life, however, still does not guarantee that society will be spared tragedies at work and in everyday life, as a result of accidents. Obviously, safe life is not limited only to organizational measures that regulate the behavior of individuals and social responsibilities. Safe life is realized only through oncoming traffic: creating a safe environment for humans.

The culture of safe living, based on the values of safety, belongs to the area of spiritual culture. It is the culture of safe life, reflecting the values of safety, recognizing the ethics of life safety, that becomes decisive in the structure of both spiritual and general culture (see Fig.). The figure shows the composition of the general culture, the relationship of its two types: material and spiritual. The culture of safe life is an integral part of the general culture and interacts with both spiritual and material culture.

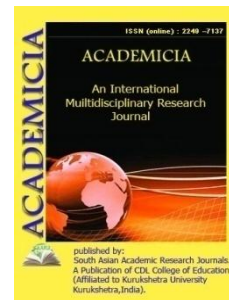
The culture of safe living is universal:

1. Is the unity of the process of creating values and the process of mastering these values (performs an axiological function);
2. It is a system of qualities that regulate the effectiveness of the application of knowledge, skills and abilities of safe behavior both in normal and in extreme conditions (performs a regulatory function);
3. Performs a normative function. As in the general culture, in the culture of safe life there are the simplest ideas about how to act, fixed in the norms. The norms are fixed in the mind of a person and are subject to strict implementation.

As a result of our research, we propose the development and creation of an educational and methodological complex including: the curriculum for the study of the profile course "Culture of safe life, which includes courses" Occupational health and safety "and" Fundamentals of life safety "; textbook for students in vocational education institutions and guidelines for teachers of the course "Culture of safe life" in vocational education institutions.

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DOI: **10.5958/2249-7137.2021.00685.6**

ANALYSIS OF THE ARCHITECTURE AND PROTOCOLS OF THE INTERNET OF THINGS NETWORKS

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ABSTRACT

The article is devoted to the review of the concept of the Internet of Things. The reference model of the Internet of Things is illustrated and described. The architecture is shown, and the technologies and protocols of interaction within the framework of the Internet of Things concept are also described. The state of standardization of the Internet of Things is analyzed. Modern international standards for the Internet of Things platform are also provided. The paper considers the protocols used in the Internet of Things networks that provide interaction between the technology levels, analyzes their features based on the procedures performed with their help.

KEYWORDS: *Internet Of Things, Internet Of Things Reference Model, Internet Of Things Architecture, Technologies, Protocols, Standardization, Qos, Quality Of Service.*

INTRODUCTION

Today, IoT technologies are being actively implemented in all spheres of human life, thereby allowing the use of various devices that make life easier for society as a whole. The concept of the Internet of Things is that by connecting an object to the Internet, the possibilities of virtual and real functioning are combined.

Devices of the Internet of Things for correct and efficient operation must correctly interact with other devices so that the end result can improve the quality of life of citizens. The Internet of Things copes with its goals, using modern computing, radio frequency identification (RFID - Radio Frequency Identification) technologies, a wireless sensor network (WSN - Wireless Sensor Network), short-range communications (NFC - Near Field Communication) and machine-to-machine communications (M2M - Machine-to-Machine). Nevertheless, in the modern world the variety of technologies and devices is growing, and, consequently, new problems of their interaction appear, which leads to the need to develop new standards [1].

Research methods and results obtained:

In accordance with ITU-T (Telecommunication Standardization Sector -

ITU-T, International Telecommunication Union - Telecommunication sector) Y.2060, Internet of Things (Internet of things - IoT) is a global infrastructure for the information society, enabling advanced services connecting (physical and virtual) things based on existing and developing interoperable information and communication technology [2].

The main organizations involved in the standardization and practical implementation of the individual components of the Internet of Things above are involved in many international companies, such as the International Telecommunication Union ITU-T, the European Telecommunication Standards Institute (ETSI), the oneM2M partner project, the 3GPP partner project, the Federal Agency for Technical regulation and metrology (Rosstandart), all of them make a special contribution to the development of standardization of the IoT network and services.

The main decisions in the IoT architecture have already been identified. Therefore, the main problem of the future is the formation and establishment of standards in order to determine a unified regulatory framework for the practical use of the Internet of Things.

There are currently three Global Standards Initiatives (GSI) under the ITU-T consortium, which are listed below:

- Standardization of the Internet of Things;
- Standardization of next generation networks;
- Internet-based television systems.

Consider the IoT-GSI (Internet of Things Global Standards Initiative), a global standardization initiative for the Internet of Things, which created a reference model for the Internet of Things that includes horizontal levels of device operation (Figure 1).



Figure 1. Reference model for the Internet of Things according to ITU-T Y.2060

Today, in the context of NGN (Next - Generation Network) networks, recommendations on IoT have been approved, namely Y.2060 "Overview of the Internet of Things", Y.2063 "Basis of WEB of Things" and Y.2069 "Terms and Definitions of the Internet of Things" ... Consider the IoT reference model in Recommendation Y.2060, which describes four basic horizontal layers (Figure 1):

- IoT application layer;
- support level for applications and services;
- network layer;
- Device level.

The Internet of Things consists of a set of different devices and technologies that enable the operation of the IoT, and its architecture shows how these components interact with each other. The architecture of the Internet of Things is based on four functional levels (Fig. 2), presented below [3].

1. Application layer. At this level of the IoT architecture, there are various types of applications for the respective industrial sectors and spheres of activity (energy, transport, trade, healthcare, education, business, etc.).

2. Service level. This is where services are created and managed. We can say that at this level a set of information services automates technological and business processes in IoT: support for operational and business activities, processing of analytical information, data storage, information security, etc.

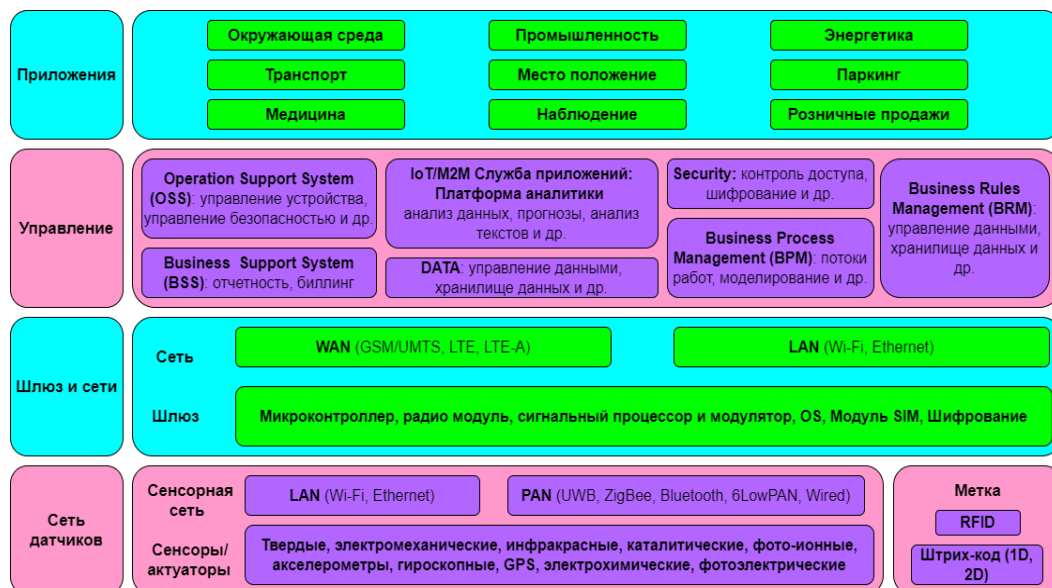


Figure 2. Architecture of the Internet of Things according to ITU-T Y.2060

3. The level of gateways and networks. The huge flow of information from the first layer of the Internet of Things requires a reliable and high-performance wired or wireless network for transport. These networks must conform to the quality of service (QoS). Therefore, we can conclude that one of the important factors is the provision of QoS for the IoT, which is very critical due to the heterogeneity of the network.

4. The level of sensors and sensor networks. This level consists of "smart" (smart) objects, combined with sensors (sensors). With the help of sensors, the process of connecting physical and digital objects takes place, which collect and process information in real time.

If you look into the future, IoT will capture all spheres of activity, while it is important to understand what requirements and characteristics the upcoming IoT systems should have: "self-configuration, self-optimization, self-defense and self-healing", large memory capacity, ample processing capabilities, as well as the ability to reason [4].

The lower level of the architecture of the Internet of Things is based on the following technologies [3]:

Identification tools. In order for an object to be automatically identified, various systems are used, for example, a radio frequency tag that is attached to each object, optical (barcodes, Data Matrix, QR codes), infrared tags, etc., all of them allow to simplify, automate and protect a wide variety of processes. But in order to ensure the reliability and uniqueness of identifiers of different types, it is necessary to work on their standardization.

Measuring. This type of technology makes it possible to process information about the external environment into data suitable for transferring them to means of transformation. These can be as separate sensors for temperature sensitivity, tens sensitivity, moisture sensitivity, illumination, etc.

In the modern world, promising methods of generating energy, alternative to traditional methods, are already widely used, for example, solar energy, geothermal energy, wind energy, biomass

energy, etc. In this regard, the issue of introducing autonomous measuring instruments becomes urgent, so as not to waste time and money on recharging batteries or replacing batteries, thus providing power to the sensors.

Data transmission facilities. Wireless and wired technologies are used to transfer information, but taking into account the peculiarities of each of them. In the first case, much attention is paid to improving the reliability of data transmission. The second method is based on the widespread use of data transmission technologies over power lines (PTL), since many objects are connected to power grids.

Data processing facilities. According to Microsoft, the main part of the Internet of Things is cloud systems that provide high bandwidth and provide prompt action in various situations (for example, to be able to calculate from the readings of sensors that no one has been in the house for 10 minutes, and the iron has remained on). Cloud technologies will allow you to cope with huge data flows. Also, it is worth abolishing foggy computing, with the help of which data, their processing and applications are not in the cloud, but in computing centers at the edge of the network, which allows you to be as close to the device as possible. All of this makes fog computing optimal for the Internet of Things. The above, fog and cloud computing have close interaction with each other, which allows them to effectively compensate for each other, for the effective operation of the IoT as a whole.

Actuators are designed to modify digital electrical (command) signals coming from communication networks in various operations that affect the control object. For example, in order to be able to turn on the power supply in the “Smart Home” with the help of modern gadgets, you need a device to which a signal will be sent. In practice, sensors and actuators are combined with each other.

Due to the fact that the IoT architecture at the level of sensors and sensor networks consists of sensors, sensors and actuators, it is important to use the appropriate protocols to ensure the guaranteed exchange of information between:

- devices;
- device and gateway;
- gateway and data center;
- gateway and cloud;
- Data centers.

All this is necessary for the transmission of reliable information to the end user. International organizations such as ITU-T [2], IEEE (Institute of Electrical and Electronic Engineers, Institute of Electrical and Electronic Engineers) [5, 6], ETSI (European Telecommunications Standards Institute) [7], OASIS (Organization for the Advancement of Structured Information Standards, Organization for the Development of Structured Information Standards) [8]; non-governmental associations: oneM2M (Open source implementation of the ETSI M2M standard) [9]; alliances of manufacturers and operators: IERC (European Research Cluster on the Internet of Things) [10], ISO / IEC (International Organization for Standardization, International Electro technical Commission, International Electro technical Commission) [11] ; partner projects: IoT-A (Internet of Things - Architecture, Internet of Things - Architecture) [2].

In 2020, a group of experts of the International Organization for Standardization (ISO, International Organization for Standardization), in the field of developing standards for the Internet of Things, published three new standards.

The first of these, ISO / IEC 21823-2, includes a framework and interoperability requirements at the transport layer to enable the construction of an IoT platform with data exchange, peer-to-peer connection and continuous communication between IoT systems.

The second is ISO / IEC TR 30164, which provides general definitions, characteristics and technologies for data management, networking, security, hardware and software optimization, and remote computing services for IoT applications. ISO / IEC TR 30166 is the third new standard found its application in the general platform of the Industrial Internet of Things (IIoT, Industrial Internet of Things). It describes the characteristics, technical and functional components [20].

Internet protocols such as Telnet (Teletype network), HTTP (Hyper Text Transfer Protocol), UDP (User Datagram Protocol), SSH (Secure Shell), SNMP (Simple Network Management Protocol), ICMP (Internet Control Message Protocol) have been taken over by IoT applications.

The IEC 60870-5-104 protocol, taken from the industrial Internet network, is used in telematics. This protocol is designed to transmit data of serial binary codes to control and manage geographically distributed processes; it was also used in the Internet of Things. In special cases, protocols are specially designed for low power consumption networks. The positive side for the Internet of Things is the use of existing Internet protocols, an example would be the IPv6 protocol, since this allows you to directly access IoT objects via the Internet [12].

For the implementation of the IoT, it will be advisable to use the classification of IoT protocols according to the zones of their application in the network between the client and the server, such as:

- D2D (device-to-device) - protocols that allow terminal devices to communicate directly;
- D2S (device-to-server) - protocols that are designed to transfer information received from devices to the server infrastructure for data processing;
- S2S (server-to-server) - protocols that allow servers to “communicate” with each other.

A protocol such as MQTT (Message Queue Telemetry Transport), a data exchange protocol for transmitting information from various devices using remote monitoring, is widely used in IoT networks at the application level. MQTT is used for data interchange, i.e. send and receive messages when an interaction occurs between clients that send data (publishers, Publisher) and clients that receive data (subscribers, Subscriber) on the TCP transport layer. This protocol uses fourteen messages based on request and response, through which it is possible to control the sending of messages using three QoS classes.

Another of the most common protocols used by devices and applications of the Internet of Things, which is used at the same level as the MQTT protocol, is the Constrained Application Protocol (CoAP), which is a web transfer protocol that uses the UDP transport protocol.

CoAP is a specialized transport protocol developed by the IETF working group - CORE, built for resource-constrained networks and devices, M2M applications, and more. [14]. CoAP can be

defined as an adjunct to HTTP, but with one difference, CoAP is targeted for use in restricted devices.

CoAP uses the following request-response messages: GET - Requests a resource representation; PUT - replaces all current resource representations with the request data; HEAD - requests a resource in the same way as the GET method, but without the response body; POST - used to send entities to a specific resource; DELETE - deletes the specified resource; CONNECT establishes a "tunnel" to a server identified by a resource. User applications use these messages to manage and monitor the resource. At the request of the client, the watch flag is set after the first message is sent, the server continues to respond, allowing them to stream the sensor state changes. [15]

Because the Simple Object Access Protocol (SOAP) uses the Remote Procedure Call (RPC) access mechanism, it is often used in distributed computing and Web services.

SOAP is a protocol for the exchange of structured and free messages in XML (eXtensible Markup Language) format in a distributed computing environment [16]. This protocol uses a basic connection model, which provides a consistent transfer of information from the sender to the receiver, potentially allowing the presence of intermediaries that can process part of the data or add additional components to it [15].

SOAP supports access mechanisms such as SOAP RPC and SOAP Message [16]. The first is SOAP RPC, a simple request-response protocol that builds on a Call object for synchronous remote procedure calls using XML. The second mechanism, SOAP Message, is a protocol for sending and processing SOAP messages that is used for asynchronous communication and implies an immediate or delayed response to a request. This protocol is based on the Message object.

A commonly encountered protocol in IoT is the DDS (Data Distribution Service) protocol, which is designed to provide communication between sensor nodes and sensors. This protocol distributes data between devices [17]. The DDS protocol implements direct bus communication between devices based on a relational data model. DDS implements a multicast system using UDP as its transport. This protocol provides two operations, read and write, using the appropriate classes. Of these, the most elementary is the operation, for this reason the read operation will be described in more detail.

The read operation is deployed to all available devices. As a result of this operation, the information is not deleted from the local DDS cache, and can be read again when certain parameters are requested. Data can be obtained in three ways: [17].

- Polling - the application (usually interval) polls the DDS to receive new data or inform about a state change. The frequency of polling depends on the application and on the message.
- WaitLists (WaitSets) - The application registers waitlists with DDS and waits until one of the incoming events occurs.
- Listeners - the application registers in the DDS (in the classes where the events are characterized) special listener classes that will be informed when these events occur.

I would also like to note the protocols that are used at the data link and transport layers. Ethernet is a networking standard based on the experimental Ethernet Network. The IEEE 802.15.4

protocol is a standard that provides two-way, half-duplex data transmission over low-speed wireless personal networks. NFC (Near Field Communication) is a short-range wireless data transmission technology that enables the exchange of messages between devices that are about 10 cm away.

ANT is a low power consumption wireless sensor communication protocol that operates in a specific frequency range, etc. To control devices, the most often used protocol is CWMP (CPE WAN management protocol) - monitoring by customer premises equipment (CPE) in accordance with the TR-069 specification (Technical report 069), which describes this protocol [15].

CONCLUSION:

In the future, the Internet of Things will be defined not only as objects of “Smart Things”, but also as “Smart Cities” and “Smart Countries”. In this regard, the Internet of Things is a promising concept, which has already received active distribution and popularization [18], but this is a concept about which there is no definite idea, hence many questions arise on the way of its development [19].

The IoT architecture assumes the presence of the following functional levels: sensor network, gateway, control, application. Since the lower layer consists of components such as sensors, sensors, and actuators, there is a need for protocols that allow these devices to communicate with each other and with higher layers. The descriptions of the protocols that were given above show pronounced differences between them, namely the functionality and the need for use. Some of the protocols were introduced into the Internet of Things from other technologies, but the rapid development of this concept leads to the creation of new protocols [19]. Given the intensive penetration of devices, the Internet of Things leads to the need for timely research aimed at studying the quality of service QoS. To ensure that, technical standards, specifications must be developed that define the exchange of information and its processing, as well as the relationship between things.

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DOI: **10.5958/2249-7137.2021.00686.8**

THE EFFECTS OF THE BUDS TO YIELDS, MECHANICAL AND CHEMICAL COMPOSITIONS IN THE PROCESS OF CULTIVATION OF “WHITE HUSAYNI” VARIETIES OF GRAPES BY THE METHOD OF “VOISH”

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ABSTRACT

In this article, it was found that the yield rate is higher if the buds are left in the buds in moderation. It was found that if more or less buds are left than the norm, the mechanical composition, grape heads are small and large, leading to a decrease in the sugar content and acidity in the chemical composition.

KEYWORDS: *grape head, chemical, bud, loading, yield, variant, control, content.*

INTRODUCTION

In recent years, in the Republic of Uzbekistan, comprehensive measures have been taken to create new varieties and hybrids of grapes with high yields, resistant to common dangerous diseases and pests, as well as to develop optimal agricultural technologies for growing. However, the improvement of agrotechnical measures used in viticulture, depending on the soil and climatic conditions of each region, will further increase the productivity of the viticulture sector [1].

High efficiency can be achieved through the fullest possible use of all the factors that determine the quantity and quality of the crop of grapes. Given the importance of vine loading in the formation of grape yields, we set ourselves the task of determining the optimal amount of bud

load on the vine, the aim of the study is to explore the possibility of making fuller use of the voices[2].

Experiences:

It is carried out at the farm “Karima Muruvvat Agro”, established in 2009, located in Tashkent district of Tashkent region. The total area of the farm was 36 hectares of which, the area of grape varieties grown by the “Voish” method is carried out in vineyards on 5 hectares.

They are given different vine bush loads. The selection of experiments, the method of placement of options were carried out in the generally accepted ways, statistical analysis of the obtained data Buriev H.Ch., Enileev N.Sh., N.I. Ryabova., V.L. Viktovskiy and B.A. Dispersion analysis was performed according to Dospekhov's method.

In the cultivation of vines by the voish method, the vines are not cut (control), 80-120, 121-160, 161-200, 201-240, 241-280. By forming a vine bush with bud load, it was determined that the yield and chemical composition of the bush load depend on the “White Husayni” variety[3-4].

MAIN BODY

The yield of twigs depends on the average weight of each vine head on the number of grape heads available on these twigs per unit of land or on the number of harvested twigs per hectare. Options with high performance on these factors will always yield higher yields per unit of land.

The results of the study showed that, The effect of yield characteristics of buckwheat “White Husayni” on the bud load. The following results were obtained. In the uncut (control) variant, there were 34.0 single-crop rods, 3.4 double-crop rods and 37.4 total-yield rods. It was found that the average number of grape heads per single-fruited branch yielded 1.3.

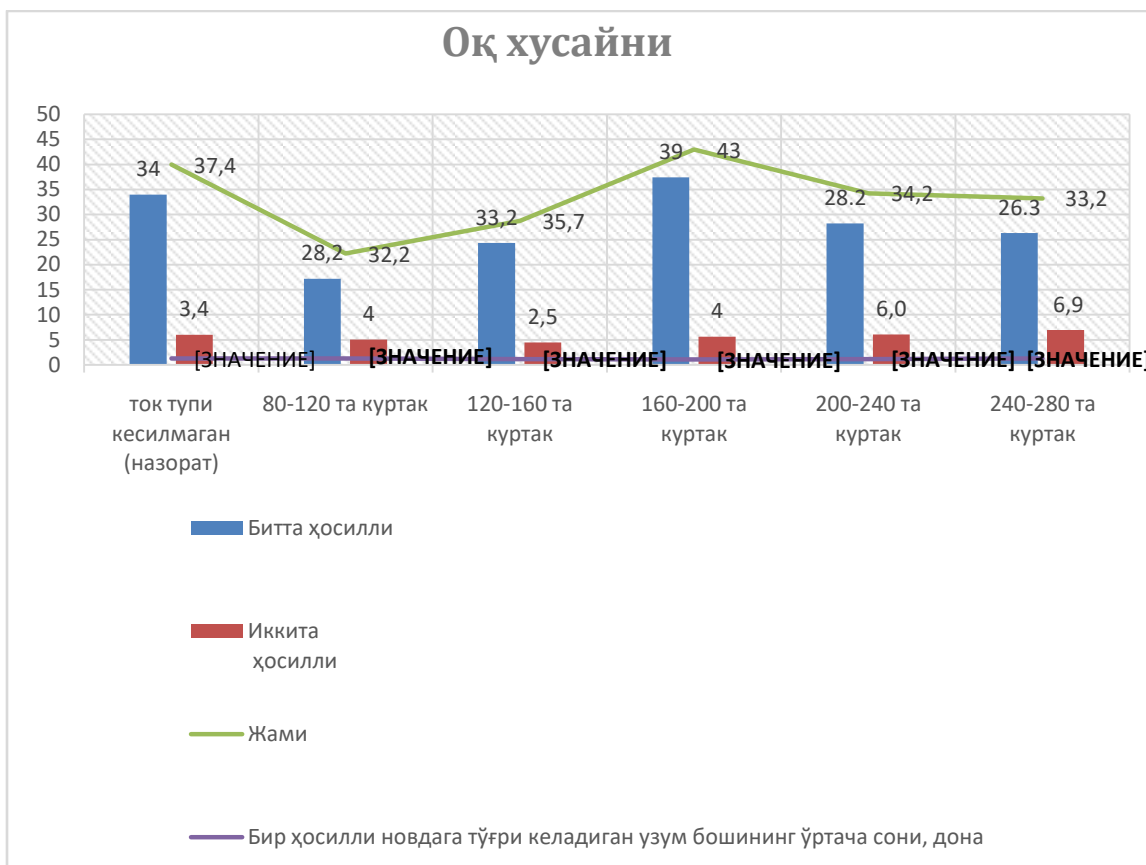
When the current bush load is left in 80-120 variants, 5.8 units of single-crop rod control variant, it was found that the two-fruited twigs had a total of 5.2 fewer grape heads than the 0.6 ones, and it was observed that the average number of grape heads corresponding to a single-fruited twig was equal.

When the current is left at 120-160 bush loads, the single-crop rod is 0.8 units less than the control option, it was found that the average number of grape heads per double-yielding rod was 0.9 and that of a single-yielding rod was 0.1 less.

When 160-200 buds are left, the single-crop rod is 5.0 more than the control variant, the two-fruited twigs differed by more than 0.6, and the average number of grape heads per single-fruited twig yielded less than 0.2.

When 200-240 buds were left, the single-yielding rod yielded 5.8 fewer than the control variant, the double-yielding rod yielded 2.7 more, and the average number of grape heads per single-yielding rod yielded 0.1 less. With 240-280 buds left, single-crop rods are 7.7 less than the control variant and double-crop rods are 3.5 more and it was found that the average number of grape heads per one fruiting twig is equal.

(Picture)



Picture. The yield indicators of “White Husain” variety of grapes

The results obtained when studying the mechanical composition of grape heads of edible grape varieties revealed that not all varieties differed significantly from each other[5].

The grape heads, flesh, grains, and seeds of edible grape varieties were weighed on an analytical balance, calculated as a percentage, and the size of the grape head was measured on a ruler.

The results obtained from the data in Table 1 show that the weight of the “White Husayni” head of grapes in the uncut (control) variant was 317.8 g, the length of the grape head is 21.7 cm, the width is 11.2 cm, the flesh and juice of the grape head is 87.8%, the bunch is 4.6%, the skin of the grape is 0.5% and the seeds of the grape are 7.1%. The weight of a bunch of grapes at a load of 80-120 buds is 22.7 g from the control option, the length of the head of grapes is more than 2.6 cm, width was less than 0.1 cm, the flesh and juice of the grape head was 3.0% more, the bunch was less than 1.2%, the skin of the grape was 0.1% and the seed of the grape was 1.6% less than the control, grape heads of vine buds with 120-160 buds load 27.3 g compared to the control variant, grape head length 2.5 cm, width 1.2 cm, grape head flesh and juice 3.3% more, bunch 1.2% low, the husk of the bunch was found to be 0.1% less, and the seed of the bunch of grapes was found to be 2.8% more.

The weight of grape heads of vines with 160-200 buds is 38.0 g heavier than the control variant, the length of the vine is 2.7 cm, the width is 4.0 cm, the flesh and juice of the vine is 3.0%

more, the bunch of grape head was reduced by 0.5% and the husk of the bunch was reduced by 0.1%, and the seed of the bunch of grapes was reduced by 2.0%. Grape heads of vines with a load of 200-240 buds are 35.9 g more than the control variant, the length of the vine is 2.6 cm, the width is 2.3 cm, the flesh and juice of the vine is 1.6% more, the bunch of the vine is 0.5% low and the husk of the bunch was 0.1% less, and the seed of the bunch was 2.8% less.

Grape heads of vines with a load of 240-280 buds are 25.9 g more than the control variant, the length of the vine is 2.5 cm, the width is 1.6 cm, the flesh and juice of the vine is 1.1% more, the bunch of the vine is 0.6% low and the husk of the grape was equal and the seed of the grape was 1.6% less (Table 1).

TABLE 1 THE EFFECT OF BUD LOAD ON THE MECHANICAL COMPOSITION OF FOOD GRAPE VARIETIES WHEN GROWN BY THE METHOD OF “VOISH”.

Options	Head of grapes average weight, g	Grapeheadsize		Grape head body and juice, %	Grapeheadband, %	Skins of grapes, %	The seeds of the vine, %
		length, sm	width, sm				
The type of grapes which is not cut off (control)	317,8	21,7	11,2	87,8	4,6	0,5	7,1
80-120 bud	340,5	23,18	11,13	90,78	3,4	0,4	5,38
120-160 bud	345,1	24,20	12,40	91,05	3,4	0,4	5,25
160-200 bud	355,8	24,43	15,18	90,83	4,1	0,4	5,08
200-240 bud	353,7	24,33	13,55	89,43	3,9	0,4	5,33
240-280 bud	343,7	24,38	12,75	88,93	3,7	0,5	5,48
EKF ₀₅	2,2	0,4	0,2				
Sx	0,36	0,07	0,03				

One of the main factors in obtaining a high and quality crop from edible grape varieties is its navigational dependence. Yield quality and chemical composition of grape heads depend on both the biological properties of the varieties and the technology of cultivation[2,5].

In the case of uncut (control) variant of “White Husayin” variety of grapes, the number of grape heads in the vine was 37.4, the yield in the bush was 11.8 kg, the sugar content was 19.7%, the acidity was 4.9%. When 80-120 buds were left in the vine, the number of grape heads in one bush was 5.2 less than the control variant, the yield in the bush was 0.9 kg, the sugar content was 3.5% higher and the acidity was 0.7% lower.

When 120-160 buds were left in the vine, the number of grape heads in one bush was 1.7 less than in the control variant, the yield in one bush was 0.5 kg more, the sugar content was 2.55% higher and the acidity was 0.4% lower.

When the load of buds was left at 160-200 in the vine, the number of grape heads in one bush was 5.6 compared to the control variant, the yield was 1.8 kg more, the sugar content was 2.6% higher and the acidity was 0.4% lower. When 200-240 buds were left in the vine, the number of

grape heads in one bush was 3.2, the yield in one bush was 1.0 kg less, the sugar content was 1.6% higher than the control variant, and the acidity was 0.3% lower.

When 240-280 buds were left in the vine, the number of grape heads in one bush was 4.2, the yield in one bush was 1.4 kg less, the sugar content was 0.2% and the acidity was 0.1% higher (Table 2).

TABLE 2 DEPENDENCE OF THE CHEMICAL COMPOSITION OF THE “WHITE HUSAYIN” VARIETY ON BUD LOAD

№	Options	Number of grape heads in the bush	Yield in per bush, kg	Sugar content, %	Acidity, g / l
1	The type of grapes which is not cut off (control)	37,4	11,8	19,7	4,9
2	80-120 bud	32,2	10,9	23,2	4,2
3	120-160 bud	35,7	12,3	22,2	4,5
4	160-200 bud	43,0	13,6	22,3	4,3
5	200-240 bud	34,2	10,8	21,3	4,6
6	240-280 bud	33,2	10,4	19,9	4,8
	EKF05 =	3,0	0,1		
	Sx =	0,49	0,02		

CONCLUSION

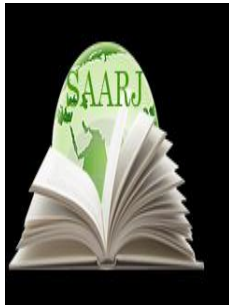
The effect of “White Husain” varieties on yield was studied, the highest yield was 43 seedlings in 160-200 stem vines, the lowest yield was 32.2 seedlings in 80-120 stem vines.

The dependence of the mechanical composition of the grapes on the vine load was observed when the heaviest vine in the variants was 355.8 g with 160-200 buds left, the minimum weight of the vine was 317.8 g in the uncut variant.

The effect of budding on the sugar content and acidity of the “White Husain” variety was as follows: the lowest blood pressure was observed in the uncut (control) variant of 19.7 current tubers. Acidity was observed in the vine bush with a minimum load of 80-120 buds, the maximum bush was found to be 4.9% in the uncut (control) variant.

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DOI: **10.5958/2249-7137.2021.00687.X**

TYPES AND USES OF MATHEMATICAL EXPRESSIONS

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ABSTRACT

The article describes the role of mathematics in the world, its history and development. There is also talk of mathematical expressions, of several types. And in general, they enriched the science of mathematics with new creative discoveries. But math there are such misconceptions in the history of Central Asia in the IX-XV centuries has no math news. The definition of this value depends on the semantics assigned to the expression symbols. These semantic rules may declare that some expressions do not define any value (for example, when they include division by 0).

KEYWORDS: *Mathematics, Mathematics Expressions, Algebra, Syntax, Semantics, Formal Languages and Lambda Calculus, Variables.*

INTRODUCTION

As you know, there are many different sciences in the world. Each of them has its place in science. One such science is Mathematics. Mathematics is one of the fastest growing and most needed sciences in the world. Also, this science has been developing at various stages since ancient times. Scientists around the world have done a lot of research in the field of mathematics.

The demands of human life in mathematics, astronomy and other natural sciences satisfaction, improvement of various computational tasks and identification of new computational methods. In order to do this, various scientific research has been carried out in depth and extensively. Medium in this area In Asia, Baghdad and other cities, scientists of different nationalities worked together creatively and have achieved many scientific results.

In order to centralize the sciences, in Baghdad, "Baytul Hikmat" ("Wise Men." house ") was established. A large library and observatory were built in his presence. Scientists at this observatory made various observations and made various astronomical instruments. This is wisdom a number of scientists from several countries, including Central Asia, came to work at his home. Muhammad Khorezmi, Ahmad Fergani, Abbas Javhari and others are scientists at this university engaged in work.

During this period, Arabic was spoken in various languages under the rule of the caliph became not only the state language of the peoples, but also the language of science. That is why Medium Scholars of Asian and different nationalities: Persians, Uzbeks, Tajiks, Azerbaijanis, Turkmens and others have written in Arabic, and their manuscripts are mostly in Arabic preserved to this day. Well-known scholars of Greece and India also studied and analyzed them during this period and commenting on these works. The translation of works of Greek and Indian scholars into Arabic is also of great interest to scholars woke up. For example, Euclid's "Fundamentals" (third century BC), Archimedes' (3rd century BC) previous III century) "About the city and the cylinder", "Measurement of a circle", Ptolemy (II century) Algamest was translated into Arabic and commented on many of them.

Thabit ibn Qurra, a student of Khorezmi, wrote several works of Greek mathematicians translated into Arabic. Archimedes' Lemmas on the Seven Angles is in Arabic only copies of Euclid's Fundamentals III, VI, VII only in Arabic only the translation is preserved to us.

Central Asian mathematician's use their own knowledge in the field of mathematics comprehensively studied and analyzed and created new areas of mathematical research. And in general, they enriched the science of mathematics with new creative discoveries. But math there are such misconceptions in the history of Central Asia in the IX-XV centuries has no math news. These countries are the works of Indian and Greek mathematicians those who have studied and, in some cases, perfected previous conclusions.

In mathematics, a (mathematical) expression is a finite combination of symbols that is correctly constructed according to context-dependent rules. Mathematical symbols can represent numbers (constants), variables, operations, functions, punctuation, grouping, and other aspects of logical syntax.

Mathematical expressions include arithmetic, polynomial, algebraic expressions, closed forms, analytical expressions. The table below shows some of the similarities and differences between them.

Syntax

Being an expression is a syntactic concept. The expression must be well-formed: operators must have the required number of inputs in suitable positions, the characters supplied to these inputs must be significant, etc. The character strings that violate the syntax rules are constructed incorrectly and do not form an acceptable mathematical expression. For example, in normal

arithmetic notation, the expression $2 + 3$ is constructed correctly, but the following expression is unusable:

$$\times 4) x +, / y \times 4) x +, / y$$

Semantics

Semantics studies meanings. Formal semantics is concerned with the application of values to expressions.

In algebra, an expression can be used to denote a value that depends on the values of the variables included in the expression. The definition of this value depends on the semantics assigned to the expression symbols. These semantic rules may declare that some expressions do not define any value (for example, when they include division by 0). Such expressions are said to have undefined meanings, but nonetheless, they are well-formed expressions. Generally speaking, the meaning of expressions is not limited to the designation of quantities; for example, an expression can denote a condition, or an equation, that must be solved, or it can be treated as some object in its own context, which is governed according to certain rules. Certain expressions that denote a quantity simultaneously fix a necessary condition that is considered to be accepted.

Formal languages and lambda calculus

Formal languages make it possible to clarify (formalize) the concept of well-formed expressions. In the 1930s, a new kind of expression, called lambda expressions, was introduced by A. Church and S. Kleene to define functions and calculate them. These expressions form the basis of the formal lambda calculus system used in mathematical logic and the theory of programming languages. The equivalence of two lambda expressions is undecidable. Undecidability also occurs for expressions representing real numbers constructed from integers using arithmetic operations, logarithms, and exponentials (Richardson's theorem).

Variables

Many mathematical expressions contain variables. Some variable can be considered free or bound. For a given combination of values of free variables, the expression can be evaluated, but for some other combinations, the value of the expression may remain undefined. For example, the expression

$$x / yx / y$$

calculated for $x = 10$, $y = 5$, gives 2; but it is undefined for $y = 0$.

Thus, an expression represents a function whose inputs (arguments) are the values assigned to free variables, and whose result is the computed value of the expression. The result of evaluating an expression depends on the definition of the mathematical operators and on the system of values that is its context.

Two expressions are said to be equivalent if, for each combination of the values of the free variables, both expressions give the same result, that is, they represent the same function. For example, the expression

$$\sum n = 13 (2nx) \quad \sum n = 13 (2nx)$$

has a free variable x , a bound variable n , constants 1, 2, and 3, two occurrences of an implicit multiplication operator, and a summation operator. The expression is equivalent to the simpler $12x$ expression. The value for $x = 3$ and $n = 3$ is 36.

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DOI: **10.5958/2249-7137.2021.00688.1**

OPPORTUNITIES AND RISKS OF IMPLEMENTING BUSINESS INTELLIGENCE SYSTEMS IN SMALL BUSINESS ACTIVITIES

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ABSTRACT

The article analyzed the opportunities of Business Intelligence (BI) systems as an effective solution in eliminating existing problems in small business activities and determining prospects. As a result of the analysis, the advantages and disadvantages of BI systems in determining the prospects of small business activities were discussed. Further stages of the study were identified as a result of the analysis. As "data", it is possible to understand the daily incoming voluntary view data collected in the process of business activities can be collected by software-hardware systems, that is, "raw irregular data".

KEYWORDS: *Business Intelligence, Benefits, Risks, Information Systems, Small Business*

INTRODUCTION

Today, the integration of information systems not only in the process of business activity in an accelerated fashion is going on, but they are also becoming an integral part of the business. One of the areas in which information systems are widely used is increasing the efficiency of business processes. This sphere includes tasks, for example, looking for effective solutions of business processes, automation of them, analysis of collected data, risk forecasting and improving the

financial situation of the business, as well as determining the prospects of business activity. There appears a need for software and hardware solutions consisting of information systems to perform these tasks effectively. Thanks to technological progress, new devices, technologies, systems are being created almost every day. This, in turn, provides an opportunity to effectively meet the needs of small scale business.

One of the problems in the small-scale business activities is data collection. It includes collecting data, storing it, comparing and analyzing it regularly, determining its source, and finding weaknesses in reports based on it. As the number and type of data also increase day by day, their collection and analysis begin to require a lot of time and factor, and in business activities, the timely analysis leads to a delay in the adoption of decisions that must be made based on the necessary analytical data, the implementation of appropriate changes, the use of measures to combat. This, in turn, will have a direct impact on the profits of the business on its financial situation.

Now there are a lot of ready-made Information Systems, Solutions in the collection and analysis of data. Most of them do not have the capabilities and advantages of BI systems in solving the abovementioned problems. The purpose of the study is to examine the opportunities and disadvantages of BI systems in determining the prospects of small scale business. At the beginning of the article, the problems in small business of Uzbekistan were analyzed. After that, the authors analyzed the possibilities of BI systems, their architecture, components, functions, as well as the potential risks of BI systems in the implementation of business activities.

MATERIALS AND METHODS

The Republic of Uzbekistan was chosen to analyze the problems and risks of small business on a state scale. One of the main reasons for this is the fact that entrepreneurship is developing very rapidly in Uzbekistan and the economy has entered the top 20 ratings of business environment improvement [1]. "A small business is an organization that has a private sector (usually senior management), but not dominant in its market, supporting local operations and employs fewer people" [2], writes Fayoza Bazarova in her article titled "Problems and solutions to the management of small business and entrepreneurship in Uzbekistan". Statistical data provided by Bazarova's study indicate that the share of small business in the GDP was 59.4 percent in 2018, 48.9 thousand new small business entities were created, 28.2 percent growth compared to 2017. It can be seen from this that small-scale companies are rising rapidly in this state. This, in turn, illustrates the rising value of information systems in small-business operations.

According to research, 25-33 percent of all independent small businesses suffer from failure in the first two years in Uzbekistan. 8 out of every 10 businesses will end in 10 years. [2]

Small business participants, unlike large corporations, usually do not have large financial and Human Factors. The consequences of errors, risks, or unforeseen events during the activity often lead to the end of small business activities. This trend is caused by the fact that financial resources are limited in a small business, as well as the use of inefficient analytical devices in the management of an organization, risk management, analysis, preparation of reliable reports on the state of business activity, risk forecasting and counter-measures against problems, or lack of use of such devices in general.

What is Business Intelligence (BI) systems itself? Scientists gave different definitions for it. This term was firstly used by Hans Peter Lun in an article published in the IBM System Journal under the name "A Business Intelligence System" in 1958. Lun presented business as a collection of all sorts of directions in science, technology, trade, production and legislation. And he tried to explain the systems used in them as a system of conscious activity (Intelligence System) [3]. In 1989, Howard Dresner, a business analyst at Gartner, which is a major analytical consulting company in the United States, described BI systems as "Technologies that combines under one umbrella for decision-making [4]. Jonathan Wu gave definition for BI terminology as the process of collecting multi-aspect information and the software as a means of answering business questions, as well as researching data as identifying significant trends in his article titled "What is Business Intelligence?" in 2000 [5].

By analyzing these definitions, BI can be divided into three major parts. They are "Data", "Information" and "Knowledge". As "data", it is possible to understand the daily incoming voluntary view data collected in the process of business activities can be collected by software-hardware systems, that is, "raw irregular data". "Information" refers to data that has been organized, analyzed, and given significance. As a result of the analysis and study of information, "intelligence" can be understood as a fundamental tool for decision-making in business activities. Databases, data processing technologies, and devices are often used to distinguish information from raw data (Data Mining, Machine Learning, Data Warehousing). BI devices (decision-making, dashboard, statistics, visualization) are used to bring information from the data object to an accessible appearance for users. In all market operations, the amount of incoming data tends to increase at a much faster rate from year to year. They don't bring benefit anyone in the case of raw data. They will not benefit anyone in the case of raw data, in the data collected in any business activity, there will be the knowledge that will add to the development of this business. The main task of BI systems is to generate this knowledge and thereby create the maximum productive use of information, which seemed to be unnecessary before business activities.

RESULTS AND DISCUSSION

So, BI is:

- Transfer of data to information and knowledge about business activities, the process of increasing the efficiency of the decisions that a business makes using the synthesized knowledge;
- Information technology methodology and programming. Collection of large data, storage, processing, sorting, analysis to bring to the appearance that a person can understand;
- Information and consolidation (systematized, regulated) are the knowledge acquired about business activities as a result of in-depth analysis of data.

The functions of BI systems in the strategic development of business:

- To assess the effectiveness of business lines;
- Control over the implementation of business plans;
- Control of financial devices;
- To analyze the effectiveness of the use of financial factors;

- To assess investment, financial and operational activities and determine prospects;
- Business activity modeling;
- control, manage and plan of expenses.

The business intelligence concept is characterized as the process of making decisions about business activities and implementing data (meta-data) on the prospects of business activity following a detailed review.

Components of BI systems:

- Data Collection;
- Data Integration;
- Data Storages;
- Data Processing;
- Data Presentation.

Data Collection includes software systems that provide the necessary information for the BI system. Specifically, it is necessary to distinguish between internal and external systems as a source. The required data is transferred into advances systems, processed, and condensed through *Data Integration*. This process is called the ETL (Extract Transform Load). The purpose of the ETL process is to ensure that the processed data is stored in the desired form to the database. Different tools may be used in *Data Storages*. The Data Warehouse and Data Marts tools are used in this section. When processing or analyzing data, first of all, all concepts and tools related to the analysis of data are selected. As a result, at this stage, the data stored during the Storage Process is attached to analytical programs that analyze the data using previously defined criteria. *This process* also includes the data production components used for online analytical processing (OLAP) and Data mining. Predictive modelling and Data mining – these tools are designed to help users classify data, formulate nominal and quantitative measurements, as well as use mathematical tools developed for analysis. In the *Data Presentation*, the results of the analysis are presented for targeted groups by special analysts [9].

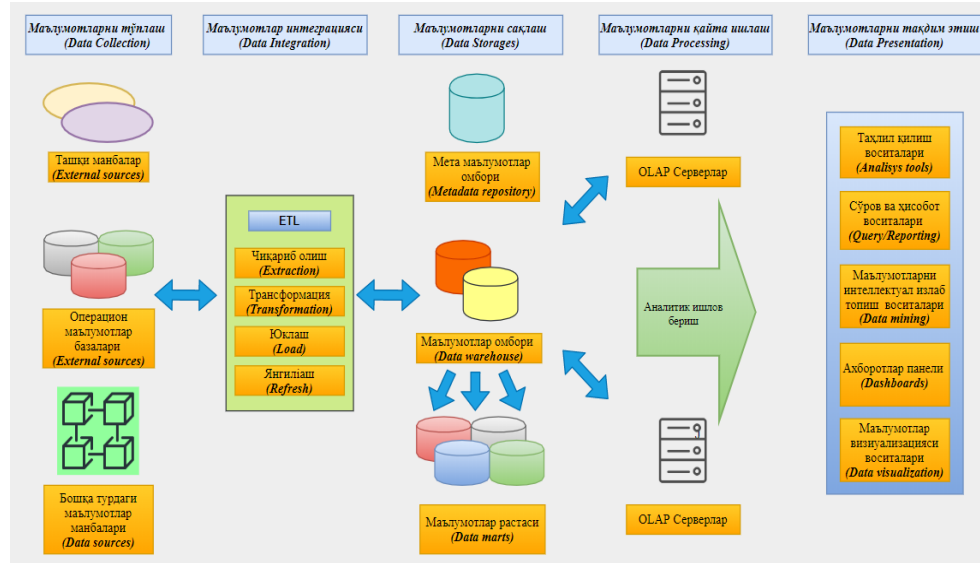


Figure 1. Data flow diagram in BI systems

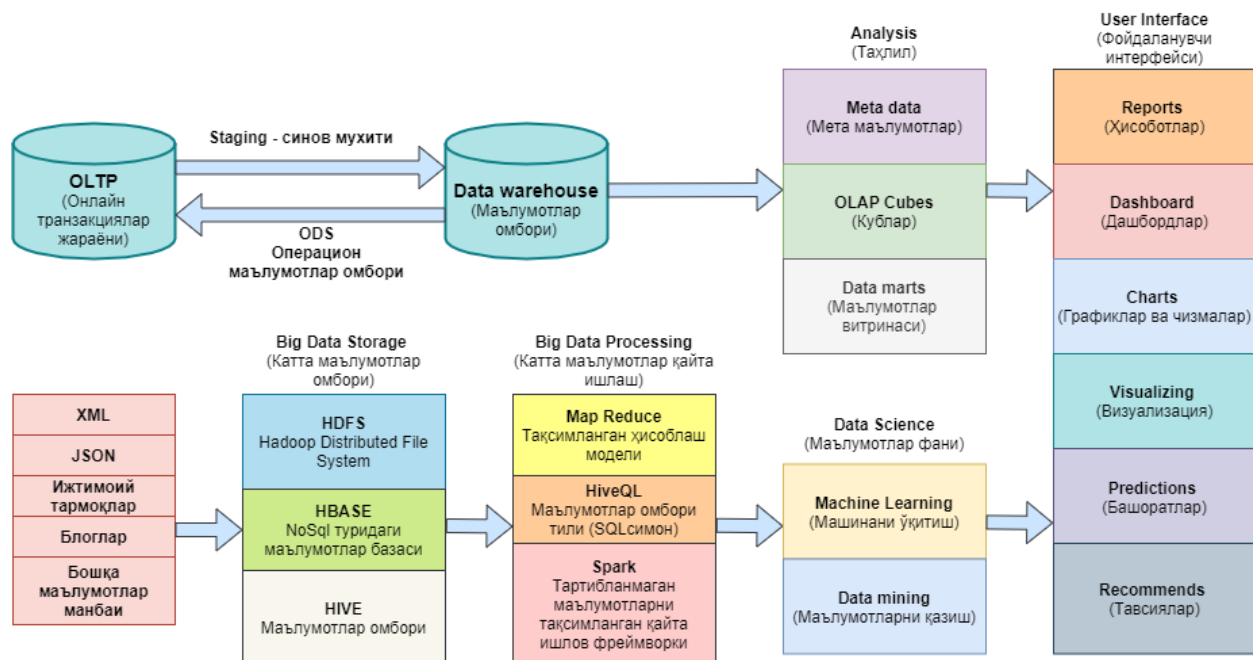


Figure 2. The general architecture of the BI system, which consists of different components

There are potential risks in the implementation of BI systems, among which:

- Implementation of BI systems requires additional costs in the first place. There is a certain level of costs for additional techniques, software tools, and Human Factors.
- The success of the implementation of BI systems depends on the qualification of management personnel, motivation.
- If the analyst and management staff make errors in the data evaluation and classification, the expected results will not be achieved.

- One of the risks is that after attracting active and qualified employees of the business to the implementation process, they can directly affect the current state of the business, not being able to fulfill their duties in business activities.

CONCLUSION

Now many small business organizations are trying to improve their skills in the field of business analysis, developing this direction. The management staff increasingly understand how valuable the unprocessed data stored in organization systems as a factor is. The collection, storage, analysis, processing, and presentation of data is the fundamental function of BI systems. It is possible to become an intellectual organization based on knowledge formed from the data of the organization with the help of BI systems. They not only increase the productivity of the current work process, but also determine the organization's prospects.

The following conclusions were made during the analysis.

Opportunities and advantages of BI systems:

- increase the efficiency of business processes, automation, development of structure;
- modeling of business activity processes, status within the framework of a single Information System;
- quick analysis of non-standard queries, cases, processes;
- improve the work efficiency of business employees through automation of business processes;
- keep working pace as the data grows exponentially.

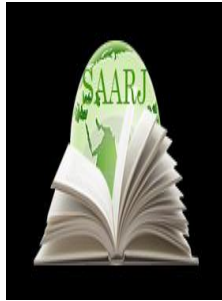
Risks of the implementation of BI systems:

- The business of implementing BI systems in the first place requires additional costs. In this, there are a certain level of costs for additional techniques, software tools.
- The success of the implementation of BI systems directly depends on the qualification of management personnel, willingness to make changes to business processes, and motivation.
- Intended results cannot be achieved if the analyst staff, management make mistakes in the evaluation of data, their classification.
- Another one of the risks that may arise in the implementation of BI systems is that after attracting active and qualified employees of the business to the process of implementation, they can directly affect the current state of the business, not being able to fulfill their duties in business activities.

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DOI: 10.5958/2249-7137.2021.00700.X

CAUSES OF UNDER-NUTRITIOUS CONDITION AMONG CHEPANG CHILDREN (A STUDY FROM BENIGHAT-RORANG RURAL MUNICIPALITY, DHADING NEPAL)

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ABSTRACT

Nutrition is the study of food and its relation to health. Nutrition plays an essential part in body growth, development, maintenance and the utilization of food. People need enough food to reach their optimal physical growth and to live a healthy life. Primary malnutrition occurs as a result of an inadequate diet. There are many contributors to malnutrition, including access to food, maternal and child health, personal and environmental risk factors. Even if these root causes are present, poverty, lack of resources, and social, economic and political factors still play a role. Malnutrition is a common problem in Nepal, affecting children's growth and development. Children who are physically or mentally undernourished are less productive than normal children. Malnutrition in the early years may have an impact on future cognitive development. The concern about why malnutrition is prevalent in marginalized communities is one of Nepal's current health concerns. Mismanaged resources have caused a severe health crisis in remote areas of the country. The Chepang are among the most underprivileged indigenous ethnic groups with a complete lack of knowledge and awareness, leading to severe malnutrition. This study sought to discover trends in the causes of inadequate health among the Chepang people. A

mixed-method approach combining the census sampling method with a cross-sectional study design was used for this study. All significant causes of malnutrition were found to be poverty-stricken rural communities. In this area of study, the principal causes of malnutrition are early marriage; teenage mothers, low birth spacing, inadequate food, poor personal hygiene, early weaning practice, and maximizing money spend on alcohol and smoking.

KEYWORDS: *Malnutrition, under nutrition, over nutrition, stunt, wasting*

INTRODUCTION

Malnutrition refers to deficiencies, excesses, or imbalances in the energy and nutritional intake of a person. The term malnutrition applies to two broad groups. First is under nutrition and other one is overweight.¹⁴ According to estimates by World Health Organization, malnutrition leads to more than one-third of all child deaths, although it is rarely reported as a direct cause.¹³ Poor feeding practices or inadequate breastfeeding offer dirty foods, hand washing before food, and they do not ensure that the child is getting enough nutritious food to contribute to malnutrition.^{8,11} Children under the age of five face a number of burdens: 150.8 million are stunted and 50.5 million children under the age of five are wasted in worldwide.³

Nepal has made impressive steps in reducing chronic under nutrition (stunting) nationally, which fell from 57 % in 2001 to 36 % in 2016. Acute malnutrition (Wasting) is around 10 % of children under 5, which is deemed “high” according to 2017 WHO public health prevalence thresholds.^{5,6,7} Still, most of remote areas and endogenous communities are found more malnutrition than urban areas. It is due to the poor maternal nutrition, poor child feeding and low child birth spacing. In this study, the Chepang are living with depending on traditional farming systems. The economy of the Chepang is farming, forest and stream-based with traditional and indigenous technology.⁴ The major crops are Maize and Finger Millet.^{1,15} The average of their own food production is sufficient for about 6-8 months per year.^{9,10}

MATERIAL AND METHODS

A cross-sectional study design utilizing the census method (All 128 malnourished child of Benighat-Rorang whose were identified by Shanti Nepal on October 2019) was used for the study. Both quantitative and qualitative approaches were applied to get valid and reliable information. This study's population was under nutritious Chepang children of under five years (6-59 months) of Benighat-Rorang rural municipality, Dhading. The children cannot respond to the question, so the mother of under nutritious children was selected for this study. Mix methods (qualitative and quantitative) were applied for this study.

A structured self-administered questionnaire collected the quantitative data with an interview and qualitative data were collected using a semi-structured interview schedule by in-depth-interviews. Two Key informants' interview and four focus group discussions were conducted to collect the informations from studies areas. This study has its charm and importance, and this part has different identities to focus on and concentrate on research. In this research, Statistical Package for Social Sciences (SPSS) version 16 was used for quantitative data analysis.

Result

Among 128 respondents, 39.1 % of respondents had completed primary education followed by 34.4% who had informal education, 4.7% had lower secondary, 3.1% had secondary and only 1.6% had higher secondary and above. Unfortunately, 17.2% of respondents were found stills uneducated. Maximum respondents (68.8%) were drinking tap water, 15.6% were drinking spring water, 14% were drinking well water and 1.6% was drinking river water.

Access to food means that individuals have access to adequate resources (entitlements) for the acquisition of appropriate foods for a nutritious diet.^{2,12} In this study area's peoples are producing different crops. In the Chepang community, a maximum (50%) of respondents had food sufficient for only six months; 23.4% had twelve months, 10.9% had ten months, 6.3% had eight months, 4.7% had three months, 3.1% had nine months and 1.6% had one month. More than 75% of respondents had not sufficient food for a whole year. 73.4% respondents have managed the insufficient food from the market. 10.9% of respondents were managed by begging to be returned and only 25% of respondents had sufficient food. Similarly, 14.1% of respondents managed insufficient food by doing different business activities, such as selling Doko and vegetables.

In Nepal, the prenatal and postnatal care practice has not developed too much. Most pregnant women are not found proper diet, health check and proper care from their relatives. The demographical difficulties and lack of health facilities and rural communities' women do not get ANC checkups and postnatal checkups. Due to the lack of education, traditional and social norms, lots of child marriage and teenage childbearing are found in rural and moralized communities. So, the parental care practice of Nepal affected the nutritional sector.

According to the Nepal demographic health survey 2016, women in Nepal are married earlier than men. The median age at first marriage for women aged 25- 49 is 17.9 years, compared to 21.7 years among men aged 25-49 years. The legal age for marriage in Nepal is complete of 20 years.^{6,7} In the study area found maximum numbers of respondents (72%) were remarried between 15 and 19. Similarly, 17% of respondents were married less than 15 years. Only 11% of respondents were married between the ages of 20-24 years. Most of respondents (69%) had a first child born in age between 15-19 years and only 28% of respondents had a first child born in age between 20-24 years. In this study, most children (48.4%) were found mild malnutrition. The severe cases of malnutrition were found too much in Chepang communities in the context of Nepal. According to this study, 62.5% of female children found malnutrition, and only 37.5% of children were found malnourished.

Nepal's government has an ANC protocol, where mentioned the ANC checkup visits at the fourth, sixth, eighth, and ninth months of pregnancy. In the study population, most of respondent (89%) had ANC during pregnancy and only 11% had not done ANC visit during pregnancy. Pregnancy women do not visit health facilities due to the various regions. In Chepang community maximum number of respondents (57.1%) did not know the importance of ANC, 28.6% were due to their family obstructions, and 14.3% were due to the health facility near their home. Regarding to place of childbirth, more than half (56%) of respondents were found they gave childbirth at home, only 42% of respondents had given their childbirth in health facility and two % had other places. The maximum numbers of respondents (73.4%) were found a usual meal during pregnancy, 25% were found to take food and fruit during pregnancy, and only 1.6% was found to take food, meat, and fruit during pregnancy.

Breastfeeding duration was found to be up to six months (94%) and 6% was found up to one year. Due to the traditional norm and lack of awareness in the Chepang community, early weaning is a major factor in Chepang children's malnutrition. The majority (61%) of respondents had done weaning before six months and only 39% of respondents had done weaning after six months. Most people's (82.8%) found they checkup the sick child at the health post, 7.8% peoples check up their child at PHCC, 3.1% check up their child at private health facility, 4.7% checkup others place such as traditional healers, and 1.6% peoples did not take any place for checkup their child and they care at home.

Most of the respondents (98%) were found hand washing before and after child feeding; only 2% of people found they do not hand washing before and after child feeding. 57.8% of respondents were hand washing with soap and water (proper hand washing). In the Chepang community, there were also found that peoples still used the soil, ash and other materials for hand washing. Regarding the use of the place for child toilet, more than half (54.7%) respondents were used open place during child toilet and only 37.5% respondents were used toilet during child toilet and 7.8% respondents were used other place (cloth, pot etc.) during child toilet.

After the doing of child toilet, all most half (56.2%) respondents had disposal their child facial in the toilet, 31.2% had an open place and 12.5% had the disposal of their child stool in the farm.

Regarding the Chepang community's birth spacing, most of the respondents (45.3%) had 13-24 months of birth spacing. Similarly, 28.1% of the respondent had 0-12 months, 18.8% respondents had 25-36 months, 4.7% respondents had 37-48 months and 1.6/1.6% respondents had 49-16 months and 60+ months of birth spacing. Maximum respondents (95%) had listened about family planning methods and only 5% had not listened about family planning methods. 87.5% of the respondents had to listen about Depo, 84.38% of respondents had listened about Norplant and 72.44% had listened about Pills. Similarly, 39.06% of respondents had listened about Copper-T, 35.94% of respondents had listened about vasectomy, 34.38% had listened about Condom, and 21.88% had listened to Minilab. 61% respondents were currently used to family planning methods and only 39% were not used family planning methods.

In the under nutritious children's family had seen excessive alcohol and smoking behavior. Most of the family members, including adults, were also found taking smoke and alcohol. Most of the respondents (79.7%) had a behavior of taking smoke and alcohol, and only 20.3% had no behavior of taking smoke and alcohol. Two-thirds (62.5%) of respondents took both alcohol and smoking, 12.5% of respondents had smoking and 4.7% had smoking behavior. This study found that the average monthly spending on alcohol and smoking was found NRs. 2666 in the Chepang community. It is a big amount for the poorest families.

DISCUSSION

The study found that demographic characters influenced child nutrition. Most uneducated families had found more malnutrition than educated families. The primary cause of malnutrition was found in poverty. Due to poverty, most of the study population had no permanent home, own toilet, sufficient land for agriculture and money for the study. The average month of food sufficiency was found six months in the Chepang community.

Similarly, parental and child care practice had also helped to become malnutrition. Due to early marriage and teenager childbearing, most of the child falls under nutritious condition. In this

study, the average age of marriage was 16 years, and the average of first childbirth was 17 years. In Chepang community had also found discrimination in son and daughter, which resulted in 63% of female children were found under nutritious conditions.

Nepal's government had established lots of birthing centers in a rural community, but still, most Chepang had not practiced delivering in health institutions. In this study, 56% childbirth was found at home. Balance diet and extra food needed during the pregnancy period, but the study population were found 73% had not taken extra food and fruit during pregnancy.

The average age of under nutritious child was found 31 months. It was due to a lack of proper care of children, such as exclusive breastfeeding. In this study, 59% of respondents had to breast-feed the newborn baby within an hour and 61% of the respondents had conducted weaning before six months.

The other cause of malnutrition was found in sanitation behaviors. 98% of the respondent had hand wash before and after child feeding, but they had not correctly hand wash. Only 57.8% of the respondent had hand wash by using soap and water (proper hand wash). In the study population, 54.7% of children were toilets at an open place. Moreover, 56.2% were the disposal of their child stool in the toilet.

Family planning practice also had a role in malnutrition. Poor child spacing is a major cause of malnutrition. In this study, 73% of respondents had less than 24 months of birth spacing. The average birth spacing was found at 19 months in the study population. There was found low birth spacing so that the children are suffering from malnutrition.

Similarly, personal drinking and smoking habits affect family economics. People can manage insufficient or nutrient food from the market if they have saved money. The study population was found NRs. 2666 average monthly spend on alcohol and smoking.

CONCLUSION

Chepang ethnic group of Nepal is one of the most underprivileged communities regarding access to quality health and education facilities. Due to their traditional living of Chepang, the people are not friendly in coping with modern development practices and hence they live in extreme poverty. Agriculture is the primary source of their sustenance. However, most of the family would produce for less than six months. So, either they go to the jungle searching for yam and other wild foods or seek short-term labor for their sustenance. Limited Chepang families have necessary household facilities such as permanent toilets and safe drinking water.

Early marriage tendency was found very common in Chepang youths because they get the child in their teenage. Due to their traditional beliefs, the Chepang people hesitate to visit ANC and are forced to give birth at home. Due to the poor living standards and lack of awareness, most families were found not providing extra support and diets during pregnancy.

Peoples of the study areas were not found sensitive to care for their newborn babies. There were found early weaning practice. Exclusive breastfeeding for six months is the best for child health, but the Chepang community did not find the same practice.

Traditional cultural beliefs, poverty and lack of health education peoples do not adequately care for the pregnant, lactating mother and children in Nepal. The significant regions of malnutrition are poverty, health education and culture in our community. Early marriage and childbirth, low

birth spacing, insufficient food, proper personal hygiene, early weaning practice, maximum investment of money in alcohol and smoking are the leading causes of malnutrition in Chepang community.

Community-based interventions are needed to improve the number of families engaged in income generation works. The local government has to take a package to the reduction of malnutrition. There is also a need to implement policies such as reducing alcohol and smoke supply in the community, stopping early marriage practice, and prompting sufficient food for the most impoverished families and treating severe malnutrition in local health facilities.

Conflicts

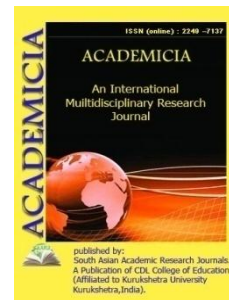
The authors declare that there is no conflict of interest in publishing the article.

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DOI: 10.5958/2249-7137.2021.00708.4

A GENERAL DESCRIPTION OF THE APPEARANCE OF THE WRITING

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ABSTRACT

The article deals with historical facts of appearance writing in human civilization. It is believed that the discovery of writing signifies the beginning of civilization is that man has the opportunity to preserve memories of past events and thus leave his experience to others. Writing is an invaluable means of transmitting the spiritual riches created by human thought from century to century, from generation to generation. And it is considered to be one of the highest discoveries of man. The advances made in the study of the history of primitive society in the second half of the nineteenth and early twentieth century's, and the many monuments found and read (deciphered), made it possible to trace the emergence and historical development of writing.

KEYWORDS: *Writing, Civilization, Inscription, Record, Ideography, Script, Pictographic signs.*

INTRODUCTION

It is known from history that civilization claims that the stage of civilization of the three great historical periods in human history (savagery, savagery, and civilization) began with the emergence of civilization. This phenomenon began 5-6 thousand years ago. The first writing consisted of pictures, but over time the alphabet began to appear in different parts of the world [1]. The reason why it is believed that the discovery of writing signifies the beginning of civilization is that man has the opportunity to preserve memories of past events and thus leave his experience to others. Writing is an invaluable means of transmitting the spiritual riches created by human thought from century to century, from generation to generation. He is one of the highest discoveries of man.

A writing record is a set of special characters adopted in a language. The concept of writing includes not only the symbols that represent the phonetic elements (words, syllables, sounds) of the language, but also the forms of pictography (Latin pictu - picture, picture, and pictorial inscription. Ideography (inscription representing individual words); as a set of traits, it is contrasted with pre-writing characters (memory traces, computational traits, etc.). In the era of the hereditary system, the picture was first created. In a society where human society is small and scattered, people communicate with each other only orally thought.

The advances made in the study of the history of primitive society in the second half of the nineteenth and early twentieth century's, and the many monuments found and read (deciphered), made it possible to trace the emergence and historical development of writing.

During this period, basically four groups of ancient inscriptions were deciphered:

1. Egyptian hieroglyphs of different types. The inscription of this species was read in the 1920s by the French scholar Champion. The ancient Cretan inscriptions read by Evans in the 70s and 90s of the 19th century and the Cypriot inscriptions read by Sims belong to the type of Egyptian inscriptions.
2. Different types of Mihat inscriptions. This type of Scripture was used in the languages of a number of ancient peoples in Asia (Sumerian, Assyrian-Babylonian, Elamite, Khald, Hittite, Persian, etc.). This type of writing began to be deciphered in the early 19th century and was completed in the first decades of the 20th century.
3. The oldest forms of letter (sound) writing recorded in the Sami peoples and adapted to their languages. These are the Phoenician and Canaanite inscriptions (the main monuments were found in the 60s and 70s of the XIX century and the 20s of the XX century): Southern Arabic, Aramaic inscriptions (the oldest examples were found in the 60s and 70s of the XIX century). Many scholars believe that the ancient Uyghur and Urhun enesey inscriptions also originated on the basis of the Aramaic script. It was deciphered in the 90s of the XIX century by linguists V. Thomsen and V. Radlov[2].
4. The ancient form of the Greek alphabet and a separate variant of the Latin alphabet, as well as these types of inscriptions in various other variants (various monuments reflecting dialects such as Phrygian, Etruscan, Italian, Venetian) have come down to us. These writings became known to scholars in the eighteenth century, and their grammatical study greatly contributed to the development of the science of comparative and historical linguistics in the nineteenth century.

The first record appeared 5,000 years ago [3]. The writing that people have learned consists of gestures, which for the first time were trampled on by stones with bird claws, bones, and stones. Later, as society developed, these gestures were studied. The first alphabet was created in Phoenicia and Greece. It later spread to other regions. After that, when people started to crush with bird feathers, not with claws, they began to crush trees, pieces of metal. Pictography (Latin pictus - drawing, depicting and ... graphics) - a type of writing before the developmental stages of writing, phonetic writing: a method of displaying the content of certain information in any picture or in a series of pictures. The American Indians, the indigenous peoples of Tropical Africa, the indigenous peoples of Australia and Oceania, were scattered among some peoples in Siberia and even practiced after the twentieth century. The oldest examples of pictography belong to the Paleolithic (according to some scholars - Neolithic). Pictographic signs -

pictograms differ from phonetic (sound, letter) punctuation in that they do not depend on a specific language unit and can be interpreted in any language: a pictogram is a specific word, its synonym, phrase, sentence with several meanings can be “read” in a few sentences[4]. Pictographs later became the basis for the origin of hieroglyphic and phonetic inscriptions. Inscriptions in the form of pictograms have been found in a number of archeological sites in Central Asia, including Uzbekistan. One such address is the village of Darband in the Boysun district of Surkhandarya province. Historians and archeologists of Termez State University have found a collection of the oldest stone inscriptions from the above-mentioned village. According to its method of crushing, it dates back to the 3rd-2nd millennia BC, and is about 5 years old. The inscriptions on the stone are so clear that we can easily read the images of simple animals, mountains and trees at a glance.

According to Zoir Choriev, there are about 70 large, about 30 small horns, and a total of about 100 images. That is why we have no hesitation in calling this book a stone book. Most importantly, this original pictographic work has not yet been found in any part of the world. And it confirms that the territory of Uzbekistan, along with Mesopotamia, China, Egypt and Ancient India, is a hotbed of civilization. A thorough study of these pictographic inscriptions by experts reveals aspects of the past that are also unknown to us [5].

The first record is completely different from our record today. The following historical event testifies to this. People have found paintings drawn in the Paleolithic period, 40-10 thousand years BC. The ancient man carved a pattern on the stone, carved symbols on the bone, and painted on the walls of the cave images of animals — bison, mammoths, owls, rhinos, horses, deer, and humans. So he described the duo as he knew it.

Over the course of the period, the recording of events through the object also changed (by type). Both the eloquent writing and the narration with the pictures performed their main function, as this writing could not become a peculiar memory that would preserve the knowledge accumulated by mankind. Traditions that took a certain form had to pass on traditions to a new generation. The division of labor and the exchange of goods required precise accounting. It was this necessity, the evolution that developed out of need. Thus began to serve the progress of society. Initially, it was used by certain classes - government officials, those who were constantly engaged in writing. The twelfth Pharaoh of Egypt wrote a letter to his son: Look at the shoemakers, they sew boots in the lamplight all night, get sick from starvation, and die prematurely. Look at the stonecutters, no matter how hard they work, no matter how hard they work, they will not get out of poverty. That is why you will be happy if you learn to write, be literate, and know how to write.

Ancient peoples highly valued the writing as a form of miraculous art, believing that the writing was created by their great gods. Writing seemed like a miracle to illiterate people. Literate people — priests, scribes, scholars, and statesmen — were considered privileged.

There are also some legends about writing. For example, there is a legend among the Indians living on the American continent about the origin of the world: The first man in the world had two sons, one white and one black. One-day God called the two children to him and placed gold and a book in front of them and said, “Take what you want from these two things, and which one you want to take.” Then the black boy took the gold and the white boy took the book. But the black boy finished spending the gold and left nothing to his children. That is why her children

were unhappy. The white boy took the book and taught it to his children and made them knowledgeable, literate. He made his children and grandchildren happy.

The fate of the inscriptions appearing in different nations is different. Today, there are about four hundred types of writing in the world. But the origin and origin of all writing is not known. Every writing system is alive, changing and evolving. More than two hundred years of work have been done in the field of the study of the writing system. The secret of some records has been fully revealed, others are waiting their turn. For example, the earliest documents of the Sumerians, written at the end of the fourth millennium BC and the beginning of the third millennium BC are still a mystery. The Sumerians were a spiritually advanced people from the earliest stages of social development. They were among the first creators of writing. Unfortunately, only the later letters of the Sumerians were read.

The Aramaic script dates back to the beginning of the first millennium BC. The original homeland of the Aramaean was the Arabian Desert in southern Syria and Mesopotamia. The spiritual and material needs of the culturally growing population in these deserts remained unchanged. Nomadic Aramaic tribes settled in the countries of Ancient and Lesser Asia (Syria, Palestine, Mesopotamia, Phoenicia, etc.) in the second millennium BC. These places were wet pastures and could be settled and more spiritually uplifted. When they became acquainted with the Phoenician script in Phoenicia, they adapted the script to the Aramaic language. The early Aramaic script was almost indistinguishable from the Phoenician script. Later, in the middle of the first millennium BC, the Aramaean made some changes to the Phoenician script. They also simplified the shape by reducing the number of letters. This change was due to the widespread use of Aramaic in trade and administrative activities and the need for rapid wear [6].

In the Aramaic script, words are separated, and a vertical line or two dots are used to separate the words. Later, leaving a space between the words was a picture. The Aramaean held a leading position in the socio-political and economic life of Old and Little Asia. From the 8th century BC, the Aramaic language and dialect rose to the international level in these countries. Then the Jews, the Babylonians, the Assyrians, the Persians, the Arabs adapted the Aramaic script to their own language.

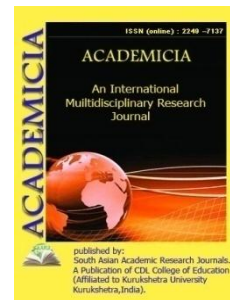
By the 4th century AD, the Aramaean was mixed with the Arabs. As a result of the widespread use of the Arabic language, the Aramaic language also disappeared. The oldest Aramaic texts date back to the IX-VIII centuries BC.

In short, the emergence of oppression was a product of human activity and an important tool that formed the basis of human civilizations. After the arrival of the Phoenician Aramaic Jesuits in our country, the Khorezm Jesuits were formed due to local conditions.

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DOI: **10.5958/2249-7137.2021.00696.0**

JADIDISM AND SOCIO-POLITICAL SITUATION IN TURKESTAN AT THE BEGINNING OF THE XX CENTURY

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ABSTRACT

This article covers in detail the socio-political situation of the beginning of the XX century, the troubles of national bourgeois chauvinism, the struggle of the Jadids against the repressions of the Tsarist Empire, the relations of religion and science, as well as the selfless efforts and initiatives of Mahmud Khoja Behbudiy, the interpretation of Jadidism by researchers. In addition, the personality and mentality of Mahmud Khoja Behbudiy, discussions with contemporaries, efforts to integrate the new world into the consciousness of the people, and the wise struggle against the prevailing ideology will be highlighted.

KEYWORDS: *Enlightenment, jadid, Education, press, Turkestan nations, Newspaper, National awakening, Muslims, Nationalism, Ideology.*

INTRODUCTION

Today, the study and research of the spiritual heritage of our ancestors is of great importance in the formation and development of national pride, honor and dignity, patriotism, nationalism in our youth. In particular, the scientific and philosophical heritage of the representatives of Jadidism, in particular Mahmud Khoja Behbudiy, serves as a methodological basis in this regard. The socio-political situation in Turkestan at the beginning of the twentieth century, the vices of national bourgeois chauvinism, the struggle of the Jadids against the repressions of the tsarist empire, religious and scientific relations, as well as the selfless work and initiatives of Mahmud Khoja Behbudiy, his personality and believing that his attempts to introduce them into the minds of people, his rational struggle with the mainstream ideology was a true example of courage among his contemporaries. However, we see that various researchers expressed their views without expressing their views one-sidedly and deeply. In particular, the German scientist

I. Baldauf does not correctly reflect on the works, and the teachings of Behbudiy, at least does not attach importance to the fact that the Jadids themselves quite clearly explain what meanings are hidden in the term "Jadid". Perhaps one-sided, but for some reason ignoring these factors should not lead to the formation of misconceptions and concepts in science and philosophy. However, since H. H. Niyazi began to study the statements "Vakt", "Tarjumon", day after day began to study old superstitions, madrasah readings, changes in the life of the people, such issues as culture, economy, A. Badri Jadids "... thoughts and illusions, the desire should free us, the poor and the poor from grief, that is, from the oppression of emirs, princes and the rich, and make efforts and progress for our comfort and peace", while the enlightened Abdurashidkhanov said that "the loss of the tsarist government was a desire the Jadids. It is no secret that our political task and goal should also be this, "he admitted, arguing that these ideas and actions are ten or even a hundred times more difficult than" removing the rotten parts of something and putting in place a new one."

Apparently, A. Khalid and I. Baldauf thought more abstractly and, more importantly, considered means of communication and new forms of communication as a decisive factor. Given that these definitions were relatively recent, only in the next two decades, it is clear that the descriptions of the dictatorial Soviet period are somewhat "all-encompassing". For example, Academician I. Muminov writes about this: "The colonial methods of the police, patriarchal-feudal and capitalist forms of exploitation of the masses were the main reason for the growth of the liberation movement in Turkestan." According to the scientist, during this period the concept of democratic life in public thought became larger; its influence expanded, intensified, and became more significant than in previous times. Satisfied with the situation, the academician said that in the political situation of 1907-1910, national progressive thinking was severely persecuted by the tsarist police and attacks by the Jadids, he says and continues: "Many scientific works and articles have been written about Jadidism, in which Jadidism was emphasized. Some people see Jadidism as a progressive movement, while others point to Jadidism as a movement that played a progressive role in its early days, but later opposed the revolution. But the Jadids need to be approached specifically. "As an example of a "concrete approach" I. Muminov asks the question "How can you characterize the activities of the Jadids and ideologists?" And he answers: there was an attempt to resist the revolutionary liberation movement, the spread of the philosophy of dialectical materialism. The leaders of the Jadids, relying on deep-rooted traditions, almost did not demand reforms in confessional schools and madrasahs. Thus, they tried to convey the influence of religion and clergy to the general public in new but dangerous ways. Theoretically, in philosophical questions, the Jadids defended the principle of fideism, that is, a combination of science and religion. They did everything in their power to help the tsarist military administration with the help of the Malays and to fight the growing social democratic movement among the local workers in Central Asia. "Indeed, most researchers of communist ideology came to this conclusion long before Ibrokhim Muminov. For example, the secretary of the Central Committee of the Communist Party of Uzbekistan A. Ikramov at the congress of cultural workers on October 4-5, 1927, noted that "the Jadid schools served the interests of the bourgeoisie and prepared the necessary personnel for the bourgeoisie," and literary critic O. Khoshim "Jadid literature reflects the idea of the Uzbek bourgeoisie and the circumstances that she experienced works for her, burns, cries, "he said. Professor A. Saadi tried to prove that "the Jadid movement was the bourgeois wing of the national liberation movement based on capitalism (industrial capitalism) against the war-torn feudal imperialism of Russia", and

continued: it was the movement of the bourgeois intelligentsia. In this bourgeois wing of the national liberation movement, the ideological leaders were also petty-bourgeois intellectuals."

In short, since the second half of 1927, the historical services of the Jadids to the peoples of Central Asia, as well as aspects of their thinking and worldview, have been severely criticized. For example, the historian H. Tursunov wrote that "these strata of the national bourgeoisie, in alliance with the Russian bourgeoisie, opposed the ideological views of the local population, opposed the revolutionary movement in Russia and Turkestan as a whole." The peoples of Central Asia promoted their views and fought for it ". "The Jadids," says the author", presented themselves as supporters of cultural development, fought against feudal regimes, and suddenly became supporters of a reaction that betrayed the views of the masses." Academician T. N. Koriniyazov also took part in the discussion on the essence of the Jadid movement from the point of view of the Communist Party. The national bourgeoisie, "he wrote," has entered into an alliance with the Russian bourgeoisie, which has seized power and sought to take advantage of the growing spirit of national liberation among the workers." To this end, he created the organization of local bourgeois nationalists "ShuraiIslamiya" and the society of the reactionary clergy of the Ulema. Through these organizations; they promoted the slogans of pan-Turkism and pan-Islamism against the revolution. Education in many Uzbek schools under the "leadership" of the Jadids was poisoned by the spirit of bourgeois nationalism.

T. N. Koriniyazov is also forced to say that "the ideological trend of pan-Turkism and pan-Islamism, promoted by bourgeois nationalists and completely contrary to the interests of the people, has jeopardized the fate of our Uzbek national culture." Thus, the Turkestan Jadid movement is based on extremely reactionary doctrines, whose representatives are carriers of bourgeois-nationalist ideas, and contradict the aspirations and plans of the working people. This continued until the late 80's, when meaningless definitions migrated from articles to pamphlets, from them to monographs, textbooks.

In 1991, when the ideology that prevailed during the "decisive victory of socialism", "developed socialism" or "pre-communism" was blurred, Kh. Vakhidov "put forward" the following comment. "Although the Enlightenment as a cultural and historical phenomenon, as a whole, objectively expresses the needs of a dying capitalist society, its bourgeois orientation cannot be interpreted in the same way as the democratic one". The author means that the class nature of the bourgeois enlightenment, which objectively expresses the needs of capitalist society, must be scientifically justified and proven. Because "... historical facts exist as objectively as, they actually, exist. Comparing them with a certain (even assumed) point of view leads to the silencing or exaggeration of the weaknesses of certain persons or events."

Unfortunately, the comments marked by a period of repression and stagnation were recently repeated by the Doctor of Historical Sciences, Professor G. Khidoyatov. "The Jadids" he wrote in his book "My Dear History", have become an important social and political movement. Their leaders and patrons hoped to solve all their problems by agreement and cooperation with the tsarist government. "They sympathized with the Russian government. It was a clear betrayal of the national interest".

The social and philosophical views of Mahmud Khoja Behbudiy were described from the same point of view, that is, in accordance with the principles of class. It should be noted that Mahmud Khoja Behbudiy was the most criticized person during the Communist ideology. For

example, in the dissertation of the researcher R. Aslanov on the worldview of the famous Samarkand Jadid Said Ahmed Siddiqui Aizi, he is considered as a representative of progressive social thought, progressive and representative of the emerging bourgeois interests of Behbudiyand Munavvarkori.

However, in the thinking of Behbudiy and Aizi, there was no sharp difference in views on the system of science and education, national development, but there was unity and cooperation. Therefore, Behbudiy protected Siddiqui from the antiquities, through the magazine "oyina" at the time of the proclamation of the "infidel". The researcher R. Aslanov was either completely unaware of these cases, or deliberately closed his eyes.

The famous article by S. Kasimov from the Uzbek Soviet Encyclopedia is not without drawbacks. "Behbudiy's work is contradictory and reflects the mood of the local liberal bourgeoisie, which forms ideological, political and ideological views. In the complex work of Behbudiy, there are 2 main important periods. Before the Great October Revolution, Behbudiy promoted the ideas of the Jadids, which contradicted the ancients... On the one hand, he called on the people to master science, defended the right of women to receive knowledge, encouraged the opening of schools in a new way, the study of secular sciences, tried to understand the phenomena of nature, the roundness of the Earth, rotation and hanging around its axis, lunar and solar eclipses tried to explain from a scientific point of view ... On the other hand, in his practical activities and works, he expressed views in the spirit of counter-revolutionary bourgeois nationalism, described views in the spirit of nationalism, called for the use of scientific education as a tool for squeezing foreign capital out of Turkestan, and tried to combine science with religion in the interpretation of certain natural phenomena...»

To prove the failure of these "charges" against the personality and thinking of Behbudiy, we think that it is enough to describe the conditions of the early twentieth century, the complexity of the environment itself. In our opinion, the recognition of Usman Yusupov is particularly characteristic. "How were we?" In response to a question, he said: "If there is a revolution (the state coup on February 1917 you will see that the Mensheviks, the Social Revolutionaries, the Jadids were shocked. ... One said: "The rich can also be for the workers!" another shouted: "First we must defeat the Germans, and then make a revolution," and a third said: "Our brothers are Turks, and we must be with them ..." Not knowing who to listen to, my head was splitting: you are like a drowning man, you do not seem to be unconscious, you are ready to grab someone who will give you a hand, you run away and save yourself...»

As you know, the multi-faceted activities of the representatives of Jadidism-a stable national intelligentsia-are of great historical importance, served to increase national consciousness and strengthen the idea of independence. This can be understood from the descriptions of the Jadid movement and its representatives, their scientific and creative heritage. For example, in "Nezavisimosti: popular science annotated dictionary" the term "Jadidism" is interpreted as follows: Jadidism originated in the late XIX - first quarter of the XX century in the national bourgeois environment, which developed in the Turkic-Muslim lands (Crimea, the Caucasus, Volga-Bulgaria and the Southern Urals, Turkestan). Since then, it has served as the ideology of the national liberation movement in Turkestan - the ideology of the national independence of Turkestan. This dictionary also gives a very brief scientific description of Mahmud Khoja Behbudiy, which cannot be ignored. Mahmud Khoja Behbudiy, in it says, is the founder and leader of the Jadid movement in Turkestan," the report says. He was one of the

propagandists of the progressive ideas of the famous progressive intellectual, scientist, public figure Ismail Gaspirali (on behalf of the Crimean city of Gaspr, in Russian Gasprinsky), a well-known scientist, public figure, in forming ways to solve problems and tasks that the era dictates and exposes the need. MahmudhojaBehbudi put forward the following three rules: 1) act in accordance with the requirements of the time; 2) training of national personnel who determine the fate and prospects of the nation; 3) go beyond national borders and become a nation that can think globally, work at the level of world standards in political, economic, cultural and educational relations and dialogue with foreign countries.

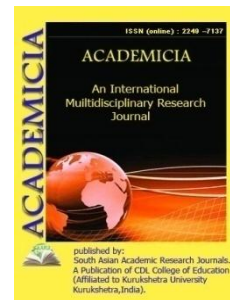
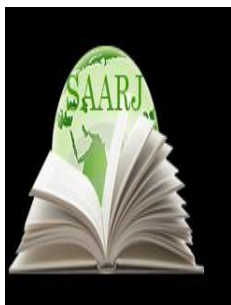
Hence the famous literary critic A. Aliyev expressed: "... it is impossible to imagine Behbudi without the movement of the Jadids, the movement of the Jadids without Behbudi." Our scholars, such as SadridinAini, FayzullaKhodjaev, AbduraufFitrat, AbdulhamidCholpon, LazizAzizzoda, also highly appreciated the role of Behbudi in the history of Turkestan. "The service of Behbudi," wrote LazizAzizzoda, "is the same as that of Jean-Jacques Rousseau of France, Lomonosov, Chernyshevsky, and Dobrolyubov of the Russians, FathaliAkhundovand NajarbekVazov of the Caucasian Turks, and Sh.Marjani and K. Nosiri of the Tatars. "If, in addition to Navoi and Ulugbek, a third statue of a scientist and cultural figure is erected in Uzbekistan,"the author said at the end of the article," it will undoubtedly be a monument to Behbudi."

In conclusion, first of all, it is impossible to consider the works, teachings, worldview and thoughts of Behbudi one-sidedly. Secondly, to ignore the socio-political situation of the early twentieth century is to depart from an objective assessment of the science, philosophy, and essence of the Jadid movement of this period. Third, the attitude of the leaders of the Jadid movement to the arbitrariness of tsarist Russia was realized not only through education, but also through the development of national values, customs and traditions of the national liberation movement. FourthlyMahmud Khoja Behbudi and the representatives of Jadidism, in pursuit of their goals, opposed the policies of the dominant ideology and preferred to act more wisely than to stop their activities.

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DOI: **10.5958/2249-7137.2021.00697.2**

CONCEPT OF DEVIATION BEHAVIOR

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ABSTRACT

There are given information about deviation behavior and shown its types in this article. After you read this article, you will know using of deviation behavior in two main contexts and you will be introduced to eight species of deviation behavior. It is worth noting the complexity of the concept under study and its interdisciplinary nature. Currently, the term is used in two main contexts. Deviant behavior first manifests itself as a subject of psychology, pedagogy, and psychiatry in the sense of "behavior and human behavior that is not formally established or actually conforms to the norms that exist in this society". Second, it is the subject of sociology, law, and social psychology in the sense that it is a "social form of human activity that is expressed in relation to mass and fixed forms and conforms to the norms and expectations that are officially established or actually exist in this society".

KEYWORDS: *Deviation behavior, Behavior, Psychology, Pedagogy, Psychiatry, Sociology, Attitudes, Person.*

INTRODUCTION

It is known that in the specialized literature the term "deviant behavior" is often replaced by a synonym for deviant behavior (deviatio - deviated in Latin). In the future, we will use both terms as complementary, that is, the words "deviant behavior" and "deviant". In this case, the first term is preferred because it is scientific, clear, and studied.

It is worth noting the complexity of the concept under study and its interdisciplinary nature. Currently, the term is used in two main contexts. Deviant behavior first manifests itself as a subject of psychology, pedagogy, and psychiatry in the sense of "behavior and human behavior that is not formally established or actually conforms to the norms that exist in this society". Second, it is the subject of sociology, law, and social psychology in the sense that it is a "social

form of human activity that is expressed in relation to mass and fixed forms and conforms to the norms and expectations that are officially established or actually exist in this society". In this guide, we will try to consider deviant behavior as a manifestation of the first aspect of preference - individual activity.

MAIN BODY

It is well known that the definition of a concept implies the separation of important features of appearance. In this sense, it is expedient to distinguish such special features of a person's deviant behavior so that it helps us to distinguish this behavior from other phenomena, as well as the need to determine its presence and dynamics in a particular person.

1. Deviant behavior of a person is a morality that does not conform to generally accepted or formally established social norms. In other words, such behavior is inconsistent with existing laws, rules, traditions, and social orders. When defining deviant behavior as deviant morality or behavior, it is important to keep in mind that social norms change. This, in turn, gives the deviant behavior a historically transient character. Examples include period and state, attitudes toward smoking, and more.

Clearly, deviant behavior is not any norm, but a violation of social norms that are somewhat important for this society at this time.

2. A person and deviant behavior and its manifestation are negatively assessed by other people. A negative assessment may take the form of a criminal prosecution, including a public hearing or social sanctions (norms). First, sanctions serve the purpose of preventing unwanted behavior. But on the other hand, they bring a stigmatization of the person (label, stamp) - a negative appearance to him, such as hanging a stamp. For example, in the form of difficulties in the adaptation of a person who has returned to a "normal" life after serving his sentence.

A person's desire to start a new life often fails as a result of the disbelief and rejection of those around him. The mark of a deviant (drug addict, criminal, suicide, etc.) gradually forms a deviant stability (self-consciousness). Thus, foolish fame reinforces dangerous isolation, hinders positive change, and leads to a recurrence of deviant behavior.

3. A characteristic of deviant behavior is that it causes real harm to a person or to others, significantly reducing their quality of life. This can lead to instability of the existing order, moral and material damage, physical violence and pain, deterioration of health. Deviant behavior in its most recent manifestations poses an immediate threat to life. For example, suicidal behavior, violent crime, "heavy" drug use. The psychological manifestation of harm is the suffering of that person himself or those around him.

This sign indicates that deviant behavior, regardless of its form - destructive or autodestructive - is destructive. In our view, close social manifestations such as radicalism, creativity, and marginality cannot be deviant behaviors and do not satisfy this character. Although they are also limited by generally accepted norms and provoke resentment in the conservative part of the population, these phenomena are more beneficial to society than risk. In short, individuals with radical tendencies aim to radically renew society, leading to promising changes in them. Creators are distinguished by their non-standardity and emerge as researchers and first discoverers. Marginals set themselves against the majority by expanding the boundaries of social norms. The listed phenomena can be combined. For example, often adolescent behavior reflects all three

trends, and a teenager who has experimented with a piercing, tattoo, or even a scar cannot really be included in the group of deviants. However, a heroin-consuming adolescent clearly exhibits a high-risk deviant behavior for life. Thus, deviant behavior is inherently destructive.

4. Behavioral deviation can be characterized as repetitive (multiple or long-term). It would be impolite to describe this behavior as deviant if a seven-year-old child received a small sum of money for sweets without asking his parents, unless he violated the social order in the future.

Conversely, if money theft is committed by a teenager with constant awareness - it is one of the forms of deviant behavior.

5. In order to classify a behavior as deviant, it must first be consistent with the general orientation of the individual. In this case, the behavior should not be the result of non-standard situations (e.g., post-traumatic stress disorder behavior), the result of a crisis situation (e.g., a grief reaction during the first month due to the death of a loved one) or the result of self-preservation (e.g., in real life).

6. Another feature of deviant behavior is that it is considered within the limits of medical norms. Although it is associated with a pathological condition, it should not be equated with a mental illness or pathological condition. In a state of mental disorder, it is natural for a mentally ill person to exhibit pathological behavior. Pathological behavior deviates from medical norms and the degree requires medical intervention and is studied in psychiatry, for example, as deviant behavior of mental patients. Pathological behavior refers to a significant decrease in a person's ability to understand and control their own actions under the influence of a disease condition.

At the same time, under certain conditions, deviant behavior can turn into a pathological appearance. For example, needy behavior can lead to a systemic disease - pianism, addiction. Thus, a deviant person can take any place in the psychopathological spirit of "health - disease - disease."

7. Another characteristic of deviant behavior is that it is accompanied by various manifestations of deregulation of social adaptation. This behavior does not necessarily lead to illness or death, but it does naturally lead to a state of disruption of social adjustment. The state of adaptive dysfunction, in turn, can be an independent cause of a person's deviant behavior.

8. The last sign of deviant behavior is its expressed individual and age-sexual identity. Deviant behavior primarily reflects an individual's external presence in society. It can be very "internal". The same types of deviant behavior are observed differently in different people at different ages.

DISCUSSION AND CONCLUSION

Individual differentiation of people is related to the causes of behavior, appearance, forms of dynamics, sign and level of expression. For example, the form of deviation and the degree of its expression is a more explicit description of a person's deviant behavior. They can change a person's life activities from a completely carefree appearance to a severe disruption.

Another important individual trait relates to how a person views deviant behavior as alien, unwanted behavior, temporary satisfying, or simple and charming behavior. Therefore, a person's attitude towards deviant behavior (personal point of view) often determines his or her destiny.

Based on all of the above, deviant behavior can be defined as a stable behavior of an individual that deviates from some important social norms, harms society or itself, as well as is accompanied by a violation of social adaptation.

The leading indicator of behavioral normality in terms of socio-normative criteria is the degree of social adaptation of the individual. At the same time, the successful adaptation of the norm is characterized by an optimal balance of values, the characteristics of the individual and the requirements of the social environment that surrounds him. Clearly, the manifestation of individuality, such as the explicit denial of social demands, in the form of conformism, for example - the complete subordination of the interests of the individual to the pressures of the environment - is equally a problem.

Insufficient adaptation is a state of inability to accept and fulfill the requirements of the environment as well as personal importance, as well as to realize one's individuality in certain social conditions.

Social and individual manifestations of social adaptation weakness can be distinguished. Social manifestations of adaptive weakness are:

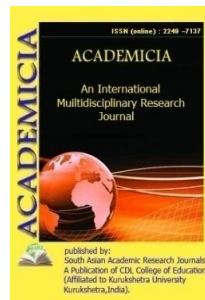
- Low mastery, inability to earn money by their own labor;
- Chronic or overt failure in vital areas (family, work, interpersonal relationships, health);
- Disputes with the law;
- Isolation.

The following can be considered as individual manifestations of incompatibility:

- Negative internal order in relation to social demands (disagreement, misunderstanding, protest, counter-action);
- High protest against others, egocentrism in an attempt to avoid responsibility;
- Chronic emotional instability;
- Ineffectiveness of self-government;
- Weakness of coordination and communication skills;
- Cognitive distortion of reality.

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DOI: **10.5958/2249-7137.2021.00695.9**

METHODS AND SCOPE OF CREATING A DATABASE IN MS ACCESS MS ACCESS PROGRAM IN MEDICAL AND BIOLOGICAL PLANNING AND CREATION OF A DATABASE TO STORE INFORMATION, GO TO THE THEME OF THE PRACTICAL LESSON MODULES IN THE SYSTEM ONLINE

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ABSTRACT

This article is entitled "Methods of creating a database in MS Access and its scope. Planning and creation of a database for storage of medical and biological information in MS Access" in a modular system. Methods and scope of creating a database in MS Access. MS Access describes the importance of planning and creating a database for the storage of medical and biological information in medicine, its use in diagnosis.

KEYWORDS: MS Access, Database, Module, Platform System, "ZOOM" Program, Test, Video Conferencing, Independent Transfer.

INTRODUCTION

The development of information technology and the increasing flow of information, the rapid change of data is urging humanity to look for new ways to process this information in a timely manner. Creating a Database (DB) for storing, transmitting and processing data, and then using it more widely, remains relevant today. The work of medical, manufacturing, finance, trade and other enterprises cannot be imagined without a database.

It is well known that before the concept of MB entered science, it was very difficult to use data in different forms. The programmers organized the data in such a way that it would only be relevant to the issue under consideration. In solving each new problem, the data was reorganized, making it difficult to use the created programs. The purpose of some information system is to process information about real-world objects. A database in the broadest sense is a collection of data about specific objects of the real environment in a particular subject area. Subject area refers

to a specific part of the real environment being studied in order to organize automated control. For example, an enterprise, a factory, a research institute, a university, and so on.

In the current year of globalization, the development of data storage, management and security tools are the basis of any information system built on the basis of information technology. A data database is an interconnected and ordered set of some medical, physical, social, statistical, organizational, and other objects, processes, and situations stored in the memory of a computer or server. In the field of medicine, the MB is designed to ensure the lack of information of every medical staff. In practice, most databases are designed for a limited subject area. Multiple databases are created on a single server computer. It is also possible to merge some databases designed to perform related tasks over time. This topic covers the methods and scope of database creation in MS Access. Dedicated to the planning and creation of a database for storage of medical and biological information in MS Access. Samarkand State Institute of Medicine (candles) at the module system of teaching conducted since 2013.

More than six and a half terabytes of data were collected on the basis of the modular system of the institute platform. State educational standards for the science of medicine, information technology, and the pedagogical Institute on August 14, 2020, the of laboratory work and 36 hours of independent work time allocated for Baar. [1.2.3.4.]

Today, around the world coronavirus pandemic spread, in some States, a variety infectious diseases in case of frequently repeated to maintain the base of the candlesticks platform module system education priority aspects of the course will explain the transition period.

Methods and scope of creating a database in MS Access. MS Access database program in medical and biological information storage planning and create a practical lesson on the theme entitled to 80 minutes of time allocated. This broker main purpose of writing applications with candles on the platform, module, system, 'zoom and "telegram programs online to handle the detailed account of his priority evaluation criteria sets

I « Methods of creating a database in MS Access and the scope of application. MS Access program in medical and biological planning and creation of a database to store the information on the time of the lesson on the theme distribution.

1. The organizational part of the lesson (5 minutes)
2. Students with a question and answer strictly for evaluation (10 minutes)
3. « Methods of creating a database in MS Access and the scope of application . MS Access program in medical and biological planning and creation of a database to store information about the theoretical data (15 minutes)
4. MS Access program to work on the case , whenever (20 minutes)
5. Methods and scope of creating a database in MS Access. MS Access program in medical and biological planning and creation of a database to store information in medicine, what is the significance ? (5 minutes)
6. Solving theoretical tests for students (20 minutes)
7. Part of the **conclusion of the lesson (5 minutes)**

II. Students should know about the topic : [15. 2.3 .4].

1. The main concepts of information about the database .
2. MS Access program, the tables turn and create a new table .
3. MS Access program to create requests .
4. MS Access program to create forms and reports .
5. Data base Management System (DBMS)

III. Ligation to strengthen the practical lesson for additional questions : 15. [1.2.6.7].

1. What do you mean by MB design ?
2. Tell types of database models ?
3. **The process of working with MB tables**
4. **Organization of the request**
5. **Reports management**
6. **The function of the macro**
7. MS Access program for medical and biological information to create a database of data in planning and in medicine, what is the significance ?

IV. Candlesticks platform module system data in MS Access program to create a database of methods and applications to identify area. MS Access program for medical and biological information

V. Storage data in the database planning and creation on the theme of practical training brings the text (see also explain the reduced text document) [15]

Such a connection between the physician and the e-medical supervisor ensures that clinical trials are conducted more qualitatively and efficiently. Data from several clinical and regional medical institutions can be addressed at the state level in health planning. The Internet and digital information exchange have become an integral part of medicine and healthcare today . ^[1]

The creation and widespread use of electronic data access systems in the health care system is a topical issue. Today, the creation of the database is carried out in all government agencies. The health care system is no exception. This system is widely used in centralized medical institutions.

A database is named set of structured data related to a specific subject area.

Databases are the most important component of information systems. Database management systems have been created to make it easier for the user to use the database. These systems separate the database from the applications.

A database management system (DBMS) is a complex set of software and hardware that allows a user to create a database and work on the data in that database.

There are many types of MBBT. They also have their own special programming languages, which are called SUBD (System upravleniyami bazami dann y x) command programming languages. Examples of MBBT include Oracle, Clipper, Paradox, FoxPro, MS Access, and more.

MBBT - Applicants to the database management system can be conditionally divided into two groups:

- User group
- Team of designers.

Developers - work on creating and improving the structure of the MB table, taking into account the requirements of users of the MB.

Users - Representatives of MBBT applicants have the right to fill in the designed MB and access the data.

(Users do not have the right to manage or change the MB structure)

The main objects of MBBT.

An object is a being that expresses a whole with itself in terms of its application.

The following "objects" are used in the Microsoft Access MB file:

" Object "

- 1 - Table - tables;
 - 2 - " Requests - requests";
 - 3 - " Form - forms";
 - 4 - Full reports;
 - 5 - " Page - dataaccesspages".
- 1 - Table . - All data in MB is stored in tables.
 - 2 - Zaproz (quest). - It is a tool that allows the user to easily select the required data from MB tables.
 - 3 - Forms (Forms). - It is a tool for entering new data into the database, as well as reviewing existing ones.
 - 4 - Report . - Reports are used to print the data in the database.
 - 5 - Pages (Data Access Pages) .- This object is placed on a Web page and transmitted to the user.

Working with Microsoft Access

Working with any object in Microsoft Access begins with a dialog box called " Base dann y x ".

Download Access:

- 1 - Download the Access program in the office using the " Start " button;
- 2 - In the resulting Microsoft Access window, click the Create button and create the following window:
- 3 - *On the right side of the resulting window is selected " New Base"*
- 4 - When the file Novo Some dann y x 'at the bottom of the window,' The name of the file window, the name of the file created called ' models ' and ' Create ' button.

5 - The main toolbar of the " Base Dunn y x " dialog box is created.

Database in the left pane of the dialog, Microsoft Access' object ' audience Controls Enables access to the Reformation.

Creating a Table project.

1 - In the " Base dann y x " window, select the control named " Tables y " .

2 - Then select one of the three controls available on the right side of the activated panel:

- creating the Table V to the designer '
- creating theTable with helper master '
- creating the tables with the entering the informations

6 – creating the Table with the designer '.

The resulting Table Create window has two horizontal sections, with three columns at the top:

- the name of the area
- Data type
- Label ' ' (Note) called.

They display a *list of properties of the named field* in the line that is selected separately in the transverse subsection, i.e. a black triangular *marker* on the left *and a flashing cursor on the right*.

7 - The "field type" defined for each field is selected from the drop-down list via the " Deliberately hidden" control in the cell adjacent to the field name (for example, the " numeric " field type is selected by year of birth).

(There are many such hidden controls in Microsoft Access that remain invisible until data entry begins).

When creating a table, you need to specify its base area (Primary key area).

(This will be needed later in the inter-table connection)

8 base area (primary key), the mouse cursor to set the *name of the field* , standing on the *right mouse button* , and clicking on a pop-up menu that appears *Klyuchevoe pole* is enough to check.

Defining the base area (Primary key area)

Save Table Draft - To save a prepared table project, it completes the work on the table structure and displays a question about saving the MB table when we try to close the Designer window.

If the MB table is saved in this way for the first time, when the confirmation button is pressed in the first interrogation window, another interrogation window titled " Save " will appear with a field called " Name Table y " .

In the resulting field, the name of the table is "Enter Models" and click OK.

Fill in the table with data. Data base - to restore the name of the project is specified in the table, the tables turn. We write down several models of cars listed in the slide below. In the "Models"

table, each car model has its own code, and the entry involving this code occurs once. Enter and save the following information to complete the table. (Enter numbers without semicolons, Access will set the " denejn y y " format for them).

Create another table based on an existing table . We have a single table in our database called Models. Now we start to create the second table "Customers", which contains information about the names of customers, their addresses, their orders .

Objective: *To link the table " Clients" with the table "Models" .*

Based on the model code, for each customer, you can get the necessary information about the ordered car from the "Models" table.

Just like you created the first table, create another new table called “ Customers ” .

The names of the fields in the Customers table are given in Table 2.

In the "Customers" table, the car model code can be found several times. Because a certain model car can be bought by several people.

Note: The telephone area (text format has been paid. The reason for writing phone numbers, special characters, for example '-'; '('. For example: (371) -223-44-66. CHislovoy point format numbers, it is not possible to use characters other than commas.

TABLE 2

The name of the field (imya polya)	Data type(type danniyx)
Model code	numeral
Contract number	numeral
Name	Text
Last name	Text
Address	Text
Index	Text
Phone	Text
Date of order	Data
Discount	numeral

9 - Name the finished table project "Clients".

10 - Now enter the information in Table 2 in the table "Customers" where the project is created:

- When entering data in the "Customers" table, you can enter some addresses, phone numbers, surnames. Care should be taken when entering the model code.
- The model code in this table should match the model code in the Models table.
- In the discount field, you can specify the percentage of discounts for regular customers.
- (For other customers, the number 0 is placed in this field).
- Multiply this field by Access 100 to set the percentage. Suppose a customer is given a 10% discount. In this case, the number 0, 1 is set. Linking tables

To link tables that have the property of linking to each other in Access, this is done by linking the initial key field of one table to the corresponding field of another table.

In the example we are considering, we need to link the “Models” and “Customers” tables.

11 - To link the "Models" and "Customer" tables, select "diagrams x" from the "Service" menu. « entering the Table dialog box appears. Entering the Table dialog box.

12 - Table y 'to' models' tables' Add ' button.

13 - In the same operation, fulfilling the customers 'table with Zech y t ' button.

Use the mouse to link the 'Model Code' field in the 'Models' table to the 'Model Code' field in the 'Customer Table'.

Use the mouse to link the Model Code field in the Models table to the Model Code field in the Customer Table.

Linking tables should be done in such a way that when working with the "Customers" table, it is enough to enter the model code if you need information about a particular type of car. « the change of the connection 'dialog box appears.

14 - When you click the Create button, the relationship between the tables is displayed graphically. Now multiple customers can order a car of the same model.

Note: The names of the linked fields do not have to be the same. The key is to match the type (format) of the data.

" Requests - requests";

The uniform was prepared

You can enter information in the table

Using the wizard, you need to select the information field required to prepare the report

The marked ones were moved to the right field

All the work needed to create a table connection is done with the mouse in a special window called “ *schema y x* ”.

This window can be opened with the command "Service" - "Schema y x" or activated by clicking on the view button located on the toolbar.

The resulting table link is displayed in the Schema y x window as a directional line connecting the two fields of the different tables.

The resulting table link is displayed in the Schema y x window as a directional line connecting the two fields of the different tables.

Establishing a relational relationship between MB tables should be considered when working on the MB structure.

Database, types. Creating, storing, formatting, sorting, and managing a database

Database - What is MB, how does it work? In the language of programmers, MB is a programmatically organized structure that stores, sorts, systematizes, corrects and complements information, and has the necessary tools and methods to create queries, selections and reports. The data in the MB will of course be relevant to a specific area, a series of related topics, or a specific topic. This program is part of Microsoft Office.

The following objects are used within the Microsoft Access MB file:

"Tables" for data storage;

"Queries" that serve to search and extract only the required information;

"Forms" aimed at viewing data in the MB table, making additions to them, and assimilating them;

"Reports" for data analysis and printing in a specific format;

"Data access pages" designed to view, update and analyze data in the MB via the Internet or other network.

We hope that the following statement will help you to gain a better understanding of Microsoft Access databases and their constituents, as well as to create your own personal database.

A lot of comply with database management systems, and these systems in ommaviylikda above all of the Microsoft Access program.

Properties of MB fields

In addition to defining the database structure, the MB fields also define a property that is common to the data that is written to the cells corresponding to a particular field. The concept of field property occupies a leading position among the expressions related to MB. Therefore, we briefly describe the basics of field properties.

The name of the field (imya polya) - a database with automatic action is taken in this area provide information the way you want to contact tissue. Field names can be used as table column headings.

Field type (type polya) - the type of information contained in the area.

The size of the area (size polya) -berilgan square tiles tones can set the maximum length of the data structure.

The format of the field (the format polya) - the field to determine the appropriate method of formatting the data cell.

Details of the mask (mask Swype) - this feature as a tool to automate the data input, the field will determine the implementation of the information in any form to be submitted.

Signature (podpis) - the texture of the field in the table to determine the appropriate column header. If the signature is not specified, it is replaced by the "field name".

The default value (значение по умолчанию) is an automated means of data entry, which means a value that is automatically written to the field cells.

Types of MB fields.

Field types are usually data types that are entered into the fields of a database table.

A *field type* is a field property that requires a separate statement, and its appearance is as follows:

Text field (tekstovoe pole), more than 255 character limit equal to the size of a specific text intended to keep unused space.

Memo field (pole Memo) - designed to store large volumes of text, the number of characters of which does not exceed $256^2 - 1$. In this case, the text is actually stored somewhere else in the MB, not in the field, which may not be known to the user.

Numeral area. (chislovoe pole) is designed to keep the true numbers.

Date / time field (pole « дата / время ») - a field that stores the calendar, date and current time.

Paid field (denejnoe pole) - the value of money funds thigs area, the number of field data stored money on the money varies with the specific features and steps further convenience, the corridor.

Accountant area (Schetchik) -qaydlarni numbering numbers for the area.

OLE object area (pole Object OLE), and to the introduction of (L & E) technology installation item or a shortcut indicators are designed to keep the natural area. Naturally, such objects are stored in the MB file, but somewhere other than the base table.

Hyperlink field (pole giperss lka) - Internet Web URL addresses a specific area for storage of objects. The notes in it are hyperlinks.

Master put in place (master podstanovok) - set this object using the keyboard, mouse, through the dissemination of information by selecting from a list field data entry automation.

Applicants to the MBBT (Database Management System) can be conditionally divided into two groups: the user group and the designer group. The project - pumped MB, MB, taking into account the requirements of users who need to improve the structure of the table and working on it.

Representatives of the user group of MBBT applicants are busy filling in the designed MB and expressing them. In general, users do not have the right to manage or change the MB structure, they usually only have access to information related to their functional functions.

The main objects of MBBT

An object is usually understood to be an entity that expresses a whole with itself in terms of application. In MBBTs, the term objects is given a special meaning, and in MBBT, which has its own complex structure, objects are used to perform complex operations related to the management of information flow, data entry, storage, sorting, protection, analysis and transmission. They serve to establish a certain order and at the same time create sufficient relief for the users. There are seven types of basic objects in Microsoft Access that we started exploring with you. Let's take a look at a number of them.

Tables are the main objects of any MB. All the information that needs to be stored in the MB is stored in the tables, and the tables also represent the structure of the MB - the structure of the fields, types and properties of the fields.

Queries are a tool that allows the user to easily select the required data from MB tables. Queries perform many operations on MB tables, ie sorting data by queries, ie filtering, changing data in a given order, calculations on data, tables from other sources automatically filled in with recalled data, etc. Most of the above operations can also be performed directly on the MB tables themselves. But it will take more work, more time. Queries are also convenient in terms of processing speed and MB security.

Forms are a tool for entering new data into the MB and reviewing existing ones. The user can enter information only in the allowed fields through the forms. The developers of the tissues, in order to automate data input form controls (counters, circles, squares, drop down *lists* advantage of the form and place the others. Completed forms to access the information more clearly seen In this case, everything on the finished form (ornaments, etc.) is reflected exactly in the form with the help of graphic tools. This means that not only data is entered using the forms, but also the existing rules in the MB are displayed visually.

Reports are more like shapes in terms of their properties and structure. Reports serve to print the data in the database. Therefore, they can be used to categorize printed data from other objects, as well as special design elements such as headers and footers, page numbers, date and time of the report, which are specific to other documents. is distinguished by the presence of special aspects intended for extraction.

Pages - this object, which is actually called "data access pages", is not mistaken in saying that it was created as a result of the very rapid popularization of the WWW service on the Internet. This object is placed on a Web page and transmitted to the user with it.

Macros are used to automate the execution of repetitive operations when working with MBBT.

Modules are created in VBA (Visual Basic for Applications). With the help of modules, the functional capabilities of the MB can be expanded, the specific requirements of the MB customer can be met, the speed of the MBBT and the level of protection can be improved.

Now let's get acquainted with the tools for developing the main objects of the MB in Microsoft Access. In simpler cases than "object masters" use tools such as auto-form, auto-report, which give faster results. For learning purposes, we recommend using each of these tools to create a database table, create a query, form, or report, and create a data access page.

While the use of "Wizards" speeds up the creation of tables and queries, the Designer *mode* is more *useful* than them for mastering the concepts and methods of *MBBT*.

Conversely, "Wizards" are more effective when creating forms, reports, and "data access pages" than Designer mode. Because it takes more work to beautify these objects than to fill them with content.

Working with any object of Microsoft Access begins through its dialog box "Base y x ". The left pane of this dialog box contains controls that enable access to Microsoft Access objects. Acquaintance with tables. Includes creating tables.

Table Table to make sure first of all, ' dann y x ' box ' Database Table ' 'and controls need to be selective. Then the active pane, select one of the three elements of management, that is the designer sozdanie Table V mode , sozdanie Table C pomoshyu master and sozdanie

Table Puteri Swype dann y x known as label we choose one.

Let's take a closer look at the window that corresponds to the first of these icons - the "Table Builder" window. This window represents a specific template tool for creating and editing table structures. It has two horizontal sections, in the upper part there are three columns called " the name of the area", " tip dann y x ", " description " and in the lower part of the transverse they are

selected separately, i.e. black on the left. a triangular marker, and a line with a blinking cursor on the right displays a list of properties of the named field.

The "field type" to be assigned to each field is selected from a list that is spread over a deliberately hidden control in the cell adjacent to the field name. It should be noted that Microsoft Access has many such hidden controls, which remain invisible until the data entry begins.

It is not necessary to prepare certain properties for the field. Some properties are pre-installed. They can be changed as needed.

When creating a table, it is advisable to define its base area. This will then help in establishing the inter-table connection. To set the base area of the mouse cursor over the name of the field with the right mouse button and a pop-up menu that appears *Klyuchevoe pole* handle is enough. Assigning a base area when creating a table is generally not necessary.

If no field in the table has the property of non-duplication of data, and at the same time, this table needs to be linked to other tables in the MB, then two or more fields should be selected as the starting base instead of the base field. possible. This is done, as before, through the context menu. In this case, selecting multiple fields is done by holding down the Shift key and selecting the square markers to the left of the selected field names once with the mouse pointer and the left mouse button.

Each time we complete the work on the table structure and try to close the Constructor window, it displays a question about saving the MBBT table. If the MB table is saved in this way for the first time, when the confirmation button is pressed in the first interrogation window, another interrogation window titled "Save" will appear with a field called "Name Table y". In the field, enter the name of the table, then press ENTER.

The resulting table is opened in the usual way, that is, by placing the mouse cursor over its icon, in which case the left mouse button is pressed twice in a row almost continuously. The label tables (indications) y x 'window' Database Table y 'element of the panel, there is no possibility to move (for example, Form N' Control panel). The newly created table will not have records. Initially, it contains only the names of the columns that describe the table structure. Filling the table with data is done in the usual way. Then the text cursor is set to the desired cell using the mouse cursor or the cursor control keys. Adding the next record to the table is done after the cell at the end of the previous record is filled. In this case, of course, the field "MB field" must be loaded with the property "educational field".

CREATING A DATABASE IN MICROSOFT ACCESS

To design and create a database, you need to run Microsoft Access. To do this, move the mouse pointer over the 'start' button on the taskbar of the WINDOWS window, left-click and go to the "Program y" section and select the Microsoft Access section.

The following window will appear after the program starts.

In the first window of the MB, in addition to the applications of the 6 main objects listed above, there are 3 more command buttons. These are: open, Constructor (Developer) Create (Create) button.

Open is button to open the selected item, Konstrutor (Developer) Opens the selected object, but the object do not open and the contents of the structure. If the object is a table, you can add ten new fields. The Create button is used to create new objects: tables, queries, forms, and reports.

Before creating an MB, of course, it is necessary to develop its design. To do this, it is necessary to determine the structure of the MO. A good structure of the MB will be the basis for creating an effective MO that meets the requirements.

There are two ways to create MB in MS Access. One is to create an empty database and then insert tables, forms, reports, and other objects into it. Although this method is much easier and more convenient, it is necessary to identify each element of the MO separately. Therefore, the second method is used more. In it, a certain type of MO with all the necessary tables, forms and reports is created at once using the "Master", and then the appropriate changes can be made. This is the simplest way to create a starting MO.

Creating MO using " Master ".

1. MS after the launch of the Access window and launch a master (Master), press the OK button to select the option to start the frame. If CA is opened or closed the first dialog box, the toolbar Create bazooka dann y x (Monica) by clicking on the button.

2. Place the mouse pointer over the template (template) of the desired MO and double-click the left mouse button.

3. File Novo Baz y ' (a new database file) in the dialog box Folder (folder) list, created to remove the folder you want to save Monica, Imya file (file name) field, enter the name of Monica and click the " Create " button.

4. In the next dialog box, the Master will display information about what information the MO to create should store. At the bottom of this dialog box are the following buttons:

'Undo ' (Cancel) - His job cuts; _

"Back " - Returns to one previous step in the master's work;

'Next ' (After) the bonfires will take the next step in the work;

'Touch ' (ready) to create a curious parameters Monica launches the wizard. Before you press this button, the information stored in Fashion will be displayed.

5. Press the " Next " button to continue .

6. The dialog box that opens will consist of two lists.

One is a list of MO tables, the other is a list of fields in the selected table. This list will mark the fields to be entered in the table. Usually almost all fields are marked (except for very rarely used areas). You can add or exclude fields to the table by setting or removing the flag icon (v-symbol) for the fields. Then click " Next ".

7. In the next step of the wizard , select the screen equipment from the suggested samples and click " Next " again .

8. In the next stage of the master work, it is possible to determine the appearance of the reports being created for the MO.

9. The next dialog box that opens allows you to add a title and image to the report. They will appear in the appropriate place in all subsequent reports. If you need a picture Da (Yes) flag in front of record should be set up. The risunok (Photo) button can be used. When this button is pressed, the window " V y bar risunka " (image selection) will open.

10. Clicking the " Done " button in the last window will launch the wizard to create the MO, and it will automatically create the MO with the above parameters.

Homework. Create a table using the wizard.

Instruction.

1. Dann y x 'window Database Table button, then press the Create button.
2. In the New Tab dialog box, click the Master Tabs button, and then click OK.

Sozdanie Table dialog box, image Table list Address option.

1. Identify the areas that need to be added to the table. To do this , select the name of the desired field from the list of field images with the mouse and press \geq , so that the resulting field image will move to the newly created table. Select the following fields: code , name , address Imya , address , domashniy phone .
2. Click Next . Next , when it is active, click Touch button to apply only in the last case.
3. In the next dialog box, enter a table name (you can also leave the old name - _ Address) and allow Microsoft Access to define an independent key.
4. In the last dialog box, agree to enter the data directly into the table. Click Done .

Information. The table has been created. You can find their names in the title bar of the table. All field names are given as table column headings

In the process of creating the table, you came across the key concept.

The primary key is one or more fields whose set of values identifies an arbitrary record in the table. Our table shows key code address area. This type of information field - counter , a single cell of the table t o automatically starts with wounding. For this reason, the address of the code do not need to fill.

V In the module system "Methods of creating a database in MS Access and the scope of application. MS Access program in medical and biological planning and creation of a database to store the information on the subject of additional texts have been award .[15].

1. MB design

VI «Methods of creating a database in MS Access and the scope of application. MS Access program in medical and biological planning and creation of a database to store the information on the subject of additional texts have been award .[15].

1. Situation and subsequent tests scores
2. Control tests
3. Written online answers to control questions
4. Considering the system of the platform actively evaluated .

VII. Practical lessons candlesticks platform module system " Zoom " and a telegram educating advantages of the program :

1. Students, professors and teachers, organized tmonidan platform module and the ' ZOOM ' program participated in video conferences .
2. Students at any time, candleholders platform modules into the system , it was the text of the lecture and practice independent introducing and misunderstandings able to take pictures during the video conference , if available
3. Students regarding the video clips and texts regarding the additional information candlesticks platform module system with an opportunity to learn
4. Students of the subject , the existence of an opportunity to strengthen the knowledge of the situation , subsequent tests
5. Professor ukitivchiga student activity on a given topic control mavudligi
6. Lexionary of the presence of students with candles platform module system activity monitoring capabilities
7. Students leave the program which formed the subject of questions telegram professors and teachers can be sure to know the answer

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4. Mt . sammi . en Module zanyatiya 6 tema 15



DOI: **10.5958/2249-7137.2021.00691.1**

THE ROLE OF MEDIA WHILE TEACHING YOUNGSTER LEARNERS

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ABSTRACT

This article surveys a choice of considers on advanced media and learning for little youngster ages 3 to 6. The scope of advanced media for this age group is developing and incorporates PC conveyed and online exercises; support video games; handheld media, occasionally with GPS or an accelerometer, in cell phones and other remote mobile devices; electronic toys and learning systems; dolls and robots that move and talk; physically active games using dance pads, sports equipment, or stationary bikes as the interface to the game; and online communities and social networks; among others. The examination has tried the adequacy of a few advanced media items for little youngsters' learning and has found, for instance, improvements in kids' information and abilities for speculation, arranging, noticing, critical thinking, perusing, language, math, hypothesis arrangement and testing, innovativeness, and collaborative learning. In any case, large numbers of the most popular commercially accessible advanced media items for small kids have never been studied or tested, thus there is no authoritative proof of their advantages or drawbacks. The article concludes with a conversation of examination moves toward that could be utilized to research small kids' preparing of advanced media to improve the plan and adequacy of future media items planned for this age group.

KEYWORDS: Children, Preschool, Kindergarten, Media, computer, Research, Learning, Cognitive skills, Reading.

INTRODUCTION

What are young children learning with advanced media? Increasingly, children ages 3 to 6 and their parents and teachers are using interactive digital media and toys for learning and entertainment, playing alone, and with others (Anand & Krosnick, 2005). A significant number

of the higher caliber media made particularly for kids in this age group have unequivocal learning objectives, utilize grounded and successful learning methodologies, and are created by specialists who comprehend little youngsters' formative requirements and capacities, which change drastically from year to year. Be that as it may, not all advanced media for small kids are made with such a lot of ability and care. This article presents a portion of the examination that has explored the impacts of advanced media on little youngsters' learning and it talks about headings for future exploration. It starts with an outline of the kinds of advanced media small kids are utilizing today.

MATERIALS AND METHODS

Youngsters have a developing assortment of media alternatives, which range from the standard presentation of modified substance on a screen with a console or game regulator as the info gadget to fresher approaches to play. More up to date media choices incorporate dealing with actual articles that have electronic, computer-based abilities (interactive storybooks, the Tag reading system and the Tag Junior smartpen, electronic keyboards and music-makers, dolls and robots that move and interact, electronic toys, durable portable computers with kid-friendly buttons); engaging in physical activities by using dance pads and sports equipment as interfaces that involve exertion, physical movement, and feedback (*Dance Dance Revolution* that uses a dance pad, *Wii Sports*, *Wii Fit* balance board, *Smart Cycle*); using mobile devices for screen-based games and activities (ABC Memory Match, Peekaboo Barn, Mickey Mini Golf, Nickelodeon's iPhone games for young children, games for the TicTalk children's mobile phone, DiaBetNet mobile games for children with type 1 diabetes) and GPS-supported outdoor scavenger hunts and other location-based activities; or - for 5- and 6-year-olds, and sometimes for younger children who sit on a parent's lap - communicating with online communities of peers (social networks such as Whyville, Club Penguin, and Webkinz).

A storm of intelligent items is presently focused on little youngsters. A few surveys of examination writing have distinguished significant qualities and restrictions of cutting edge media for little youngsters (e.g., Calvert, Jordan, & Cocking, 2002; Chen, Lieberman, & Paisley, 1985; Fisch, 2004; Gimbert & Cristol, 2004; Greenfield, 1984; Haughland & Shade, 1994; Kirkorian, Wartella, & Anderson, 2008; Lieberman, 1985; McCarrick & Li, 2007; Shuler, 2007; Thai, Lowenstein, Ching, & Rejeski, 2009; Vandewater et al., 2007; Vernadakis, Avgerinos, Tsitskari, Zachopoulou, 2005; Wartella, Caplovitz, & Lee, 2004; Yelland, 2005). However, there is still a ton to be found out about the advantages and drawbacks of these media, their steadily developing substance and organizations, and how to plan them well. What follows is an examining of a portion of the learning results that have been tried in examination and a couple of musings about subsequent stages.

CHALLENGING ASSUMPTIONS

A few investigations (e.g., Resnick, 1998; Resnick et al., 1998) have discovered that computerized media can acquaint kids with conceptual ideas that were recently considered excessively progressed for their age gathering, for example, ideas about mathematics, dynamic frameworks, and communication competence... Other studies (e.g., Yelland, 2005) have discovered that advanced media-based exercises in school settings can draw in youngsters in shared getting the hang of, thinking, and critical thinking exercises that had been believed to be

excessively refined for them to comprehend and do at youthful ages. Following is a discussion of these studies.

To show progressed ideas and cycles, computerized media are currently being incorporated into involved materials that encourage learning. Instructive toys called "digital manipulative" have been created at the MIT Media Lab to empower little youngsters ages 5 and more seasoned to investigate, for example, the concepts of feedback and emergence (Resnick, 1998; Resnick et al., 1998), which the creators guarantee can be learned well through the programming and utilization of digital manipulatives, for example, programmable Lego bricks and digital beads.

Programmable Lego blocks contain a central processor and infrared lights that youngsters program to set up two-way communication and activities. They have output ports for controlling engines and lights and information ports that can get data from sensors that recognize light, contact, temperature, and different states of the environment. Youngsters program the blocks and use them to assemble automated animals and networks of animals that move around and cooperate with each other, each with their own practices and inclinations. In this movement, youngsters find how their animals speak with one another and with what outcomes; accordingly, they learn fundamental ideas and general standards of successful communication. They learn, for example, that a communicator should have an exact model of the other animal and what the animal definitely knows, so clear and viable equal communication can happen. The robot animal networks make the ideas remarkable and genuine for kids, and the computerized manipulative give them another climate were to think and test out thoughts.

In another line of exploration, advanced media upheld youngsters' mastering of numerical abilities and fundamental theoretical numerical ideas by giving computer-delivered manipulatives, which were found to have a few preferences over actual active math manipulatives (Clements & Sarama, 2007; Sarama and Clements, 2004). For instance, the computer-delivered manipulatives empowered students to make their insight express, offered adaptability in the manner in which mathematical ideas were shown, permitted students to save their work and recover it later, connected the solid with the theoretical both outwardly and with unequivocal input, progressively connected a few portrayals of similar ideas, centred consideration, expanded inspiration, and energized issue presenting and guessing.

LANGUAGE AND READING

Numerous advanced media items and intelligent toys for little youngsters to use at home are intended to show language and perusing status abilities, for example, the letters in order, phonics, word acknowledgement, word building, and learning a subsequent language. The examination has discovered that all around planned computerized learning programs in these zones can be powerful (Fisch, Shulman, Aker man, and Levin, 2002; McGee and Rich gels, 2006; Segers and Verhoeven, 2002). For example, River deep's Destination Reading curriculum for pre-kindergarten to first grade and Leap Frog's Leap's Phonics Library improved children's acquisition of fundamental language knowledge and skills, such as the alphabet and word concepts (e.g., Spencer & Baskin, 1997).

Advanced media can help boost children's vocabulary skills and their acquisition of spelling and reading (Din & Calao, 2001), can improve their early writing skills (Moxley, Warash, Coffman, Brinton, & Concannon, 1997), and can enhance word recognition and word creation, compared to traditional teaching methods (Reitsma & Wesseling, 1998). An experiment found that

animated multimedia books enhanced awareness of letter sounds and words among children ages 3 to 6 (Chera & Wood, 2003).

Online learning has assisted preschoolers with learning unknown dialects. One investigation found that Internet-based advanced stories improved English listening understanding among 6-year-old Spanish kids (Verdugo and Belmonte, 2007). Other internet learning considers found that kids who were not hard of hearing improved their capacities with gesture-based communication (Daniels, 2001; Ellis and Blashki, 2007).

MATHEMATICS

Advanced learning media can add to little youngsters' learning of mathematics. Numerous parts of early casual math learning, for example, enumeration, number juggling critical thinking, spatial thinking, and mathematical knowledge, grow significantly during the preschool years; consequently, digital technologies and programming that instruct early learning of mathematical concepts have been getting more consideration. One study found that the leisure-time computer learning programs *Millie's Math House* (1992 edition by Edmark) and *James Discovers Math* (1995 edition by Broderbund) when placed in a preschool classroom, enhanced children's mathematical knowledge (Starkey, Klein, & Wakeley, 2004). Different investigations have discovered that small kids can create mathematical competence and related reasoning and thinking abilities with formatively suitable math mastering programming (Elliot and Hall, 1997).

CREATIVITY AND LEARNING

All around planned PC programs that are open-ended and offer the client some command over learning exercises, and give freedoms to creative decisions or innovative articulation, can encourage kids' inventive approaches to learning and can build revenue and commitment. An examination found, for instance, that small kids who were presented routinely to this sort of open-finished computer-based learning showed greater curiosity, speculating, issue formulization and arrangement, cooperation, motivation, positive self-assessment, and positive learning assessment than did youngsters who occupied with more organized computer-assisted guidance with almost no client control (Clements and Nastasi, 1992, as referred to in McCarrick and Li, 2007).

Advanced media can show abilities for creative and innovative articulation in areas, for example, music, drawing, painting, movement, composing, narrating, and verse. For instance, there are computerized devices that draw in little youngsters in making stories utilizing sight and sound (Montemayor, Druin, Chipman, Farber, Guha, 2004) and devices that assist them with learning tones and how to blend them. Chromarium is a blended reality climate that joins advanced media shows and active materials to empower little youngsters ages 4 to 7 to explore different avenues regarding and find out about shading blending via completing different computerized and actual activities. The examination has discovered that it is a compelling learning climate that shows the scope of ideas tone and shading blending (Price and Rogers, 2004; Rogers, Scaife, Gabrielli, Smith, and Harris, 2002).

COLLABORATIVE LEARNING AND MOTIVATION TO LEARN

Collaborative learning and social cooperation abilities can be upgraded with well-designed digital technology (Bers, New, and Boudreau, 2006; Freeman and Somerindyke, 2001; Shahrimin and Butterworth, 2002). Two studies, for instance, discovered that small kids who

shared PCs did as such fairly and agreeably, for example, immediately captivating thus taking and offering each other verbal and non-verbal assistance (Bergin, Ford, and Hess, 1993) and demonstrating an inclination for working with peers and doing so helpfully (Muller and Perlmutter, 1985).

The examination has additionally demonstrated expansions in small kids' inspiration to realize when they are associated with drawing in and fun computerized media. Computer learning exercises can evoke undeniable degrees of premium in and centre around learning task that doesn't will in general decrease over the long haul (Bergin et al., 1993), and small kids revealed significant degrees of pleasure and engagement (Liu, 1996). Regard for PC based learning can be high among preschoolers, including, now and again, those with attention deficit hyperactivity disorder (ADHD). The scientists guessed that this may happen on the grounds that the PC can give quick input on the kid's presentation and progress so that there is no defer that could make consideration meander (Shute and Miksad, 1997).

NEXT STEPS

This review is a little determination of studies that have inspected an assortment of effects of more seasoned and fresher advanced media on small kids' learning. The majority of studies in this field have noticed significant impacts, for instance, on youngsters' commitment to computerized media-based exercises, study hall and family practices with media, intellectual expertise results, and learning results. Out-come and impacts consider like these are very valuable to help recognize and approve advantages and downsides of advanced media for learning. As new types of media show up, result and impacts studies will keep on being required.

Many experiments have been led to contrast media and other instructional configurations. Media correlation considers are hard to control tentatively, and it is subsequently hard to confine the reasons why one medium or instructional climate may have been more successful than another. Frequently there are contemplates that think about two sorts of media (e.g., do children learn more from television or from the Internet?) or that think about interactive innovation versus customary study hall guidance (e.g., do children learn more from a video game or from a standard classroom lesson plan?). Are we evaluating the medium or the message? In some cases that aren't clarified. What would we be able to finish up from the discoveries of media examination contemplates if the two looked at learning exercises are not conveying a similar substance, or students' experience on an errand isn't the equivalent, or the hours spent setting up the material are not the equivalent (e.g., the thousands of person-hours that might go into making a highly entertaining and visually rich educational video game versus the time a teacher might spend preparing and delivering a classroom lesson plan)? How can these discrepancies be reconciled before we use the results of these studies to make major policy or purchasing decisions?

While some media examination concentrates accommodatingly give a decent confirmation of-idea (e.g., indicating that youngsters do learn with advanced media, or recognizing the sorts of substance and abilities kids acquire with computerized media), analysts can likewise help originators and professionals by utilizing other exploration moves toward that are all the more firmly controlled and can all the more explicitly help create successful learning encounters for kids. All the more all-around controlled test research is required that fluctuates just one element of computerized media substance or organizing, and that contrasts learning results and the two

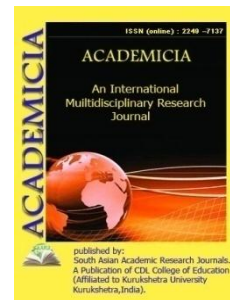
practically indistinguishable forms so we can comprehend each plan issue in turn, as an approach to see how to configuration great learning encounters. Firmly controlled and, as usual, hypothesis-driven examinations, each with one control this way, could yield important bits of knowledge into instructional plans and cycles of learning with advanced media and could direct the route toward better plan and usage.

Another significant territory for additional investigation centres on the adaptability of learning with computerized media. Do computerized media students move their new information and abilities to new conditions and circumstances? Is move better when learning happens with some media or instructional plan methodologies than with others? Will advanced media be planned to support students' exchange of information and abilities, and can the exchange be just about as compelling as, or maybe far better than, the exchange that ordinarily happens in the wake of learning with a guide, companion, or study hall instructor? If the move is effective with exercises gained from computerized media, what are the plan rules that help fruitful exchange and for which kinds of students? The examination that has just been done, alongside future exploration that will execute upgrades and developments in its inquiries, measures, and strategies, can contribute significant examination proof to the field. This proof is valuable to analysts, subsidizing organizations, strategy producers, media planners, media distributors, media buyers, and instructive experts every one of whom is searching for all-around approved, powerful approaches to help to realize so that eventually they can improve and believe in the nature of the advanced media encounters they offer to little youngsters.

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DOI: **10.5958/2249-7137.2021.00692.3**

AROUND TERRITORIES OF DENGIZKUL, KORA-KIR AND ZAMONBOBO LAKES' SPECIES OF REPTILES PART AND NUMBERS' IN SPRING

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ABSTRACT

The regional distribution and number of reptiles around the Dengizkul, Zamonbobo, Qoraqir lakes in the spring season were analyzed by biotopes. It is necessary to pay special attention to the work of protection, conservation of biological diversity and rational use of bioresources by studying reptiles around the Dengizkul, Zamonbobo, Qoraqir lakes.

KEYWORDS: *Gymnodactylus Fedtschenkoi, Agama Lehmanni, Ophisaurus Apodus, Eryx Miliaris, Echis Carinatus, Testudo Horsfieldi, Phrynocephalus Mustaceus, Gymnodactylus Caspius, Natrix Tessellata, Vipera Ursini, Phrynocephalus Interscapularis Eremias Velox, Eremias Grammica.*

INTRODUCTION

The object of research: To study the regional distribution and diversity of the number of reptiles in the spring season around Dengizkul, Zamonbobo, Kora-Kir. The main goal is to preserve biological diversity by studying the characteristics of reptiles in different habitats.

The subject of the research is to determine the number of reptiles around the lakes Dengizkul, Zamonbobo and Kara-Kir by studying their current status in different habitats, to determine their importance in nature and in the economy.

MATERIALS AND METHODS

The survey carried out in the region qisminigil grounded, stony desert, saline marshes and its parts. Desert's plants Tamarix, Haloxylon persicum, Haloxylon belangeriana, Descurainia

sophia, Artemisia diffuse, Alhagi pseudalhagi, Ammodendron conollyioccurva. Desert pastures are mostly used for livestock, especially sheep and goats. In recent years, the construction and transportation in these areas, as well as the construction of railways, gas pipelines have had an impact on the biodiversity of the region. Basically, March, April and May were taken and research work was carried out. The study area has surveyed a total of 24 times on land using the stationary, route, and 5-minute counting methods [2; 3; 4; 5; 6]. The results of the animal count were extrapolated to a 10-hectare area and the density of the animal community was as follows. determined by the formula:

$$D = \frac{n}{2 \cdot L \cdot W} ;$$

where D is the density; n is the number of reptiles encountered; L is the route length; W is the width of the route or the distance from the route axis to the boundary of the calculated corridor. Multiplication 2 was used in the formula to account for reptiles to the left and right of the route axis.

Results and discussion In the spring of 2019, the fauna of waterfowl around Dengizkul, Zamonbobo and Kara-Kir lakes were studied, and based on the analysis of the data obtained, 32 species of waterfowl belonging to 2 groups were identified. Territorial, hilly and remnant mountains, as well as the number and quantity of species recorded in the settlement, their peculiarities are described.

In our country, special attention is paid to the improvement of normative and legal documents aimed at the conservation of biological diversity, protection and rational use of wildlife, as well as the implementation of program measures. In particular, as a result of the work carried out in this direction, the status of declining species has been granted, the area of protected natural areas is being expanded, opportunities for public control over the protection of wildlife have been created and hunting tourism has been introduced. The Action Strategy for the further development of the Republic of Uzbekistan sets the task of "ensuring the comprehensive and effective use of natural, mineral resources, industry, agriculture, tourism and labour potential of each region to accelerate socio-economic development." Based on these tasks, scientific research aimed at studying and justifying the reptile fauna, bioecological features, their sustainable use in the Bukhara region, identifying and assessing the impact of anthropogenic factors on reptile objects and their habitats is of great importance. Decree of the President of the Republic of Uzbekistan dated February 7, 2017, No PF-4947 "On the Strategy for further development of the Republic of Uzbekistan", Cabinet of Ministers of the Republic of Uzbekistan dated July 19, 2017 No 530 "On measures to further improve the forestry management system" and Resolution No. 914 of November 7, 2018 "On the state accounting of objects of flora and fauna, accounting of volumes of their use and the state cadastre" and the implementation of the tasks set out in other regulations related to this activity. 7 species of reptile fauna found in the region during the spring season of reptiles around Dengizkul, Zamonbobo and Kara-Kir lakes are included in the Red Book of the Republic of Uzbekistan, 3 species in the IUCN Red List, 5 species in CITES Appendices I and II [1]. However, the species composition, number, biotopic distribution, reproduction, seasonality and duration of waterfowl around Dengizkul, Zamonbobo and Kara-Kir lakes have not been studied. (Table 1).

TABLE 1 SPECIES COMPOSITION AND NUMBER OF REPTILES AROUND DENGIZKUL, ZAMONBOBO AND KARA-KIR LAKES

№	Group and species names	Reserve name	March	April	May	Total	%
Lacertilia Gekkonidae							
1	Crossobamon everesmanni		5	12	14	31	4,1
2	Teratoscincus Scincus	UzRDB	2	1	3	6	0,8
3	Gymnodactylus russowi		8	9	11	28	3,7
4	Gymnodactylus caspius		6	11	9	26	3,4
5	Gymnodactylus fedtschenkoi		4	6	15	25	3,3
Agamidae							
6	Agama Lehmanni		6	9	17	32	4,2
7	Agama caucasica		-	5	7	12	1,6
8	Agama sanguinolenta			3	3	6	0,8
9	Phrynocephalus mustaceus		2	8	10	20	2,6
10	Phrynocephalus interscapularis		17	34	56	107	14,3
11	Phrynocephalus helioscopus		10	4	13	27	3,6
12	Phrynocephalus raddei		5	6	8	19	2,5
Varanidae							
13	Varanus griseus	UzRDB CITES I	1	4	5	10	1,3
Anguidae							
14	Ophisaurus apodus		1	2	3	6	0,8
Lacertidae							
15	Lacerta agilis		12	14	22	48	6,4
16	Eremias grammica		11	13	23	47	6,2
17	Eremias scripta		9	11	13	33	4,4
18	Eremias lineolata		8	10	17	35	4,6
19	Eremias velox		14	16	26	56	7,4
20	Eremias arguta		5	4	9	18	2,4
Serpentes Typhlopidae							
21	Typhlops vermicularis		-	1	1	2	0,26
Boidae							
22	Eryx miliaris	UzRDB, CITES II	4	5	6	15	2
Colubridae							
23	Natrix tessellata		11	15	31	57	7,6
24	Psammophis line olatum		2	4	6	12	1,6
25	Coluber ravergieri		1	2	2	5	0,66

26	<i>Colubter karelini</i>		1	3	4	8	1,06
27	<i>Elaphe diol</i>		2	6	8	16	2,1
Viperidae							
28	<i>Vipera ursini</i>	UzRDB, RL, CITES I	-	1	2	3	0,40
29	<i>Echis carinatus</i>		3	4	5	12	1,6
30	<i>Lythorinchus ridgewayi</i>	UzRDB,	1	2	4	7	0,9
31	Central Asian	UzRDB, RL, CITES II	-	1	1	2	0,26
Chelonia							
32	<i>Agrionemys horsfieldi</i>	UzRDB, RL, CITES II	5	7	5	17	2,2
	TOTAL		156	233	359	748	100

Note: UzRDB - Species included in the Red Book of the Republic of Uzbekistan (minor species) (2019)

RL - Red Listed Species of the International Union for Conservation of Nature and Natural Resources (IUCN) (2004)

CITES I, CITES II - Species (subspecies) included in the annexes to the Convention on International Trade in Endangered Species of Wild Fauna and Flora.

A total of 7 species of protected reptiles were found during the study in the area, of which 7 species are listed in the Red Data Book of the Republic of Uzbekistan, 3 species are on the IUCN Red List, 5 species are CITES I; Inclusion in CITES II was determined by studies (Table 1). In March, the number of reptile species increased until May (32 species), including 203. *Phrynocephalus interscapularis*, *Natrix tessellata*, *Eremias velox*, *Lacerta agilissoni* were observed. The increase in the composition of these species is directly related to the development of nutrient reserves. The misconception among the population about the healing properties of the meat and bones of the grey goat is leading to unplanned and disorderly hunting by the locals. The Central Asian desert tortoise and its eggs have now declined sharply as a result of being trampled underfoot by livestock and killed by herding dogs. barrier factors. *Varanus griseus*, listed in the Red Data Book of the Republic of Uzbekistan, was killed in a head-on collision with a car on the way to Dengizkul, Zamonbobo and Kara-Kyr lakes. In late May, *Agrionemys horsfieldi* was captured and held captive by shepherds.

In recent years, the growing demand for food prepared by the population as "medicinal" and hunted animals (*Varanus griseus*, *Eryx miliaris*) is also leading to their illegal hunting. In some districts, food outlets selling these types of food have been set up, and it has even been noted that some species are kept in cages in front of these outlets (in the Labi-Hovuz teahouse in the village of Sofidehqon, Vobkent district).

Every year in June and July, it is almost a tradition for locals to offer food prepared from *Eryx miliaris* to people who come for treatment in the sand and salt of the Alat district on the border with Turkmenistan. Until this "traditional" season, many sand-snakes are hunted. The study also

shows that the sale of species and their carcasses (meat, fat, skin) in markets and public catering establishments, as well as the hunting of protected species, indicate that there are still many unresolved issues in the field.

CONCLUSION

The State Cadastre of Wildlife Objects consists of a systematic report of qualitative and quantitative information on the diversity, classification, number dynamics, level of study and other information necessary for the organization of measures for the protection and sustainable use of wildlife. . Today, the data of the state cadastre of objects of fauna do not allow to obtain accurate information on the total number of animal species found in Uzbekistan, including Bukhara region. Therefore, it is advisable to carry out practical work in this area.

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DOI: **10.5958/2249-7137.2021.00693.5**

CHEMICAL COMPOSITION OF SINGLE-SIDED PHOSPHORIC FERTILIZERS OBTAINED FROM BALANCED PHOSPHORITE ORE OF CENTRAL KYZYLKUM BY PHOSPHORIC ACID ACTIVATION WITH SULFURIC ACID ADDITION

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ABSTRACT

In this study, the process of activation of off-balance phosphorite ore of the Central Kyzylkum desert (14,33% P_2O_5) by extraction phosphoric acid (14,32% P_2O_5) with the addition of sulfuric acid (93%) at 75 °C, reaction time 30 min. at different mass ratios P_2O_{5PAE} : P_2O_{5FC} and P_2O_{5PAE} : H_2SO_{4mg} . It is shown that the addition of H_2SO_4 significantly intensifies the process of phosphoric acid activation of the phosphate mineral of the raw material. The water-insoluble part of the products of phosphoric acid activation with the addition of sulfuric acid has been studied. It has been shown that both the fertilizer itself and its water-insoluble part contain a significant amount of the P_2O_5 form assimilable for plants.

KEYWORDS: Off-Balance Phosphorite Ore, Phosphoric And Sulfuric Acids, Activation, Single Phosphorus Fertilizers, Water-Insoluble Part.

INTRODUCTION

Phosphorites of the Central Kyzyl Kum deposits are the main phosphate raw materials for the factories of Uzbekistan that produce phosphorus-containing fertilizers. But this is a raw material poor in phosphorus, containing a large number of undesirable impurities, in particular carbonates and chlorine, which is not subject to flotation enrichment [1].

To obtain high-quality phosphorus-containing fertilizers from such raw materials, the Kyzylkum Phosphate Plant (KPP), with the participation of the German company Engineering Dobersek GmbH, carried out a multi-stage enrichment: crushing, dry enrichment to obtain ordinary phosphorite flour, washing from chlorine, roasting to remove CO_2 . Since 2007, this plant has put into operation capacities for the production of 400 thousand tons per year of washed calcined phosphoconcentrate (WCPC) with a content of up to 30% P_2O_5 , 200 thousand tons per year of washed dried phosphoconcentrate (MSA with a content of 18-19% P_2O_5) and 200 thousand tons per year of ordinary phosphorite flour (OPF with a content of 16-18% P_2O_5). Of these, WCPC is the only phosphate raw material suitable for the production of ammophos at Ammophos-Maxam JSC. There is a lack of phosphate raw materials. In order to increase the production of ammophos in 2014 within the framework of the project "Expansion of the existing products for the enrichment of phosphorite raw materials", on the basis of the KPP according to the new enrichment scheme, the production capacity of WCPC was increased from 400 to 716 thousand tons per year with an average content of 26% P_2O_5 (picture).

At the same time, the volume of extracted phosphate ore with an average grade of 17.58% P_2O_5 is 1,874.6 thousand tons or 320.93 thousand tons of P_2O_5 .

The investment project, although it will significantly expand in the future the resource base for WCPC (1.8 times) of ammophos production, but the volume produced (186.16 thousand tons of P_2O_5) cannot radically change the situation, since the planned volumes do not allow to cover the needs of agriculture in phosphate fertilizers (525.21 thousand tons of P_2O_5). In addition, the enrichment scheme currently functioning in KLF cannot be considered rational.

Since the new enrichment scheme does not provide for incidental production of both MSA and OPF. And an increase in the concentration of P_2O_5 in WCPC (26%) compared to its concentration in the original raw ore (17.58%) by only 8.42% occurs against the background of a significant loss of P_2O_5 (134.77 thousand tons of P_2O_5 or 42% of the initial P_2O_5 in ore) with dressing tailings with the status "Off-balance ore". These, 9.6% occurs during dry sorting at the site of the ore control station, 28.3% during hydro-sorting and 4.1% at the stages of drying and roasting. These are, respectively, a mineralized mass (12-14% P_2O_5), slurry phosphorite (10-12% P_2O_5) and a pulverized fraction (18-20% P_2O_5).

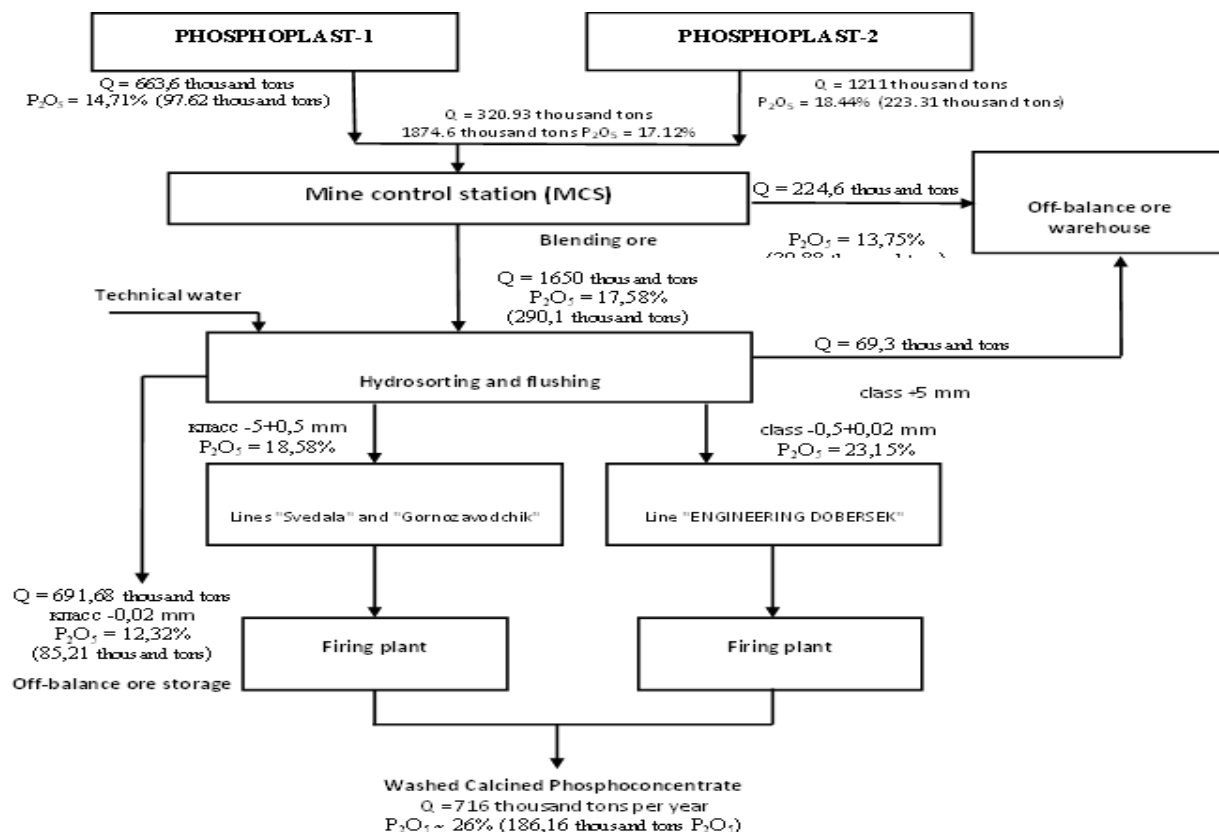


Fig. 1. New technological scheme of thermal enrichment of phosphorites of Central Kyzyl Kum

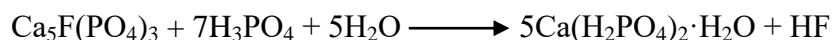
In this waste, we see a reserve for increasing the production of phosphorus-containing fertilizers. Traditional methods of processing phosphate raw materials, such as nitric and sulfuric acid, are not acceptable for them. Therefore, it requires an unconventional approach to the search for an alternative method for processing poor phosphorites into phosphorus-containing fertilizers. Therefore, we stopped at their phosphoric acid activation [2].

This allows, firstly, to involve poor phosphate raw materials in the production of concentrated fertilizers, and secondly, to obtain single phosphorus fertilizers, which are so necessary for applying for autumn ploughing. The essence of the activation process is the treatment of raw materials with phosphoric acid, but in much smaller quantities than is required for the complete decomposition of phosphorites. In this case, the so-called undecomposed or partially decomposed phosphates are formed, agrochemical tests of which have shown their high efficiency [3, 4].

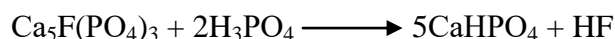
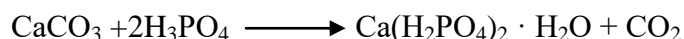
Earlier [5], the mineralized mass was activated with the following composition (wt.%): 14,33 P_2O_5 ; 43,02 CaO ; 1,19 MgO ; 1,38 Fe_2O_3 ; 1,18 Al_2O_3 ; 2,22 SO_3 ; 14,70 CO_2 ; 13,23 H.O.; $CaO : P_2O_5 = 3,0$ n.d.; $CaO : P_2O_5 = 3,0$ by treating it with extraction phosphoric acid of three concentrations (14.32; 18.55; 24.23% P_2O_5) at a temperature of 75 °C, a time of 30 minutes and at various rates of phosphoric acid (in the range of weight ratios P_2O_5 in acid to P_2O_5 in raw materials from 1: 0.66 to 1: 0.17, that is, in the range of phosphoric acid rates from 20 to 75% of the stoichiometric rate for the formation of monocalcium phosphate). At the request of agriculture, a single phosphorus fertilizer must have a high content of the total and assimilable

forms of P_2O_5 , and the relative content of the water-soluble form of P_2O_5 must be at least 50%. Based on this requirement, the optimal rate of phosphoric acid for processing the mineralized mass is 55% of the stoichiometry ($P_2O_{5PAE} : P_2O_{5FC} = 1 : 0,24$). In this case, the product contains $P_2O_{5tot.} - 40,98\%$; $P_2O_{5ycb.} - 30,06\%$; $P_2O_{5wate.} - 21,28\%$; $P_2O_{5ycb.} : P_2O_{5tot.} = 73,35\%$; $P_2O_{5wate.} : P_2O_{5tot.} = 51,93\%$. It is calcium dimonophosphate. The main component of calcium dimonophosphate is a mixture of salts of water-soluble monocalcium phosphate $Ca(H_2PO_4)_2 \cdot H_2O$ and citrate-soluble dicalcium phosphate $CaHPO_4 \cdot 2H_2O$. The advantage of this fertilizer is that it contains phosphorus in both fast- and slow-acting forms. The fast-acting form of P_2O_5 in the fertilizer is monocalcium phosphate, and the slow-acting form is dicalcium phosphate and undecomposed but activated phosphorite. Therefore, this fertilizer has a prolonged action. The results of this work showed that an increase in the concentration of phosphoric acid has practically no effect on the composition of the fertilizer.

From the practice of obtaining double superphosphate, when phosphoric acid for the decomposition of raw materials is taken in an amount of 5-10% more than the stoichiometric norm for the formation of monocalcium phosphate, it is known that the rate of decomposition of natural phosphates by phosphoric acid at the initial stage of the process is relatively high, but over time it sharply decays and becomes so small that in practice the reaction is stopped when the degree of decomposition of phosphate reaches 80-90% [6]. The reaction of the interaction of phosphates with extraction phosphoric acid from poor phosphorites proceeds especially slowly, as a result of which this acid is considered unsuitable for the production of double superphosphate [7]. The process of decomposition of phosphate raw materials with phosphoric acid can be intensified by adding to it a small amount of nitric, hydrochloric and sulfuric acids [8-10]. The use of sulfuric acid was undertaken in this work. The chemistry of the interaction of phosphate raw materials with phosphoric acid is as follows. The phosphate mineral reacts with phosphoric acid by the reaction:

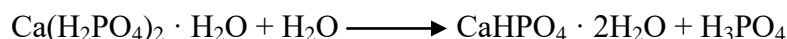


According to this equation, for 1 part by weight of P_2O_5 in the phosphate mineral, 2.33 parts by weight of P_2O_5 in acid is required. Carbonates present in the highly carbonated phosphorites of the Central Kyzyl Kum are also decomposed by phosphoric acid:

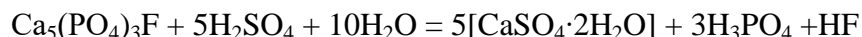


According to this equation, for 1 weight part of CO_2 in the feed, 3.23 weight parts of P_2O_5 in acid is required. Therefore, for the complete decomposition of the phosphate raw material with phosphoric acid with the formation of monocalcium phosphate per one weight part ($P_2O_5 + CO_2$) in the raw material, 5.56 weight parts of P_2O_5 in acid are required. The reaction of the interaction of a phosphate mineral with phosphoric acid with the formation of dicalcium phosphate is unlikely:

The product containing $CaHPO_4$ can be obtained by direct interaction of phosphorite, phosphoric acid and water in an autoclave under a pressure of 7 atm. at 200 °C. In our case, dicalcium phosphate can be formed as a result of hydrolysis of monocalcium phosphate [6]:



The sulfuric acid present in PAE, as a result of reaction with phosphorite, forms gypsum and phosphoric acid:



It can be seen from the above reaction equations that phosphoric acid is consumed not only for the decomposition of the phosphate part of the raw material but also for the decomposition of the impurity minerals contained in it.

The activation of the mineralized mass (14.33% P_2O_5) with phosphoric acid in a mixture with sulfuric acid was carried out in the range of weight ratios P_2O_5 in acid to P_2O_5 in raw materials from 1: 0.29 to 1: 0.24 and P_2O_5 in acid to $\text{H}_2\text{SO}_{4(\text{monohydrate})}$ from 1: 0.25 to 1: 0.5. For processing of phosphate raw materials used extraction phosphoric acid composition (wt. %): 14,32 P_2O_5 ; 0,86 CaO; 0,29 MgO; 1,32 Fe_2O_3 ; 0,32 Al_2O_3 ; 0,38 SO_3 and sulfuric acid of 93% concentration. The experiments were carried out as follows: a mixture of phosphoric and sulfuric acid was slowly poured into a thermostated glass beaker, in which a sample of phosphate raw material was located, at a temperature of 65 °C. The mixture was thoroughly mixed. The duration of contacting the components was 30 min. at a temperature of 75 °C. Then the mass was dried, first at 60 °C for a day, and then at 105 °C until constant weight. And granulation of samples of wet phosphate masses was carried out in the process of drying by the method of intensive stirring and rolling. The moisture content of the pulp was determined by drying to constant weight. The dried product was analyzed for the content of various forms of phosphorus and calcium according to generally accepted methods [11]. The strength of the granules was determined using a MIP-10-1 device [12]. The experimental results are shown in Table 1.

TABLE 1 COMPOSITION OF SINGLE PHOSPHATE FERTILIZERS OBTAINED IN THE PROCESS OF PHOSPHORIC ACID ACTIVATION WITH THE ADDITION OF SULFURIC ACID OF THE OFF-BALANCE ORE OF THE CENTRAL KYZYL KUM

Mass ratio P ₂ O ₅ PAE: P ₂ O ₅ FS	Pulp moisture after decomposition, %	product pH	The chemical composition of the dried product, wt. %							P ₂ O ₅ usv.: P ₂ O ₅ tot. by lim. to-those, %	P ₂ O ₅ usv.: P ₂ O ₅ tot. по тр. Б, %	P ₂ O ₅ water.: P ₂ O ₅ tot. %	CaO _{ycb.} : CaO _{tot.} by lim. to- those, %	CaO _{water.} : CaO _{tot.} %	Strength, MPa
			P ₂ O ₅ tot	P ₂ O ₅ ycb. by lim. to those	P ₂ O ₅ ycb. по 0,2 М трил.Б	P ₂ O ₅ water	CaO _{tot.}	CaO _{ycb} by lim. to those	CaO _{water.}						
With the addition of H ₂ SO ₄ at a ratio of P ₂ O ₅ PAE : H ₂ SO ₄ mng = 1: 0.25															
1:0, 29	57, 33	2,6 0	36, 75	25,5 6	24,6 1	16,9 5	26, 61	17,7 0	10, 24	69, 55	66, 96	46,1 2	66, 52	38,4 8	3,1 8
1:0, 26	56, 54	2,5 8	37. 98	27,1 9	26,0 9	19,3 2	25, 51	18,0 6	11, 56	71, 59	68, 69	50,8 7	70, 79	45,3 2	2,9 6
1:0, 24	55, 06	2,4 4	38, 99	28,8 0	27,6 8	21,8 3	24, 43	18,2 7	12, 11	73, 86	70, 99	55,9 9	74, 79	49,5 7	2,3 8

With the addition of H ₂ SO ₄ at a ratio of P ₂ O _{5PAE} : H ₂ SO _{4mng} = 1 : 0,375															
1:0, 29	56, 53	2, 50	35, 28	24, 63	24, 17	19, 47	25, 52	18,4 5	13, 43	69, 81	68, 51	55,1 9	72, 30	52,6 3	2,7 8
1:0, 26	55, 72	2, 48	36, 16	26, 04	25, 36	21, 74	24, 40	18,6 4	14, 54	72, 01	70, 13	60,1 2	76, 39	59,5 9	2,6 1
1:0, 24	54, 17	2, 33	37, 15	27, 50	26, 64	24, 09	23, 24	18,6 2	14, 72	74, 02	71, 71	64,8 5	80, 12	63,3 4	2,2 1
With the addition of H ₂ SO ₄ at a ratio of P ₂ O _{5PAE} : H ₂ SO _{4mng} = 1 : 0,5															
1:0, 29	55, 76	2, 37	34, 98	24, 86	24, 19	19, 82	25, 25	19,5 8	14,5 4	71, 07	69, 15	56,6 7	77,5 4	57, 58	2,23
1:0, 26	54, 88	2, 35	35, 85	26, 31	25, 35	22, 43	24, 07	19,7 4	14,2 9	73, 39	70, 71	62,5 7	82,0 1	63, 52	2,13
1:0, 24	53, 33	2, 21	36, 82	27, 59	26, 58	24, 38	23, 02	19,9 2	15,4 4	74, 93	72, 19	66,2 1	86,5 3	67, 07	1,46

It can be seen from it that the more phosphate raw materials are taken for activation, the lower the content in the products of the general, assimilable and water-soluble form of P₂O₅, the assailable and water-soluble forms of CaO, the more the total form of CaO. The addition of sulfuric acid increases the content of water-soluble forms of P₂O₅ and CaO in products and decreases the content of the general form of P₂O₅. So, with the ratio P₂O_{5PAE} : H₂SO_{4mng} = 1: 0.25, an increase in the proportion of phosphate raw materials in the form of P₂O₅ relative to P₂O₅ in acid from 1: 0.24 to 1: 0.29 leads to a decrease in P₂O_{5tot.} in the product. From 38.99 to 36.75%, P₂O₅ ass. for citric acid from 28.80 to 25.56%, P₂O₅ water. from 21.83 to 16.95%, SaO_{usv.} from 18.27 to 17.70%, CaO_{wq.} from 12.11 to 10.24% and an increase in CaO_{total.} from 24.43 to 26.61%. Agrochemists and soil scientists consider the best phosphorus fertilizer to be one in which the content of the water-soluble form of P₂O₅ is at least 50% of the total form of P₂O₅. When the mineralized mass is activated with phosphoric acid at P₂O_{5PAE} : H₂SO_{4mng} = 1: 0.25, the optimal P₂O_{5PAE} : H₂SO_{4FS} ratio is 1: 0.26. The product has P₂O_{5total.} = 37.98%, P₂O₅ ass. : P₂O_{5total.} = 71.59% and P₂O₅ water. : P₂O_{5total.} = 50.87%. An increase in the amount of sulfuric acid additive (P₂O_{5PAE} : H₂SO_{4mng} from 1: 0.25 to 1: 0.5) allows to shift this limit towards increasing the amount of phosphate raw material to be processed. That is, the more sulfuric acid is introduced, the greater the amount of phosphate raw material can be involved in processing into concentrated single phosphate fertilizers. So, when adding sulfuric acid in the ratio P₂O_{5PAE} : H₂SO_{4mng} = 1: 0.375, the optimal ratio of P₂O_{5PAE} : H₂SO_{4FS} is not 1: 0.26, but becomes already 1: 0.29. In this case, the product contains P₂O_{5total.} = 35.28%, P₂O_{5ass.} : P₂O_{5total.} = 69.81% and P₂O_{5water.} : P₂O_{5total.} = 55.19%.

The resulting fertilizers contain calcium dihydrogen phosphate, calcium hydrogen phosphate, iron and aluminium phosphates, calcium sulfate, activated and undecomposed phosphorite. The presence of sulfur in the form of soluble calcium sulfate in the fertilizer promotes better utilization of basic plant nutrients. Sulfur is a part of amino acids - cysteine and methionine is of great importance in protein metabolism and in redox processes. In terms of its physiological role

in plant nutrition, sulfur should be ranked third after nitrogen and phosphorus. It has a positive effect on the formation of chlorophyll, promotes the formation of nodules on the roots of legumes and nodule bacteria that assimilate atmospheric nitrogen. It increases the efficiency of nitrogen fertilizers and increases the mobility of soil phosphates. The productivity of cotton increases from 2.1 to 16.3%, and the oil content of seeds up to 3.8%. The optimal sulfur rate is 20-40 kg/ha [13].

In the resulting products, the relative content of the assimilable form of P_2O_5 less than 100% indicates that some amount of undecomposed phosphate mineral remains in the fertilizer. We checked what is the undecomposed part of the phosphate mineral in the mineralized mass when activated with a mixture of phosphoric and sulfuric acids. For this, product samples obtained by activation were dissolved in a 20-fold amount of distilled water in relation to the weight of the fertilizer. Then the aqueous suspension was filtered under a vacuum of 550-600 mm Hg. on a Buchner funnel using one layer of filter paper. The precipitate remaining on the filter was washed with acetone. The washed precipitate was dried at 105 °C together with filter paper. The dried precipitate was weighed and analyzed. The degree of P_2O_5 transition from the product to the liquid phase was calculated as the ratio of the amount of P_2O_5 that passed into the solution to the initial amount of P_2O_5 in the product. The results are shown in the table. 2.

TABLE 2 THE COMPOSITION OF THE WATER-INSOLUBLE PART OF SINGLE PHOSPHORUS FERTILIZERS OBTAINED IN THE PROCESS OF PHOSPHORIC ACID ACTIVATION WITH THE ADDITION OF SULFURIC ACID OF OFF-BALANCE PHOSPHORITE ORE OF CENTRAL KYZYL KUM

Массовое соотношение P ₂ O ₅ ЭФК : P ₂ O ₅ ФС	Масса готового удобрения, г	Масса сухого осадка, г	Химический состав высушенного						P ₂ O ₅	P ₂ O ₅	CaO	Степень перехода P ₂ O ₅ из продукта в жидкую фазу, %
			P ₂ O ₅ общ.	P ₂ O ₅ усв. по лим. к-те	P ₂ O ₅ усв. по 0,2 М трил .Б	Са О общ.	Са О _{ус} в. по ли м. к-	SO ₃ общ.	усв. : P ₂ O ₅ общ. по лим. к-те, %	усв. : P ₂ O ₅ общ. по тр. Б, %	усв. : CaO общ. по лим. к-те, %	
С добавкой H ₂ SO ₄ при соотношении P ₂ O ₅ ЭФК : H ₂ SO ₄ МНГ = 1 : 0,25												
1:0,29	10	5,85	29,9 2	11,9 2	10,2 4	29, 02	11, 80	5,1 1	39,8 6	34,2 1	39,4 2	52,35
1:0,26	10	5,62	29,0 2	10,0 6	8,38 2	27, 20	12, 84	5,7 2	34,6 5	28,8 2	47,2 0	57,04
1:0,24	10	5,31	28,7 7	8,63 7	6,65 16	25, 16	13, 61	8,9 7	29,9 0	23,1 1	54,0 0	60,82
С добавкой H ₂ SO ₄ при соотношении P ₂ O ₅ ЭФК : H ₂ SO ₄ МНГ = 1 : 0,375												
1:0,29	10	5,81	27,8 1	10,6 7	9,33 22	27, 22	12, 68	7,4 5	38,3 7	33,5 5	46,3 0	54,20
1:0,26	10	5,51	27,3 6	9,01 6	7,56 82	24, 82	13, 25	8,9 6	32,9 2	27,6 2	53,7 0	58,31
1:0,24	10	4,96	27,0 5	7,93 5	6,06 80	22, 80	13, 72	9,1 4	29,3 2	22,4 0	59,9 4	63,88
С добавкой H ₂ SO ₄ при соотношении P ₂ O ₅ ЭФК : H ₂ SO ₄ МНГ = 1 : 0,5												

1:0,29	10	5,76	25,5 8	9,37	8,23	25, 85	16, 61	11, 11	36,6 2	32,1 7	64,2 6	57,87
1:0,26	10	5,40	24,9 1	7,73	6,66	24, 48	17, 16	13, 82	31,0 2	26,7 4	70,0 0	62,47
1:0,24	10	4,61	24,6 8	7,08	5,23	20, 00	17, 52	14, 00	28,6 0	21,1 0	83,5 2	69,09

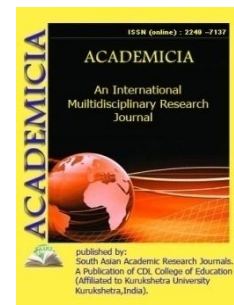
From the data presented in the table, it can be seen that the greater the amount of the mixture of acids taken to activate the mineralized mass, the greater the degree of P_2O_5 transition from the product to the liquid phase. Thus, with a weight ratio of $P_2O_{5PAE} : H_2SO_{4mng} = 1 : 0.25$, a decrease in the $P_2O_{5PAE} : H_2SO_{4PS}$ ratio from 1: 0.29 to 1: 0.24 leads to an increase in the degree of P_2O_5 transition from 52.35 to 60.82%, with $P_2O_{5PAE} : H_2SO_{4mng} = 1 : 0.375$ from 54.20 to 63.88% and with $P_2O_{5PAE} : H_2SO_{4mng} = 1 : 0.5$ from 57.87 to 69.09%.

Comparison of the degree of transition of P_2O_5 into the liquid phase of the water-insoluble part of the products obtained only by phosphoric acid activation ranged from 38.69 to 52.06% [5], and when using a mixture of phosphoric and sulfuric acids, this indicator increased from 52.35 to 69.09%. Such a change in the degree of transition of P_2O_5 into the liquid phase suggests that the use of sulfuric acid as an additive to phosphoric acid intensifies the process of decomposition of the phosphate mineral. The water-insoluble precipitate obtained at optimal ratios $P_2O_{5PAE} : P_2O_{5FS} = 1 : 0.29$ and $P_2O_{5PAE} : H_2SO_{4mng} = 1 : 0.375$ contains 27.81% P_2O_{5total} , 27.33% CaO_{total} , and the ratio in it $P_2O_{5usv.} : P_2O_{5total.} = 38.37\%$, $CaO_{usv.} : SaO_{bsch.} = 46.39\%$. The high relative content of the assimilable form confirms the activation of the phosphate raw material during its phosphoric acid activation. In this case, the degree of P_2O_5 transition from the product to the liquid phase is 54.20%. This fertilizer sediment is assimilated by plants evenly during the period of their growth and maturation. Thus, the conducted studies convincingly show that the phosphate raw material base of Uzbekistan can be significantly expanded by involving local off-balance phosphorites of the Kyzyl Kum in the processing of concentrated single phosphorus fertilizers using the method of phosphoric acid activation. Establishing the production of these types of fertilizers is very promising, also in terms of reducing the consumption of acid reagent in the processing of poor phosphate raw materials.

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DOI: **10.5958/2249-7137.2021.00701.1**

MODERN DEVELOPMENT OF CREATIVE ABILITIES OF PRESCHOOL CHILDREN ON THE BASIS OF PEDAGOGICAL CREATIVITY

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ABSTRACT

This article discusses the existing problems in the education system, the lack of creativity in teaching staff, resulting in a decline in the quality of education and the elimination of these problems, the main forms of pedagogical creativity and the formation of creative qualities in the individual. The advantages and effectiveness of the organization of classes on the basis of pedagogical creativity in Pre-school Institutions are shown.

KEYWORDS: *Preschool Education, Pedagogue, Creative Activity, Creativity, Education, Intellect, Pedagogical Process, Independent Thinking, Creative Approach, Initiative.*

INTRODUCTION

Modern education requires the teachers and pedagogues to be creative in all types of educational institutions. The fact that the educator has the qualities of creativity or ingenuity directs his personal abilities, natural and social potential to the quality, effective organization of professional activity. The creative qualities of teachers working in the education system are the creation of new ideas that do not differ from the traditional approach to the organization of the educational process, non-uniform thinking, originality, initiative helps to avoid intolerance of uncertainty.

After all, a creative approach to the organization of professional activities of teachers with creative qualities, active in creating new, advanced ideas that serve to develop students' learning activities, personal qualities, independent study of advanced pedagogical achievements and experiences, as well as constant, consistent thinking about pedagogical achievements with colleagues focuses on having an sharing experience.

Typically, the creative ability of educators is ensured through the pursuit of pedagogical problems, the implementation of research work or research projects, and the achievement of mutual creative collaboration.

The Main findings and results

The educator does not become creative on his own. His creative ability is formed through consistent study and gradually improves and develops over a period of time working on his own. The creativity of future educators, as in any specialists, the foundation is laid during the academic years for their ability and is consistently developed in the organization of professional activities.

In this case, it is important that the teacher is self-directed to creative activity and can effectively organize this activity. In the organization of creative activity, the teacher should pay special attention to solving problems, analyzing problem situations, as well as creating creative products of a pedagogical nature.

Today's modern conditions require a teacher to have creative qualities.

In recent years, in the education system of leading foreign countries, special attention is paid to the formation of creative qualities in teachers and students. This was followed by Bronson, Merriyman (2010), Ken Robinson (2007), Fisher, Frey (2008), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008), and b. Many studies conducted by can be seen from their results.

Despite the fact that significant practical work is being done, many teachers still do not have the experience of how to effectively shape the qualities of creativity in themselves and in their students as a creative person.

The governing bodies of the education system annually focus on achieving high efficiency in educational institutions. For this purpose, curricula will be developed, new textbooks will be created. This effectively contributes to the professional growth of both students and teachers. The practical actions taken create a certain level of need for students to achieve success, to strive for progress, to help them develop their learning skills to some extent. However, by the end of the school year, there is no high level of positive results in the acquisition of subjects by students in educational institutions. Many students have lost interest in learning. As a result, teachers are no longer thinking of organizing professional activities with the same enthusiasm as before. Although new measures have been introduced by the governing bodies of the education system to change the activities of teachers who do not want to teach such students, the situation remains unchanged. What is the reason for this? Probably a factor as to why they're doing so poorly is **Creativity**.

To fully understand the general essence of the process of developing the qualities of creativity in a person, it is first necessary to understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas with their own value" (Azzam, 2009). Gardner explains the concept in his research: "Creativity is a practical action performed by an individual, which must reflect a certain innovation and have a certain practical value." In terms of Emebayl's (1989) approach, creativity means "having a high level of unconventional skills in addition to the thorough knowledge acquired in a particular field."

Many studies have differing views on the relationship between intelligence and creativity. While one group of researchers argues that there is no correlation between them, representatives of the second group argue that the level of creativity and intelligence are interrelated (Kim, 2005).

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is, in general, a novelty. They are focus on the existence of unconventionalism, curiosity, imagination, a sense of humor, and freedom based on creativity (Myordok, Ganim, 1993; Sternberg, 1985). Orientals, on the other hand, see creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997; Rudovich, Yue, 2000). Although Western and Eastern views on creativity are different, representatives of both cultures value this quality and possession of it (Kaufman, Lan, 2012).

Many educators believe that they do not have the ability to be creative. This can be justified for two reasons: first, even most teachers are not able to adequately explain what the concept of "creativity" actually means; second, they are unaware of what qualities are directly reflected in creativity.

It should be noted that each person is naturally creative. Well, how can teachers show that they have the ability to be creative. Patti Drapeau advises: "Even if you think you are not creative, I suggest you start organizing classes to develop creative thinking right now. In fact, it's not about whether you're creative or not, it's about organizing lessons in a creative way and trying to put new ideas into practice. "

Based on the above, the concept of "creativity" can be interpreted as follows:

Creativity (Latin, "create" - to create, eng. "Creative" - creator, creator) - a creative ability that characterizes the readiness of an individual to produce new ideas and is part of the talent as an independent factor.

A person's creativity is manifested in his thinking, communication, emotions, certain types of activities. Creativity describes a person as a whole or its specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines the sharpness of the mind, "ensures the active involvement of students in the educational process."

According to EP Torrens, the concept of "creativity" is based on:

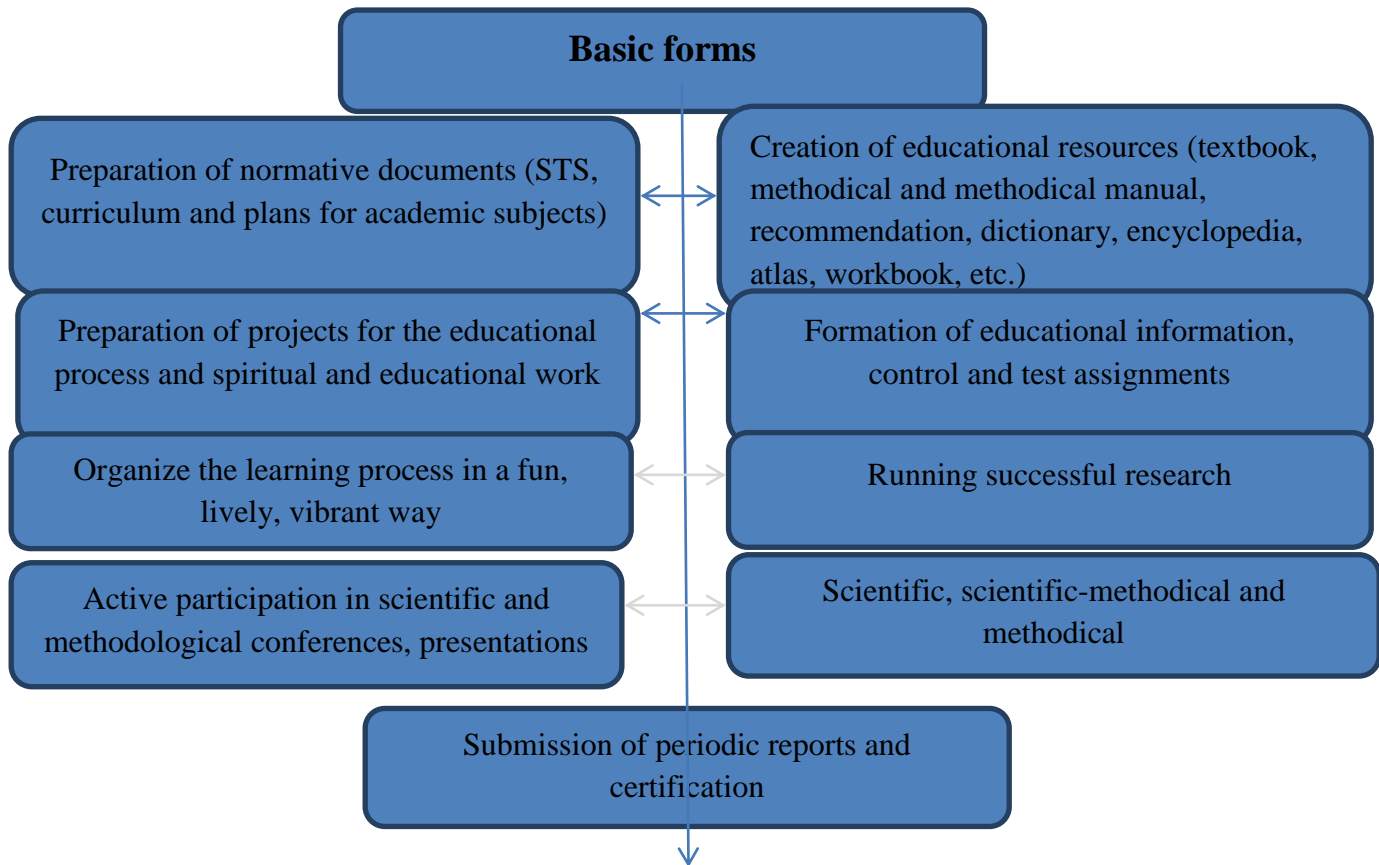
- advance a problem or scientific hypothesis;
- check and change the hypothesis;
- identify the problem based on the formation of decision results;
- Sensitivity to the interplay of knowledge and practical action in problem solving.

Pedagogical creativity is the ability of a teacher to create new ideas that serve to ensure the effectiveness of the educational process, as opposed to traditional pedagogical thinking, as well as to describe the readiness to positively address existing pedagogical problems.

Due to the educator's lack of creative qualities, students also have interesting and brilliant ideas, but still allow delays in expressing them. For this reason, the methods used in the educational process may not serve to form free, independent thinking skills in students.

The tools and strategies recommended by scientists are useful for teachers in developing creativity in students and develop students' interest and aspiration to study academic subjects.

In professional activity, the creativity of the teacher is manifested in various forms. They are:



The formation and development of creative thinking skills in a person is a uniquely complex process. Therefore, the effective organization of this process requires its methodologically correct and rational organization.

While creativity is often seen in children's activities, this does not guarantee that children will achieve creative success in the future. Only this or that creative skill by them represents the possibility that they need to master the skills. When developing creativity in children, it is necessary to pay attention to the following:

- Encourage them to ask more questions and support this habit;
- encouraging children's independence and strengthening their responsibility;
- creating opportunities for children to organize independent activities;
- focusing on children's interests.

Creativity in the learning process is reflected in the creation of creative questions that stimulate students' interest in reading, the use of various pictures, images, tables, symbolic expressions,

giving students tasks such as finding interrelationships between ideas and completely unrelated ideas, ensuring their work in small groups.

If a child has an unusual question or solution that is different from others, it is not necessary to try to return it rudely, but to encourage him to think, if he thinks wrong, to direct his thoughts correctly requires great pedagogical skills from the teacher.

CONCLUSION

In order to develop creative thinking skills in a person, first of all, it is necessary to form in them critical thinking skills. When presenting the teaching materials to the students, the question “If ...?” ensures that they effectively master both objective and subjective thinking skills in the performance of tasks.

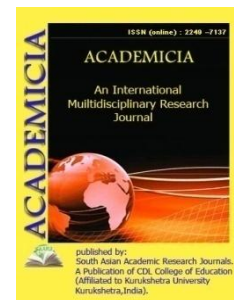
We can conclude that the creation of opportunities for students to solve the given task in several variants also gives an effective result in the formation of their creativity.

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DOI: **10.5958/2249-7137.2021.00702.3**

FORMS, METHODS AND WAYS OF MORAL EDUCATION OF CHILDREN IN THE FAMILY BY MEANS OF NATIONAL VALUES

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ABSTRACT

The article discusses the forms, methods and methods of moral education of children in the family through the national values of the Uzbek people, methods of education of the younger generation to prepare for family life. The educational value of countless and colorful proverbs, which for thousands of years have embodied the treasures of wise thought, sharp truth, deep content, and the treasury of the word, is invaluable.

KEYWORDS: *Folklore, National Values, Proverbs, Sayings, Riddles, Education, Generosity, Hard Work, Justice, Peace.*

INTRODUCTION

Today, such issues as the essence of education in the centuries-old experience of the Uzbek people, how its forms and methods are used in the mental, moral, labor, aesthetic and physical education of young people, how they are implemented in the education of young people in family life, are of particular relevance.

Our people have always understood the essence of education in the formation of a person and paid special attention to the upbringing of a child in the family, the upbringing of a child on the example of parents, mental, moral, labor education and craft training in the family.

From the long-term experience of the Uzbek people, it is known that the process of education is complex and multifaceted. After all, a child is engaged in human education from birth.

Someone once asked the ancient Greek philosopher Socrates: "You care more about the education of young people than about the education of adults."

Socrates replied:

"Young people are like the sprouts of trees, they bend as you bend them, they place my sermons in their hearts as if these sermons are sealed in stone. So I pay more attention to their education"

If our children are not brought up from the moment of their birth, and the time of education has passed, then it will be necessary to re-educate them. But the people have always emphasized that education is not one-day, but life-long, and expressed wise opinions on this matter.

At the same time, the Uzbek people realized that along with the correct upbringing, the pedigree is also important in the formation of every child as a good person.

On the basis of historical experience in the education of children, the people have created a whole, integral system of education. This highlights the importance of fertilizer. In the education based on this method, folk proverbs were appropriately used. Through the instruction, it is read that a sense of dignity, duty and responsibility should have such qualities as honesty and truthfulness, kindness. Fertilizer-admonition was also widely used in fairy tales. Because fairy tales are a school of life, in which the result of instruction, the decision, is manifested. The method of setting an example is also widely used in the national values of the Uzbek people. Even in the epic "Ravshan Khan" in the father, the old woman, the brothers have all the positive qualities, and we see an example of humanism. The educational value of countless and colorful proverbs, which for thousands of years have embodied the treasures of wise thought, sharp truth, deep content, and the treasury of the word, is invaluable. Because in every family, brothers are brought up and grow up depending on brothers, daughters and mothers. But when good people reap the good and bad people reap the bad, it has a negative impact on the upbringing of the younger generation. Thus, just as the exemplary behavior and actions of parents and adults have a positive impact on the children in this family, so their unfavorable behavior has a negative impact on the children. Young children in the family by nature often imitate adults. Therefore, they can have both a positive and negative character on the example of adults in their family. The most important of the methods put forward in the national values of the Uzbek people are the methods of encouragement and condemnation.

The main findings and results

In addition, the method of persuasion was used in the national values of the Uzbek people. Within the framework of the system of cooperation, the family-Mahalla-preschool educational organization in the spiritual and moral education of children on the basis of national values was guided by the following principles:

- succession,
- belonging of the dynasty to certain traditions
- age characteristics of children,
- gender identity and specific psychological qualities of children, individual education and creative approach
- pedagogical abilities of the mother,
- example,
- respect for national and spiritual values.

The process of spiritual and moral education of children by means of national values allows them to distinguish between good and evil, which are the moral and cultural values of society, as well as its spiritual and moral qualities.

- generosity,
- hard work,
- justice,
- great attention should be paid to the content of Uzbek folk tales, riddles, proverbs and sayings that contribute to obtaining information about peacefulness.

From an early age, children are introduced to the genres of oral folk art. For example: mother's cradle, games, fairy tales with children ("Claps", "Hand gestures", "Imitations of animal movements"), proverbs, sayings, riddles, fairy tales. Oral folk art provides great opportunities for the development of children's cognitive activity, independence, individuality, feelings, attitude to the world around them, and speech skills. The purposeful and systematic use of various forms of oral folk art in the spiritual and moral education of children in preschool education and in the family creates prerequisites for their spiritual and physical improvement.

The implementation of the above-mentioned organizational, pedagogical and psychological conditions in the educational process in preschool educational organizations and mahallas allows us to develop methodological training and the formation of skills of spiritual and moral education of children by means of the cradle, its use as a means of educating teenage girls.

The pedagogical and organizational structure of the process of spiritual and moral education of children in the family by means of national values is developed, the mechanism of organizing and conducting spiritual and moral events in the family by means of the family–Mahalla–preschool educational organization is improved on the basis of visual and activity thinking, synchronous influence of the cradle(phonemic sounds) and the priority of such small genres of oral folk art as the cradle, proverb, riddle, tongue twister , fairy tale.

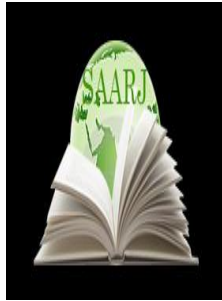
CONCLUSION

Summing up, we can say that the national values of the Uzbek people widely use methods and techniques of education, preparation of the younger generation for family life, which is of great importance in the system of education due to its practicality, proven experience, passed down from generation to generation. In this regard, we consider it important to apply in the preparation of young people for family life the methods and techniques that were used in the preparation of young people for family life, in the education of children on the example of parents, in the mental, moral, labor and craft, aesthetic and physical education of children in the family, in folk proverbs, sayings, sayings, fairy tales, epics.

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DOI: **10.5958/2249-7137.2021.00698.4**

THE ROLE OF A FOREIGN LANGUAGE IN WORLD DEVELOPMENT

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ABSTRACT

The decision of the president of the Republic of Uzbekistan "on measures to further enhance the system of foreign language learning", published on December 10, 2012, clearly demonstrates the necessity of knowing foreign languages for cooperation and communication with the countries of the world, comprehensive use of World Information Resources. As our esteemed compatriot said, "Our greatest base and base, the decisive force of our younger generation "should be able to learn foreign languages in depth and speak freely in this language in order to be no less than anyone else in the world. From the first days of our independence, the issue of language has also become an urgent task for the agenda.

KEYWORDS: *Language Analysis, Social-Cultural Difference, Linguistics.*

INTRODUCTION

Today there are several languages raised at the world level. These languages include English, Russian, German, French, and Chinese: these languages are used in various situations, for example, in international conferences, in international trade agreements.

Nevertheless, the perfect study of these languages requires a lot of hard work from a person. A person may not even know the meaning of some words in his native language, the question of how he can communicate in a different language. There are many ways to learn foreign language. To these, it is necessary to study mathematics, listen-understand, memorize a dictionary, etc. Before learning a foreign language, its phonetic course, that is, the sound system of the language and the skill of correct pronunciation of sounds, the role of transcription is incomparable, the reason for how words are read is given by special characters and helps us to pronounce correctly. In this process, the methods of rendering, explanation are widely used. It is

known to us that in sentences in foreign languages (Russian, German, and English) the layout of words is important.

For example,

I will go to University

ich gehe ins institute;

я иду в институт;

Also available in German, the assistant fees "haben, sein warden" is a part of the nouns in the Uzbek language.

For example,

ich bin Studentin

I am a student

Я студентка

Some students find it difficult to apply the same auxiliary verbs in the sentence. It is important that students take into account similar and different events in the process of performing exercises in a foreign language and in their native language, learn the difference between foreign languages by article and nouns by rote, cases of incompatibility with this Uzbek language.

The formation of skills of students to express their thoughts in a foreign language with several sentences, speech cultivation is the main part of the lesson, usually questions and answers are held with students. A student who wants to learn a foreign language perfectly should first understand the content of the text he / she listens to. This requires great skill from the language learner.

Language development and dissemination

The languages spoken by humans are far more diverse and numerous than many native speakers of the world's major languages believe. There are currently more than 6,000 different languages around the globe. The history of languages can be reconstructed by comparing their lexical composition and grammatical structure, but today there are studies of more distant linguistic connections that may reveal the only source of all the world's languages.

For some peoples, the formation of national languages took place in the absence of a unifying center, in an environment of competition or successive changes of several centers and the long-term preservation of feudal fragmentation. With the development of capitalism and the elimination of feudal fragmentation, nationalities develop into nations. Accordingly, the languages of the peoples grow into national languages. However, this process is not mechanical, not straightforward. In some cases, the language of a nation does not become a national language, but is relegated to the position of a dialect of a particular national language. In other cases, on the contrary, two or three different, though closely related, national languages are formed from the language of one nationality. The basis of a single norm is one of the dialects — the one that is put forward in the first place by the course of historical development. Thus, the norms of the French literary language are based on the dialect of the Ile-de-France region, i.e.

Paris and its environs, the dialect of London and the surrounding area is based on English, and the dialect of Castile, i.e. Madrid, is based on Spanish.

Religion can sometimes be an effective factor in promoting the spread of languages. Every religion, of course, needs a language that can serve as a means of spreading it. This is due to the increasing role and spread of the languages of religious worship. Religion can also have an indirect influence on the development of languages, since the assimilation of a particular religion is often associated with the assimilation of the culture of the people who spread the religion. Therefore, for example, in the era of the spread of Islam and Arabic culture, a large number of Arabic words and terms penetrated into the languages of many Eastern peoples. The publication of sacred books served as the beginning of writing in the history of many peoples. The development of the productive forces of society, technology, science, and general culture is usually associated with the emergence of a large number of new concepts that require linguistic expression.

Many nationalities develop into nations without having their own state at all, under conditions of more or less severe national oppression. This, of course, leaves an imprint on the development of the respective languages, making it difficult to form their literary norms. Sometimes the official language is the language used by the official religion (for example, Urdu in Pakistan is the native language of only 7% of the population); sometimes the same European language (English, French or Portuguese), which was the official language in this country during the colonial period and therefore is more or less familiar to at least part of the population. In some cases, the new states have two official languages that are still recognized as equal (for example, in India — Hindi and English, in Tanzania-Swahili and English, in Mauritania-Arabic and French). A characteristic feature of modern times, along with the development of nations and national languages, is also the steady growth of international relations, comprehensive and increasingly widespread contacts between peoples, including language contacts. Bilingualism of large groups of the population is widely spread in the modern world.

English – the language of international communication

English is an international language, one of the official languages of the United Nations, and is the language of international communication in such areas as politics, science, technology, business, culture, and trade. English is the language of navigation, aviation, literature, education, contemporary music, international sports, tourism, and programming. 75% of the world's correspondence is conducted in English, 60% of radio stations broadcast in English, more than half of the world's periodicals are in English, and 80% of the information on electronics is stored in English. It's no secret that English is the most widely spoken language in the world: more than 400 million people use it as their first language, but the number of people who use English as a foreign language is more than three times that number.

In the era of globalization and the expansion of international contacts, the study of English is becoming particularly important. The main reasons why people study English in our country are study, work, and recreation.

Today, Uzbekistan is developing contacts and cooperation with many countries of the world, which requires a greater number of specialists who speak English, which is necessary for conducting negotiations and concluding contracts. Due to the peculiarities of the historical development of Uzbekistan, specialists in the field of logistics and management are becoming

more relevant. These people also need fluency in English. Nevertheless, this category of specialists does not exhaust the circle of people who need knowledge of the English language. Now it is necessary for a successful career in almost any field: knowledge of English is a prerequisite for literally survival, since it is impossible to find a high-paying job without knowledge of English. It is also necessary to take into account that the knowledge of foreign languages is very important in the field of personal and professional communication of a person, which allows him to be one-step ahead of others. Students who are proficient in English at a high level are more likely to attract foreign capital to their companies, enlist the support of investors, and engage more actively with their foreign partners when building their careers in the future. Such international cooperation allows us to bring Uzbek business to a qualitatively new level, increasing the overall authority of Uzbekistan in the international market, which will lead to an improvement in the economic situation.

Previously, we used to use the services of an interpreter, but it is expensive and inconvenient, and it is optimal to learn English yourself, thereby increasing your own value in the eyes of modern ubiquitous managerial optimization.

All transactions are conducted in English, even between countries where English is not the official language: for example, transactions between China and Japan.

English is widely spoken in the business community of the world, so it has received the status of an international language in about 60 countries.

More and more countries are choosing English for study in educational institutions of different ranks.

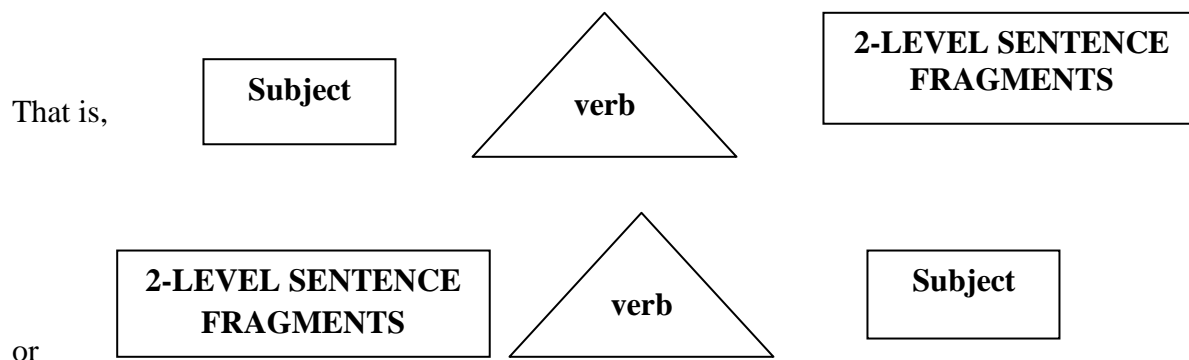
What does knowing a foreign language give us?

Firstly, a career. At the present time, in order to get a prestigious job in a large organization, you need fluency in the language. This is due to the fact that large organizations have foreign companies among their suppliers and buyers, and, accordingly, negotiations, transactions, signing of contracts, etc. are conducted in the international language - English. Knowing English, you will always be able to communicate freely with business partners, take part in international conferences, read international magazines and newspapers about business.

Secondly, travel abroad. Everyone knows that a modern person, who is a versatile and inquisitive person, strives in his life to visit as many different countries and cities as possible, to get acquainted with the culture and customs of other peoples. Moreover, how is this possible without knowing English? In tourist countries, be it Turkey or Spain, everyone who works with tourists speaks English. This improves the quality of service for visitors, which means that it attracts more and more tourists. In addition, the tourists themselves, being in a foreign country, feel much more confident, knowing that, in case of anything, they will always be able to explain themselves to the locals, ask for directions, clarify the location of something, etc.

Thirdly, study. Knowledge of English makes it possible to study at prestigious foreign universities, as it is one of the most important selection criteria for admission. Having a degree from, say, the University of London, a graduate gets the opportunity to get a job all over the world, because, as you know, a diploma issued in the United Kingdom is one of convertible.

In conclusion, it shows that students will have difficulty in explaining grammatical phenomena, because the word order in the Uzbek language is free and it is possible to put the section where they want. It is desirable that this situation is explained by the scheme of the teacher of science.

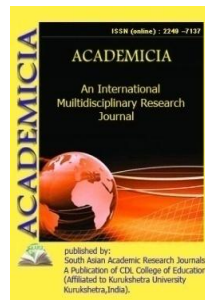
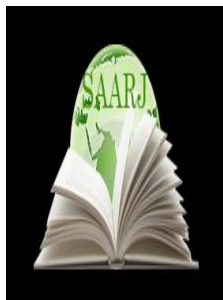


The same scheme will remain in front of the student's eyes and can comfortably compose as much as he wants.

Possession of foreign languages is becoming a period demand. Today, we must preserve our native language, which is considered our invaluable wealth, which is dying from ancestors to auto, and of course, we must know a foreign language perfectly, as the era dictates.

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DOI: **10.5958/2249-7137.2021.00694.7**

IMPROVING THE SYSTEM OF TRAINING SECONDARY SCHOOL STUDENTS TO ACT IN EMERGENCIES AND IN THE FIELD OF CIVIL PROTECTION

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ABSTRACT

In the article, the role of the rules of "Fundamentals of Life Safety" in the achievement of knowledge in the school education system with the ability to think independently about the safety of students is great. Because students learn to think individually and independently through independent thinking. Every school student should have knowledge of safety in any situation and be able to take appropriate safety precautions if necessary.

KEYWORDS: School, Student, Education, Life, Safety, Emergency, Accident, Disaster, Natural Disaster.

INTRODUCTION

At present, political, social and economic reforms are being carried out in all spheres of our society. In particular, ensuring civil protection, protection of the population and territories from natural and man-made emergencies is one of the priorities of state policy in our country, and consistent reforms are being carried out in this regard.

Law "On protection of the population and territories from natural and man-made emergencies"

Article 18 stipulates that in general education schools, academic lyceums, vocational colleges and universities, industrial and residential areas, training the population to act in emergencies is general and mandatory.

One of the priorities of the state policy of our country is the protection of all segments of the population and territories from natural and man-made emergencies, ensuring security, achieving sustainable economic development. Effective measures to anticipate emergencies and warn the

population of the danger, to act quickly in the event of an emergency, to prevent human casualties, to prevent economic damage.

Today, in the field of "Fundamentals of Life Safety" a lot of work is being done in the field of research to develop the education system on the basis of innovative approaches, innovative management of educational processes at different levels or stages, training teachers for innovative activities. One of the main tasks of the education sector is the creation of advanced pedagogical technologies, modern teaching materials and didactic support of the educational process in the Law of the Republic of Uzbekistan "On Education", the "National Training Program". The implementation of the "National Training Program" involves radical reforms in the structure and content of the system of continuing education, based on the achievements of modern science and social experience.

To do this, first of all, it is necessary to provide the educational process in all forms of education with a new and modern methodology based on advanced, scientifically-methodical. One of the most pressing issues facing the education system today is the effective use of the achievements of science, technology and advanced technology in accordance with the goals, objectives, content, methodological requirements for educating the younger generation. Therefore, the words of President Sh.M. Mirziyoyev on today's youth policy, in particular, on the education and upbringing of young people, are noteworthy: "We will resolutely pursue the state youth policy. Not only will we continue, but we will raise this policy to the highest level that we need today, as our top priority. "

The only way to reduce the number of accidents, disasters, natural disasters, epidemics, riots, terrorist acts and the economic damage they cause, as well as the number of casualties in emergencies, is to teach them how to act properly in emergencies.

In order to ensure the safety of students, the course "Fundamentals of Human Security" has been taught in general secondary schools of the country since 2000 at the expense of school hours, and since 2011 this course has been integrated into the discipline.

According to the order of the Cabinet of Ministers of the Republic of Uzbekistan from July 19, 2011 "About approval of the Comprehensive program of preparation of the population for emergency situations (natural and man-made) caused by earthquakes" and the order of the Ministry of Public Education from November 23, 2016 of No. 343 Curriculum and teaching materials of the integrated course "Fundamentals of Life Safety" (sets of didactic materials for students in grades 1-9 and methodological manuals for teachers) were experimentally tested.

Cabinet of Ministers of the Republic of Uzbekistan 2017

Due to the introduction of an 11-year system of compulsory education in accordance with the Decree No. 803-f of July 25, in order to ensure the continuity and continuity of education, the course "Fundamentals of Life Safety" for grades 10-11 materials were prepared and in accordance with the order of the Ministry of Public Education No. 227 of September 10, 2018 No. 44 of Kitob district of Kashkadarya region, No. 40 of Jonboy district of Samarkand region, No. 52 of Namangan city of Namangan region, No. 13 of Fergana city of Fergana region and Tashkent was tested at School No. 69 in

On the basis of this program in the 10th grade of secondary schools integrated with the subjects "Chemistry", "Biology", "Geography", "Physics", "Physical Education" and in the 11th grade in the subject "Primary Preparation" in the section "Civil Protection" training was scheduled.

The program is designed to provide practical assistance to secondary school students to respond to emergencies, improve the education system, reflect the factors and requirements that affect the effectiveness of the formation of safety frameworks. continuity, basic means of security, interdisciplinary communication and mutual opportunities, focus on the formation of safety concepts and skills in students, and delivery to students through training.

The school has a curriculum for grades 10-11 on the integrated course "Fundamentals of Life Safety", a methodological manual for teachers and experimental science teachers assigned to experiment with projects of didactic materials for students.

Therefore, the most effective way to teach the basics of Life Safety is to provide students with first aid for emergencies that may occur based on the classification of emergencies, their causes, damaging factors, preventive measures, and correct action when they occur. An effective solution to the acquisition of knowledge, skills and competencies is to teach through the introduction of the independent subject "Fundamentals of Life Safety" in this educational process. Mass development of the population significantly raises the culture of life safety and provides a risk reduction factor and growth in the Republic of Uzbekistan.

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DOI: **10.5958/2249-7137.2021.00711.4**

THE WORK “HUSN-U DIL” BY MUHAMMADNIYAZ NISHOTI AND THE “TEN METHODS” IN THE DOCTRINE OF KUBRA AND THE INTERPRETATION OF COLORS

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ABSTRACT

Changes in the epistemological works of Muhammadniyaz Nishoti Najmiddin Kubro, one of the leading artists of the Khorezm literary environment of the XVIII century, was greatly influenced by the mystical images in his lyrics and as a result created mature works. His epic “Husn-u Dil”, written on the basis of symbolic images, Sufi views, is a proof of our opinion. In his dissertation he studied at the school of theology of Nishati, it was emphasized that he was aware of the state of science. Indeed, Nishati’s experiences in the process of spiritual upbringing, brought up by Eshan Sharafiddin, were one of the main reasons for the success of the work. The state of the sect reflected in the works of the sheikh, such as “Favaih ul-jamol” and comparative analysis has proved that the philosophical and theoretical views on the status of the status are expressed in a symbolic metaphorical manner in the epic “Husn-u Dil”. Through the works of Kubro and the epic Husn-u Dil, it was revealed that the essence of mysticism could be explained more deeply by showing this tradition. The mystical terms in the Sheikh’s works: husn, fuod, vahm, aql, hayrat, etc. are transformed into lyrical heroes in Nishati’s epic, creating a very vivid picture.

KEYWORDS: *Najmiddin Kubro, Muhammadniyaz Nishati, Literary Tradition, Husn and Dil, Followership, Harmony.*

INTRODUCTION

It is no exaggeration to say that the creative heritage of Sheikh Najmiddin Kubro and the teachings of Kubra influenced the literature of the whole East. However, this continuity is especially evident in the works of the creators of the Khorezm literary environment. Inspired by the teachings of Kubravianism, the artist, who did not continue the traditions of Kubravian

literature, is almost non-existent in the literary environment of Khorezm. From Pahlavon Mahmud to Muhammadrizo Ogahi, certain traces of Kubravi traditions can be seen in all great artists. First of all, the courageous life of the sheikh was an example. Of particular note is the fact that the information about the glorious life of Hazrat Kubro, which came in Tazkira and Manaqib, was transferred to fiction. From the point of view of a single sheikh, the story of the changed dog is remembered in the works of many artists, sometimes in prose, sometimes in reference to the art of Talmeh.

In Najmiddin Kubro's works, he theoretically substantiated the importance of the ten specific principles of murid upbringing, namely, tawba, zuhd, tawakkul, qanaat, uzlat, zikr, tavajjuh, sabr, murakaba, rizo. In the process of analyzing Husn-u Dil, we saw that Muhammadniyaz Nishati interpreted these ten requirements in an artistic way and skillfully incorporated them into the essence of the work:

How many times have you been a stranger?

The Kurdish taste is amazing.

Respectfully yours,

It is obvious that the House of Haram.

Vusata was a Kubra scientist,

That is, it was an anchor.

Once upon a time there was an anchor,

Nazhata is the garden of paradise.

His father's palace was Tawakkul,

The subject was every member, every flower was a flower.

It was a wonderful religion,

Time and earth followed him.

Ins ila jondin ten uzlat,

His father was Sheikh Qanat.

Sheikh Qanat, who retreated to the palace of Tawakkul, whose scholar is described as Kubro in these verses, is similar to Najmiddin Kubro's artistic perception.

And the placement of "Tavakkul, Qanoat and Uzlat" in the same sequence is the same when comparing the place of the ten methods in Al-usul al-ashara.

Because in "Al-usul al-ashara" there is a constant risk, contentment and compassion, and Nishati follows this in his work.

The author quotes one of the heroes of this work in Nay's speech:

I want to go to the world,

Every finger is the master of the craft.

In this sentence, too, he refers to the ten principles of cubism. The reason we say this is because nay's speech is mystical from beginning to end.

It is known that the most necessary and valuable thing in the spiritual caravan is Love. Sayri is a love that creates perseverance and perseverance in the leech and gives birth to trust, contentment, contentment, patience, austerity, abandonment and so on. And the power that turns all this into a spiritual way of life is also because of the love in the heart. This issue is also convincingly and reasonably covered by the author in the epic.

The land of Nishati Ishq cites place names such as the valley ushshaq, all of which are figurative references to a clear spiritual journey of Fuad on the path of Truth. Let's look at these verses in the epic:

O Lord, love the neighbor,

Love is a decision to be made.

My mind is subject to the command of love.

Make my heart a slave of love.

While there is a contradiction between the nafs and the soul, the body and the mind in the literature, the contradiction between love and the mind is at the root of these contradictions.

Although Najmiddin Kubro admits that "the wing of enlightenment is higher than the wing of love", he has repeatedly stated in all his works that it is love to end one's place in the leech. In the heart of the leech, the journey from the birth of demand to the rise to the status of guardian is the leader of love in the leech.

Ushshok Valley - Unity Square cannot be reached without crossing the Valley of Lovers. Nishati described these cases as a sight to behold:

The point of interest,

The pole was late in the sky.

There was something on the surface of the water,

The smell of musk blows the wind.

The adornment was glorious,

His father's name was Ushshok Valley.

At the end of the work, Muhammadniyaz pays special attention to Nishoti Ishq and calls him a leader and murshid. Only under his guidance can one reach from "Nafs ammora" to "Nafs sofia":

Whoever is God is his helper,

The future is the leader of love,-

Nishoti emphasizes the role of love in the plot of the epic. He is sometimes a country, sometimes a terrible valley, sometimes a guide, and so on. However, it is the main chain that connects all the images and events in the work. We read in the epic:

Love has two wings,

For Salik, a puddle of life.

For those who don't, it's a couple,

Flying is a fruit that does not give it.

Love coached Fuod -

He had a ball and someone wanted it

Hazrat Kubro also called the murid a two-winged bird. Danger and rajo, constipation and bast, sadness and peace are its wings.

In the same way, love and affection for the tax that Nishati seeks for life are two wings. Love coaching was a must for him to travel the long and hard road and reach Visol.

“One of the important features of the famous sheikhs of the Kubravian sect is their extensive use of color symbolism. Sheikh Kubro's journey through the leech process, the three curtains of man, that is, he uses this tool to explain his experiences of being free from the trinity of being, lust, and the devil.

“In his works, such as Favoyih ul-Jamal and Risala fi-l halva, Kubro focuses on the meanings of certain colors,” Suleiman Gokbulut said in his book.

In fact, not only the sheikhs of the Kubravian sect, but also many other writers used color in their works to describe the mental state of the herooof course, there is no doubt that colors are based on the meanings expressed in the works of mystical representatives.

A vivid example of this can be seen in the epic Husn-u Dil. During the events of the work, Fuad's father Aqlshah handed him the kingdom of Qalai Badan. The name of the city is also figurative. Let us focus here on what is meant by the body: The body is the whole body of man. The name of the protagonist, Fuad, means heart in Arabic. According to Amr al-Makki, Allah created hearts from bodies seven thousand years ago.

It is not surprising that in this sense, the author is first sent to Fuad, that is, the soul is created and then sent to the city of the body. Nishati's main goal is also to show what is happening in the heart, which is the most delicate organ in the human body. In this sense, he tries to show the subtle situations that take place in the human psyche through colors, just like Najmiddin Kubro.

In Najmiddin Kubro's Favoyih ul-Jamal, the human body is dark at first sight. When it is cleansed a little, it becomes a black cloud in front of you. When the body becomes the throne of the devil, it turns red. If it is reformed later, if it gets rid of material pleasures and enjoyments, if it stabilizes rights, it will become clearer and whiter”. Yellow is given as the color of weakness.

There are four bazaars in Qalai Badan, which Nishati describes, and in each bazaar there are trades of different nationalities, which the writer depicts in different colors. The business of the people of the market is trade. The word “trade” means blackness, hardship and hardship. So, in this city, Fuad, that is, Dil, is waiting for hardship and pain. And this pain was divine love. And the different nations that trade in the market are the mental states that are expected to happen in the heart. As the king of “Qalai Badan”, Fuad must subdue these circumstances and reach Husn, the divine guardian.

The various nations (states of mind) that were considered merchants, on the other hand, took different colors as their basis. For example:

On every side were the people of France,

She has a yellow coat and a sapphire color ...

said the French traders with yellow:

Another place for the Indian elite,

They wear black as a bell ...

said the Indian traders in black:

In one of them, the Chinese people,

In fact, they were the people of Talvin.

Borcha's dress is red,

Red palace, red floor ...

talvin Chinese traders, that is, in color and in red.

In one of them was the Roman people,

He wore a bullet and he crossed the border ...

and describes the Greek traders in white.

Najmiddin Kubro in his treatise Favaih ul-Jamal states that a state of weakness occurs as a result of certain causes and disorders in a person, and explains this situation in yellow. It is reminiscent of Fuad's state of mind when he fell in love with the divine.

The transformation of the spirit from color to color is a sign of development.

Nishati associates Indian merchants with black, on two different bases: one is the original color of the people; the second is the excitement and admiration of the metaphorical Fuad for his condition. The sheikh also describes black as a color of excitement and wonder in his work.

Regarding the analysis of black color, let us pay attention to the following remarks of Kubro scholar Suleiman Gokbulut on the analysis of Najmiddin Kubro's works "Risola fil halva" and "Favoyih ul-jamal":

"Sheikh Kubro argues that black is a symbol of blasphemy, polytheism and doubt. According to him, darkness and gloom are proofs of the value of turbulent pleasure, the power of bodies, and animal lust. However, it should be noted that in mysticism, black is interpreted in two different ways.

Najmiddin Kubro is referring here to the original meaning of black. In the second sense, black, in essence, is not a color. He is the source of all colors. It signifies the nature and condition of God, and at the same time the return to the original".

The situation of King Fuad in the city of Qalai Badan is consistent with the first meaning of black that Najmiddin Kubro meant.

Throughout the events of the work, the author introduces a number of discussions to substantiate the points he intends to make. One such discussion is the conversation between Purple and Powder. In the discussion, Purple is depicted in black, and the protagonist explains why:

I learned that the universe is unfaithful,

Life is worthless.

Look at my clothes for her,
 I died and I was tormented,
 Whoever dies before his death,
 The death of a group of people is a tragedy.
 This mortal life is sacred,
 Death will soon be gone.

This discussion takes place on the eve of Fuad and Husn's wedding. At that time, King Fuad had reached puberty in love, and Purple's words were purple to his liking. that is, he wears black because it corresponds to Fuad's current state of mind:

The king used magic,
 Wisdom and wisdom have said goodbye.
 She was overjoyed, her clothes were purple,
 The purple tent for sleeping is purple.

Najmiddin Kubro emphasizes that the state of the king is in sync with the second meaning of black. King Fuad had returned to the original in the same situation.

In the description of the Chinese merchants, Nishoti creates a beautiful example of the art of tajnis through the word chin. If Chin is the name of a place, in the next verse it means "To be honest, it was the hand of Talvin". The word "talvin" in this verse comes in the form of "talavvun" in Najmiddin Kubro's work, and both have the same meaning, that is, the variety of colors.

Najmiddin Kubro writes in his treatise Favoyih ul-Jamal:

"Be aware that the combination of colors shows the way and the state of being intact. The combination of colors and the formation of a single color is talvin ... "

In the epic, the combination of all the colors in the fabrics of the Chinese merchants is a "turmoil of thought and experience" that is expected to occur in the spirit of Fuad.

After Talvin, the author describes the clothes of Chinese merchants in red, a color that signifies gnosis in Najmiddin Kubro's philosophy. Irfan is the acquisition of knowledge about Allah.

In the book presented to the protagonist Fuad by his mother, Obi talks about the characteristics of Obi life (Obi life is the symbol of Allah here), from which Fuad falls in love with her, but in this book features of water are enumerated, and his address is not given. Now Fuad must master the science of it.

The last owners of the market were Greek merchants. Nishati describes them in white.

In Fawaih al-Jamal, it is said about latifs: it becomes clear, it turns white ... "According to Nishati, King Fuad of this color" reformed his nafs. when one is freed from material pleasures and pleasures. So, we summarize the views on this chapter as follows:

The study of the genius of Sheikh Kubro and the beneficial influence of the ideas of his Kubrai doctrine on later literature is undoubtedly one of the most pressing issues in literary criticism as well.

Indeed, as is acknowledged in literary criticism, it is difficult to imagine classical literature without the teachings of mysticism.

A distinctive feature of Uzbek classical literature is the predominance of tradition in it. The literary environment of Khorezm has its great representatives and huge literary heritage.

In these classics, of course, one of the literary realities is the harmony of ideas and art of writers living and working in Khorezm. Although innovations have become apparent over time, literary traditions have also left their mark.

Undoubtedly, one of the main sources of such a lifelong idea and unique art is Najmiddin Kubro's personality, the essence of his mystical works and the teachings of the sect he founded. It is a fact that such poets as Qutb Khorezmi, Haydar Khorezmi, Hafiz Khorezmi, Ogahi also enjoyed the traditions of this Kubravian literature. In particular, Nishati and his epic "Husnu Dil" fully support our opinion.

Muhammadniyaz Nishati's works, including the epic "Husn-u Dil", are, first of all, works of Sheikh Najmiddin Kubro in all respects, as they are a work that literally expresses mystical views in an mystical and artistic way.

As long as their theme is the same, both the didactic ideas they promote and the symbols and slogans in the expression of this goal are the same. especially the harmony in the world of images is remarkable. It can be said that one of the bases that define and confirm this follow-up is mystical terminology.

Terms such as "tavakkul, ishq, rizo, fuad, Husn qanoat, sabr" in the sheikh's erudite works became a certain image in Nishati's epic - the hero of the work. As a result, the unique style of expression has further clarified the reader's imagination and increased the power of influence. The epic "Husn-u Dil" is a mystical work that artistically expresses the theoretical foundations of religious education. Ways of Truth The claim that "human breath is wrong" has been mentioned many times among Sufis.

However, Najmiddin Kubro combined these paths on ten bases and wrote Usul al-ashara. The views in this work are also elaborated in the question and answer of a well-known protagonist in the epic, in the statements of his mental state. It is clear that the personalization of this situation and status in the epic as the protagonist of the work is, of course, the author's own achievement, but he relied on the Cuban doctrine in showing their meaning. Therefore, the role and place of these positions in the path of truth and in the education of the self are fully revealed.

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DOI: **10.5958/2249-7137.2021.00712.6**

THE ORIGIN OF UZBEK FOLK GAMES

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ABSTRACT

This article analyzes the vocabulary as a genre of folklore. Each of us uses proverbs every day, often without even noticing it. These short sayings reflect the household reality of the people, the animal world, the nature of their native country, and the historical past. The Uzbek people, like other peoples, have a huge treasure trove of proverbs and sayings that make up the most important element of their spiritual cultures.

KEYWORDS: *Native word, Experience, Knowledge, Carrier, Popular wisdom.*

INTRODUCTION

Folk games do not happen by themselves. To this end, it has been created for centuries by representatives of the people who teach folk games to their children, who are free, have a bright future, and at the same time their children are healthy and energetic. After the independence of our country, our government has been paying close attention to the further development of this tradition, supporting it in spiritual, educational and economic terms .

If we take into account that the Uzbek people, its ethnic tribes and clans are the descendants of the Turkic peoples, it must be acknowledged that the formation and development of folk games in the Turks dates back to antiquity. For this reason, the Uzbek folk games are a unique product of collective and individual creative activity, a tendency of responsibility, perseverance, commitment to national traditions, customs and values inherent in the Turkic and Uzbek peoples. Examples of this are folk games such as "kupkari" and "struggle" and "sniper", which symbolize

the unity of strength, intelligence, experience, potential and mobility. That is why they were created by a wide mass of people and have been preserved for thousands of centuries.

Created and perfected by the representatives of our people, such games have been developed over the centuries as a necessary element of life and social life of many generations of the Uzbek people. It is natural that he did.

Uzbek folk dances embody the creative power, material and spiritual riches of the country's history. If we look closely, they reflect to a certain extent the historical experiences of knowing the realities around us more quickly and mastering them in all respects. These games are practical in nature. However, many of them also have theoretical aspects that they do not pay attention to. This is due to the fact that they have different names, rules of application, and over time, due to the obsolescence of the games, their content is updated and some names are renamed. In them, the peculiar integrity of the system of folk art culture, their national and individual characteristics are clearly visible, as well as their hidden theoretical aspects, which are a form of artistic culture, such as naming, renaming them. Their names are also considered to be one of the sources enriching the lexicon of the Uzbek language, only they have not been studied on a scientific theoretical and practical basis from the point of view of special scientific research as one of both lexical and onomastic units.

At the heart of the national character of these games is a complex of cultural riches of the Turkic, including the Uzbek people, a huge, interesting and controversial heritage in this area. It is natural that folklore, especially its genres such as epics and historical legends, serve as one of the important sources in the formation, development and progress of Uzbek folk games. For example, we know the different forms of the game of "kurash" in the regions of our country: back-to-back wrestling, wrestling in different ways, playing wrestling. However, in the epic Alpomish, a bright symbol of our national culture and enlightenment, Barchinoy's call to fight Alpomish as a way to fight Alpomish, who fought with Kukaldosh for forty days and nights, is not to break the rules of wrestling, but to develop and improve it. As a result, this wrestling game is becoming known not as a simple wrestling, but as "Surkhandarya wrestling". Considering that this epic has been in perfect condition for ten centuries, that is, a thousand years, the formation, development and progress of our games, as stated in the epic "Alpomish", goes back thousands of years.

Many folk games, with the individuality of their themes and the generality of their content, provide a certain opportunity to highlight the traditions and customs, ancient customs, labor activities, enlightenment and culture of the tribes.

The forgotten divine prayers of our people, which have an ancient history, and the mixed numbers of meaningful and meaningful verses and jokes continue in the folk games of today's children. That is why Uzbek folk games, which are played as a group, and even some sports games are based on the games of ancient tribes, their names and rules of play. Because, as a rule in everything, it is natural that certain rules of play in games were in force at the time of creation of games.

The original Uzbek folk dances were formed by ancient, patriotic, warlike, wise and innate educators who have confidence in the future. To do this, it is useful to refer to the texts of historical written sources. Elements of certain games are also mentioned in the historical legends "Tumaris" and "Shirak". In historical legends and historical written sources, game races are very

common among the Sak, Shak, and Masaget tribes, and there is information that they were a favorite custom of the people. According to them, the boys of the Sak // Shak and Massaget tribes had the right to marry the girls they had defeated in such games. This is also confirmed by the historical archeological and ethnographic materials collected and studied by scientists who conducted archeological excavations.

From ancient times, the Turkic peoples living in Central Asia, especially the Uzbek people, not only had games such as wrestling, archery, horseback riding, more precisely, physical exercises, but also known and popular as mass games. In historical records, the Greek historian Herodotus wrote of the skilled snipers of the Saxon tribe who lived side by side with the Khorezmians: "The Scythians were famous among all the snipers in the world as very skilled snipers who did not destroy arrows." It is obvious that the game of archery has long been popular among the people.

According to historical sources, the Roman writer Klement Alexandrius (2nd century BC) wrote about the women of the Sak tribe: "The Sak women were cunningly fleeing and shooting back like men on horseback."

It is obvious that the Turkish and Uzbek national folk games appeared in ancient times as field performances, celebrations and methods of fighting several hundred years ago. This is evidenced by archeological excavations and ethnographic materials of the ancient Roman writer Elian, as well as historical monuments and sources found in different parts of the country, Turkish tombstones, "Devonu lug'at-it turk" and other ethnographic and dialectological content. confirms substantiated dialectal meaningful examples. The history of their emergence is associated with the development of folk national games, in particular, sports, theater, dance and circus arts in the territory of our country.

The content of folk games, created thousands of years ago, is very rich, colorful and very diverse, and has a certain historical character, that is, they were created to strengthen patriotism, freedom of the people, equality and stability.

Their content embodies the best traditions and performances of folk festivals and performances. Also, with its unique originality and features, folk games have enriched our national enlightenment and culture, perfectly integrating the folk traditions, values and customs of their generations.

For example, among the national folk games, especially the ancient and exciting art of dorboz and symboz, stood out. In the past, dor games and the skill of the players in them were so popular that they were even seen by rulers and famous commanders, as well as foreign guests. It is natural that the public and local holidays and seasonal markets of Turks, especially Uzbeks, do not pass without darbozs.

Due to the great interest of the people in these games, dors were built in the Registans, market squares and Chorsu of the big cities. The continuous sound of trumpets and drums in the morning heralded the beginning of the show. Upon hearing this, when the people gathered, the dor games related to dorboz began. Of course, the assembled spectators watched with excitement the bold movements of the dorboz (s) playing on a high stretched rope with a thousand different methods and a thousand different subtleties. While they were amazed by the goalkeepers' bold but positive actions, they were also surprised and upset by their fears and negative actions.

Simultaneously with the games of dor and darboz, the game of wooden legs became widespread in Central Asia, especially in the territory of our country. Historical sources, historical epics, and novels describe how wooden-legged runners, jumping, dancing, playing melodies on national instruments such as trumpets and horns, and performing spectacular performances had a positive and sometimes negative impact on young people.

In Alisher Navoi's epic Farhod and Shirin, Farhod struck enemies who invaded Armenia by standing on a mountain and throwing a slingshot. In 1941, General Panifilov's division was made up of Uzbek men who, because of their mastery of the "stone-throwing" and "stone-throwing" games, fired grenades at enemy tanks that had come to capture Moscow, stopping and retreating the enemy. There is a lot of information in "Boburnoma" about "ball game on horseback", "wrestling", "test of hand strength", "playing on horseback", "jumping on horseback", "sniper". The games mentioned in the play intensified the fighting of the warriors so that the king and poet Babur would win the battle against the twelve thousand warriors against an army of one hundred thousand men equipped with war elephants by the king of India in Bonipart // Panipart, India.

The fact that from ancient times to the beginning of the XX century in Khorezm at the governmental level the spread of the "Game of Sticks" to strengthen young people and improve their fighting skills shows the natural need for folk games.

As one of the Turkic peoples with an ancient history, it is known from the study of the traditional way of life of the Uzbek people on the basis of scientific theory and scientific practice that the territory of modern Uzbekistan was once inhabited mainly by nomadic and semi-nomadic peoples. Their main occupations were animal husbandry and farming. Livestock was engaged not only by semi-sedentary but also sedentary farmers. Farmers used horses, sheep, and cattle to plow the land, thresh wheat, and draw water from rivers and wells. Livestock was also used by traders and artisans. As a result, a number of Uzbek folk games such as "Podachi", "Lame Wolf and Sheep", "Goats and Shepherds", "White Camel", "The Wolf Came" originated, and their rules were perfected and developed.

In order to prepare a solid and solid foundation for their future, the representatives of our people said that the most interesting games among young people on the theme of animals and birds, such as "Pigeon Game", "Baby", "Yumronkoziq", "Horse Game" will be a wide picture of dance games. provided. In this way, the people's representatives instilled in their children the idea that they should be as alert and strong as an animal, as spotless, diligent and hardworking as a bird.

Also, among the tribes and clans of the Uzbeks, "Karnaymi, surnay", which symbolizes weddings, "Nina, ip and tuguncha", "Tapir-topur kyagach", "Pumpkin planting", representing various aspects of the social life of the people, defending their homeland. , such as "The Battle of the Roosters", "The Rooster and the Chicken", "The Runner, the Bird Has Come", "White Terakmi-Blue Terak", which symbolizes mutual equality and non-discriminatory cooperation.

Although national folk games originated in very ancient times, at each historical stage of their development the content changed and performed different social functions. Values, traditions, sciences, including national games, are connected with the life of our nation and have been passed down from generation to generation. The knowledge and experiences acquired by generations have been tested in practical life, reinforced and improved by subsequent generations. Their content has been updated by each generation, the stages of development of society. Children played folk national games together under their control, which adults played at

that stage of community development. Many national games are inherited from fathers and grandfathers to children and grandchildren. For example, games such as "Kurash" and "Kupkari" are examples.

So, the origin of the Uzbek folk games is due to the following:

1. People care about the future of their children and strive to discover things that are useful to them, including games.
2. To form complex things, especially complex stage games, to make their offspring strong, resilient, intelligent, and courageous.
3. To teach conscious and skillful attitude to the tendency of changes in nature and society by mastering them, as there are certain invariable rules and laws in every game.
4. Mental adaptation to the fact that social relations, such as the rules of folk games, are delicate, controversial.
5. To accustom oneself and one's partners to live on the basis of equality and neutrality in social relations, just as it is necessary to respect the opponent (s) in every game.
6. Given the fact that in the content of folk games there is such a spiritual encouragement as courage, bravery, bravery, diligence, respect for others, to teach them to children as both a game and a serious exercise.
7. To feel that the content of the games is one of the educational processes in every open air for the presence of courage, diligence, impartiality inherent in the Turks.

The amount of these causes may increase again. At the same time, the fact that they are not in vain can be seen in the example of the process of development and improvement of folk games for thousands of years. After all, in every game of our people, the unique content of the wisdom, potential and traditions of our people is sealed. It also shows that folk games have played an important role in its history and destiny.

Folk national games are not only studied independently, but also taught at the Tashkent State Institute of Physical Culture on the basis of special disciplines. Thus, the social significance of the Uzbek people's national games in historical periods is reflected in the specific forms of modern social life, labor and lifestyle of the people, as well as their structural integrity, the principles of naming, naming and renaming. means that there are also apparent onomastic problems. According to some estimates, the number of national games of the people is more than a thousand. Such problems, of course, will be solved in this study, which is based on scientific theory and scientific practice. The Uzbek national games reflect the rich feelings and emotions of the Turks, in particular, the Uzbeks, their spiritual uplift, love and hope to protect and love their homeland.

It is clear that the Uzbek people teach national games in a large part of the country, in all regions of the country, to children, the younger generation in the family, in the educational process, and in their spare time, holidays, weddings and various ceremonies. They are also studied as special subjects taught in schools, colleges and higher education systems. With this in mind, we plan to interpret, describe and scientifically analyze the onomastic features of their naming, using examples, based on the study and mastery of the essence of Uzbek folk games in Navoi region.

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DOI: **10.5958/2249-7137.2021.00717.5**

METHODS FOR THE DEVELOPMENT OF LEXICAL COMPETENCE IN TEACHING ENGLISH TO STUDENTS IN THE SPECIALTY OF MINING

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ABSTRACT

The modern linguistic situation, characterized by an increase in the methodology for the development of lexical competence in teaching, has awakened an increased research interest in the phenomenon of linguistic interference that occurs in the study of foreign languages. To date, there are a large number of studies devoted to the influence of the native language on the study of a foreign language; however, the problem of the interaction of two studied foreign languages with each other is insufficiently covered. The article is devoted to the methodology for the development of lexical competence in teaching English to students of mining.

KEYWORDS: *English; Technique; Critical Pedagogy; Language Of Specialty; International Relationships; Students Of The Faculty Of Mining; Method Of Teaching.*

INTRODUCTION

The main approaches to the formation of lexical competence in the study of a foreign language in the field of professional communication. Mastering the methodology for the development of lexical competence in teaching English to students of mining, the task of studying a foreign language in the field of professional communication; Lexical competence in the field of professional communication implies knowledge of general and professional terminology, as well as the ability to use the acquired vocabulary in speech activity.

An effective tool for the formation of lexical competence in the field of professional communication can be the so-called intensive reading, which implies painstaking, detailed work on short texts in the classroom under the guidance of a teacher [5; 6].

The methodology for the development of lexical competence in teaching English to mining students is like intensive reading contributing to the understanding of how vocabulary, grammar, coherence of the text and its content jointly achieve the communicative goal of the

text in the specialty [7]. With intensive work with the text, students study in detail a small passage or short text of 150-200 words, while the tasks with which this text is provided consist of a large number of lexical exercises and text tasks for understanding, the total volume of which significantly exceeds the volume of the text itself text.

The goals of intensive work on the text in the specialty are a detailed understanding of the text and the study of linguistic phenomena using the example of the text, the development of linguistic thinking, and the expansion of vocabulary in mining [8].

The general criteria for the selection of text material for intensive reading when teaching vocabulary are the value of the text in terms of the specialty of mining from the point of view of professional orientation, the correspondence of the subject matter of the texts to the professional interests of students and their language level. Compliance with a certain subject, cognitive the value of the text, the semantic completeness and structure of the text, the representation in the corpus of educational texts of various types, the authenticity of the text material of various genres of scientific, journalistic and pragmatic styles of mining. In our case of teaching the professional vocabulary of a second foreign language, such a criterion as the intercultural nature of the information presented in the text on the specialty of mining is of particular importance.

Intensive reading of complicated authentic texts in the specialty, as a pedagogical technique designed to optimize the teaching of terminology in the conditions of linguistic contact, organically fits into the methodological concept of critical pedagogy, the advantages of which we considered earlier [2, p. 8989-8995].

Critical pedagogy is an original approach to teaching practice that instils in students the skills of independent thinking, contributing to the formation of active, critically thinking, conscious and responsible members of society [8, p. 1003-1010]. The specificity of the methods of critical pedagogy is the rejection of the rational-dogmatic methods of traditional teaching in favour of an approach that takes into account the diversity of positions and points of view of the participants in the educational process, their individual characteristics; this approach contributes to the greatest extent to the development of the professional competence of trainees. Within the framework of critical pedagogy, the traditional roles are deconstructed, implying the teacher's activity as a bearer of knowledge and the student's passivity as a recipient; a part of teaching authority is delegated to students. Such practice provides students with the opportunity for self-expression and active participation in the process of collective construction of knowledge, contributes to an increase in their social preparedness and activity.

The methods of critical pedagogy contribute to the development of students' reading skills and understanding of professionally oriented foreign language texts, help to cover all the variety of forms of modern scientific texts, on both paper and electronic media. In particular, the results of the pilot study conducted by the author have demonstrated the feasibility of applying the methods of critical pedagogy in teaching reading and understanding professionally oriented texts in English [2, p. 8989-8995].

The expediency of using the methods of critical pedagogy in teaching the language of a specialty is due, among other things, to the fact that it is in this aspect in the greatest degree, the advantage of delegating the authority of the teacher to the student is manifested. Indeed, a teacher of a foreign language, not being sufficiently competent in the field of specialization of students, can

quite organically act as a trainee in the corresponding classes. The possibility of teaching the teacher (in the target language) discipline of specialization gives the class's additional interest.

The world practice has accumulated a baggage of methods of teaching vocabulary of English as a foreign language [5; 6; eleven]. Since the native language of the trainees is Russian, for the purposes of our study, the most relevant was the methodology developed within the framework of the national school of teaching a foreign language, which is based on the use of an integrative set of exercises for teaching vocabulary in the reading process [12].

Within the framework of this methodology, the methodology for the development of lexical competence in training includes the following stages

- Pre-text stage: actualization and associative presentation of lexical units relevant for understanding the text;
- The stage of reading the text: the perception of new vocabulary in the text, its semantisation (the formation of a receptive lexical skill);
- Information processing of the text (the formation of reproductive and productive lexical skills);
- Production of creative expression - free creative inclusion of vocabulary in speech situations based on a complete understanding of the form, meaning and functional characteristics (the formation of a productive lexical skill).

Taking the above methodology for teaching vocabulary as a basis, we adapted it to the tasks of teaching English as a second foreign language with the first French in the field of professional communication. In addition, when developing the methodology, we took into account the above-mentioned expediency of using the intensive reading method based on authentic complicated texts, as well as the methods of critical pedagogy.

Thus, we have developed a set of exercises for teaching professional vocabulary, which includes exercises that contribute to the recognition, perception and understanding of various units of professional vocabulary.

This set of exercises is included in the system of exercises aimed at teaching intensive reading as a type of speech activity using the methods of critical pedagogy, and is built taking into account the interlingua transfer, intellectual and linguistic capabilities of students.

Within the framework of this integrative set of exercises, vocabulary training is carried out in three stages.

At the first (pre-text) stage of working with vocabulary, to ensure the primary consolidation of lexical competence in the field of professional communication, exercises are used to form paradigmatic and syntagmatic connections.

The second stage of the formation of lexical skills is combined with the text stage and the development of intensive reading skills using the methods of critical pedagogy. At this stage, a variety of oral and written exercises are used to develop the ability to use terms, choose a term from a number of presented ones according to the situation, and the ability to fully and accurately understand the text.

The third stage of work on the text and professional vocabulary, corresponding after the text stage, implies the consolidation of lexical knowledge and skills, as well as their activation in the process of using them in various forms of written and oral communication (speech exercises).

In addition, you can apply tasks for practicing thematic terminology in order to eliminate potential lexical interference, which may include the selection of synonyms / antonyms, filling in the gaps, two-way translation of lexical units in different contexts, exercises on combining words, the formation of one-root words using the appropriate affixes [13, with. 82-86].

Because the typical lexical mistakes of students studying English differ depending on which language was studied earlier, it seems important to develop a special methodology for teaching English, with appropriate teaching aids and exercises. This technique was developed and proposed by the author.

To test the feasibility and effectiveness of the proposed methodology, students studying English in the course "English in the field of professional communication in mining" are divided into two homogeneous groups (group B1, and group B2). Each group consisted of 20 students. The experimental group was trained according to a methodology based on an integrated complex of lexical exercises for teaching reading using methods of critical pedagogy; the control group was trained using the traditional method. Both groups studied the same course "English in the field of professional communication", with the same goals and objectives, using the same textbooks and manuals, under the guidance of one teacher. The groups were selected because of questionnaires, interviews and results on language tests / international exams).

Students studied English in the field of professional communication for one semester, two hours a week. Academic performance was measured during midterm and final attestation. In the course of training, students were interviewed and questioned about their progress in mastering professional vocabulary and emerging problems.

After completing the course, students of both groups passed tests for knowledge of professional vocabulary, consisting of 60 questions.

And as a result, the average score received by the B1 group for 1 part of the test is 18.3 points (out of 20 possible), the standard deviation is 1.65; the average score received by the B2 group for 1 part of the test is 17.1 points (out of 20 possible), the standard deviation is 1.67, T_1 (observational) = 2.286. The average mark received by the B1 group for the 2nd part of the test is 17.4 points (out of 20 possible), the standard deviation is 1.92; the average score received by the B2 group for the 2nd part of the test is 15.9 points (out of 20 possible), the standard deviation is 2.01, T_2 (observational) = 3.818. The average score received by the B1 group for the 3rd part of the test is 16.7 points (out of 20 possible), the standard deviation is 2.11; the average score received by the B2 group for the 3rd part of the test is 14.2 points (out of 20 possible), the standard deviation is 2.03, T_3 (observational) = 2.413. Since the observed T in all three cases is greater than the T critical, statistically significant differences were observed in both groups at the standard level between the mean scores obtained because of the test. Significance 0.05. The average scores of the experimental group B1 are significantly higher than the average scores of the control group B2. In other words, a statistically significant difference was found between the groups because of the application of a methodology that combines the use of an integrative set of exercises for teaching vocabulary in the process of intensive reading with the method of critical pedagogy.

Testing revealed statistically significant differences between the assessments of the experimental and control groups for all three parts of the test (table 1). There is a significant difference in lexical competence: the average score of the experimental group in all sections of the test was higher than that of the control group.

In the learning process, the students of the experimental group noted the development of reading and text comprehension skills, expansion of vocabulary, increased motivation and team skills. The results of the intermediate and final certification indicate the development of lexical skills in the experimental group after completing the training course.

Thus, we can conclude that the use of the experimental methodology developed by the author has increased the efficiency of mastering professional vocabulary by students with the first French language.

The results of the study confirm the hypothesis of the presence and high significance of linguistic interference in the study of professional English as a second foreign language in the first French; the source of the interference is French. The main source of errors is fully or partially assimilated cognate words.

In the course of the study, the author concluded that it is advisable to develop a special educational and methodological complex for teaching a second foreign language and proposed his own version, combining the use of an integrative set of exercises for teaching vocabulary in the process of intensive reading with the method of critical pedagogy.

During the experimental training, the feasibility and effectiveness of the proposed methodology was confirmed in terms of the formation of lexical skills, intensive reading skills, vocabulary expansion and a decrease in the number of mistakes made associated with language interference. The results obtained show that the use of an integrative set of exercises for teaching vocabulary in the process of intensive reading using the method of critical pedagogy contributes to the formation of lexical skills. Qualitative and quantitative research data indicate that the use of the developed methodology in parallel with the techniques of critical pedagogy has a positive effect on the assimilation of lexical material, develops intensive reading skills and expands the vocabulary of students, reducing lexical language interference and reducing typical errors.

The results obtained can be used in the process of further research on the phenomenon of lexical interference, for the development of methods for the formation of lexical skills in the study of a second foreign language. In the course of practical lessons in teaching professional English, as well as in the development of special textbooks and teaching materials for teaching a second foreign language.

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DOI: **10.5958/2249-7137.2021.00720.5**

FORMATION OF THE CONCEPT OF INTELLIGENCE IN FOREIGN PSYCHOLOGY

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ABSTRACT

The study of human development is one of the main challenges facing modern science. The problem of intelligence is one of the most studied subjects in Soviet and foreign psychology. While the idea of intelligence differs from the point of view, there is one common goal, revealing the intellectual development of a person, his features and his uniqueness. In psychology, the concept of intelligence is used to quantify abilities and to describe them in quantitative terms. According to researchers, each person reflects a certain level of general intelligence, which, in turn, depends on its relationship to the external environment. According to them, each person has different levels of personal abilities, which manifest themselves in solving obvious problems. Initially, there was no differentiation in intelligence research. The intellectual structure of the intellectual attracted the attention of psychologists in the early stages of the century. The intellectual problem has been widely studied in foreign psychology, which has been studied on the basis of various theories, concepts, approaches, attitudes, and directions. At the same time, the use of criteria for measuring intelligence, criteria, indicators of development, self-assessment, testing, and the use of various types of mental development are based on scientific theoretical foundations.

KEYWORDS: *Intelligence, Abilities, Talent, Concept, Semantics, Divergence, Convergence, Thinking, Creativity, Mental movement, Perception.*

INTRODUCTION

By the beginning of the twentieth century, a number of studies had been conducted on the study of the intellect. The study of human mental development remains one of the most important tasks facing science today. The problem of intellect is one of the most studied topics in both former Soviet psychology and foreign psychology.

In Uzbekistan, in the psychology of the former Soviet Union and abroad, the approach to the interpretation of the essence of the intellect is different, but the common goal is the same, which is to reveal the intellectual development of man,

His characteristics, originality. In many sources, especially in former Soviet psychology, it has become a tradition to think of it as a mental talent or ability.

In the psychology of the United States and Western European countries, the concept of intellect has been used to quantify ability and describe it.

Determining the structure of the intellect, especially at the beginning of the century, attracted the attention of psychologists. The famous American scientist Spearman (1904) identified some "head" factor of intelligence based on the behavior of the individual, and as a result called it the "G" factor.

According to him, the human brain never works in the same way when solving an arithmetic problem, repairing a car engine, or learning a foreign language. While some people have the same level of general intelligence as others, there is a clear advantage in performing certain types of activities.

That is why Spearman introduces factor C into science in addition to factor G. And he calls it an indicator of special ability. According to Spearman's theory, each person reflects a certain level of general intelligence, which, in turn, depends on his or her relationship with the external environment. According to Spearman, each person has different levels of ability development, which are evident in the process of solving obvious problems. Initially, there was no differentiation in intelligence research.(1, b21) Determining the structure of the intellect attracted the attention of psychologists, especially at the beginning of the century. Ch. Spearman, author of the two-factor model of intelligence, was convinced that all mental tests measure a single basic intellectual ability. In other words, a large number of diagnostic abilities are manifestations of some general factor that reflects an individual's level of mental strength.(2,1927) Later, G. Yu. Measured by tests, instrumental tools or individengine (Latin ingenium - natural inclination, ability), with the help of which mental power can be applied to certain forms of interaction.

According to Ch. Spearman, intelligence does not depend on a person's personal qualities and does not incorporate intellectual qualities (e.g., interest, motivation to succeed, or anxiety) into its structure. Modern research has shown that Spearman identified the lack of factor g as a global feature of intelligence, because in this case the study of the latter is limited to logical intellectual properties. (4, p.549) The development of the two-factor model led Ch. Between the g and s factors, the author placed group factors (arithmetic, mechanical, linguistic, and verbal skills).

The further development of ideas about the structure of the intellect took place on the path of its differentiation. In 1920, E.L. Thorndike, a representative of classical American behaviorism, distinguished social intelligence from other forms of intelligence and described it as the ability to

understand and manage men and women, boys and girls - the ability to act rationally in interpersonal relationships. (5, p. 42) developed a model in which "the general basis of intellectual action is revealed under the influence of many individual factors. The study of the structure of the intellect has been reflected in the research of a number of scientists besides Spearman. Including J. Guilford's (1959) research on the structure of intelligence is particularly interesting.

J. Guilford identifies about 120 factors (factors) of intelligence. J. Operations from the dimensions of thinking in Guilford's cubic model:

- Cognitive function, memory, divergent and convergent thinking;
- Content: figurative, symbolic, semantic, moral;
- Result: elements, levels, communication, attitude, system, change;
- Reform; application, application - tries to distinguish 120 types of specific abilities.

1. Content is when we think about something.

2. Surgery is hegrthyjkow we think.

3. The result is what our mental actions lead to (i.e., the result of our mental actions).

J. Guilford argues that creative thinking underlies divergent and convergent types of thinking. J. According to Guilford, ability resides within the overall model of intelligence, so he distinguishes four factors of creativity.

a)Combinations for originality-interpretation, the ability to show the results of unusual (unexpected) responses;

b) Semantic flexibility - the ability to separate the function of the object and suggest a new use of it;

c) Expressive adaptive flexibility - the ability to change the form of motivating factors to see new opportunities;

g) Semantic self-generated flexibility - the ability to generate different ideas in relatively limited situations. J. Guilford understands creative abilities as some approximate structures, with the result that these structures manifest as intercorrelation between test forms. D. Wexler was the first to state that there is a range of types of thinking that reflect the components of general intelligence but differ from the traditional coefficient of intelligence (6, pp.101-103) (IQ). In his 1940 article, "Intellectual Factors in General Intelligence," which is rarely quoted, Wexler focused on the "non-intellectual aspects of general abilities" in each "complete" dimension. When a scientist speaks of "non-intellectual elements", he understands not only the general functioning of the psyche, but also its affective-managerial components, thanks to which man has long been associated with problems in the field of importance. (7, 1949) Social and emotional abilities are also discussed. Unfortunately, these factors were not included in Wexler's IQ test, as little attention was paid to it at the time.

Wexler divided intellectual abilities into verbal and nonverbal types (imaginative abilities) and showed that this or that group predominated in different people. (8, 1958)

In R. Stenberg's theory, intelligence is considered as an information system that serves the adaptation of the individual to the environment. The basic premise of triarchic theory is: "Intellect can be defined as mental self-management, mental control of the whole life using a method aimed at a constructive goal." (9.) Mental self-management involves three main elements: adaptation to the environment,

Selection of a new environmental effect, or selection of an environment with the person, and shaping of the environment.

R. Stenberg's theory of three parts (triarchic) emphasizes that the intellect is connected with three processes of a person's life: internal information processes, experience and the external world. According to this concept, the intellect is affected by three types of mental processes (or components):

- Metal components, which manage the problem-solving process and include its description, the separation of stages in the problem-solving process and conclusions about the final solution;
- Components that reflect the processes associated with the solution of a particular problem, as well as through its transformation;
- A component of acquired knowledge, provided with a learning feature and retention that is useful for future information. The scientist criticizes that in other concepts of intelligence the main emphasis is placed on the components to be performed (i.e. the analysis of previously acquired knowledge), the experience and the met components are not given enough attention. Taking these into account would make it possible to spread the scale widely in the fields of social, practical, and emotional intelligence. (10, p.912-927)

R. Stenberg pays great attention to intellectual factors in his intellectual model.

- 1) Ability to solve practical tasks (business acumen, intelligence, variability in the application of knowledge) - speaking ability (accuracy and fluency of speech);
- 2) Intellectual integration (the ability to see differences and coordinate different perspectives) - goal-orientation (selective search for information, diligence);
- 3) Contextual intelligence (use of knowledge about the universe and personal experience)-existing thinking (intelligence, speed of thinking, the ability to think abstractly). (11, p.44-52)

Swiss psychologist J. Piaget approaches the problem of intelligence from his own personal point of view. He often uses the term "intellect" instead of the concept of thinking, sometimes moving away from psychological terms, and so on. J. Piaget

Divides the theory of intelligence into two and calls them intellectual functions as well as intellectual cycles. According to J. Piaget, the main functions of the intellect include coherence (orderliness) and adaptation (adaptation, adaptation), which are called functional invariance of the intellect.

The author distinguishes the following stages of intelligence:

- a) Sensomotor intelligence (from birth to 2 years);
- b) Preoperative thinking period (from 2 to 7 years);
- c) The period of specific (obvious) operations (mental actions) (7-8 years to 11-12 years);

d) The period of formal (formal) operations (implementation of actions).

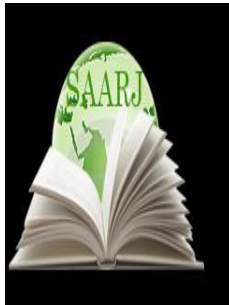
According to Piaget, "the growth of the intellect begins before the child develops speech. The bud of the intellect is reflected in the child's initial erratic behavior. " (12, p.459) Subsequent implementation of the act of goal-directed action and the use of analysis create important opportunities for the study of the genetic root of intelligence. J. Piaget makes a breakthrough in psychology, emphasizing that the period of concrete operations is related to objects. When classifying the period of formal (formal) operations, it is noted that the connection with the objects gradually disappears. It is said that the growth of the intellect consists in arming the human operating system. In the developmental stage of the intellect, mental movements occur in a group. The reciprocal exchange of the intellectual age signifies the growth of thinking, while the sequence of the period represents the internal laws of development. Piaget's theory of intelligence is important for the science of world psychology, it uses an objective "clinical" method, reveals the genetic roots of the intellect, the specificity of the features between the intellect and the subject, the change of the subject in intellectual activity is proved by empirical materials and theoretical considerations. It should be noted that the multiplicity of aspects of the intellect has been gradually confirmed in science. In conclusion, the problem of intelligence has been widely studied in foreign psychology, which has been studied on the basis of different theories, concepts, approaches, positions, directions. At the same time, the criteria for measuring intelligence, development indicators, characteristics, characteristics, the creation of tests and their use in the examination of mental development of people of different ages are based on various scientific and theoretical foundations.

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DOI: **10.5958/2249-7137.2021.00718.7**

ANALYSIS OF FIBER-OPTIC SENSORS FOR DIAGNOSTICS AND MONITORING OF ELECTRICAL EQUIPMENT

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ABSTRACT

The article describes the basic principles to date; one of the applications of fiber-optic technologies for measuring purposes is fiber-optic multi-sensor systems. Fiber-optic multi-sensor systems include quasi-distributed sensor networks built on the basis of fiber-optic sensors, usually based on fiber Bragg gratings. One of the main advantages of fiber Bragg gratings is the unique way of converting the measured value into a change in the wavelength of radiation passing through and/or reflected from the grating, as well as the ease of manufacturing. fiber Bragg gratings have proven themselves well and are widely used in construction, oil production, energy, aerospace engineering, etc.

KEYWORDS: *Fiber-optic sensors, point-to-point sensors, phase-shift sensors, temperature sensors.*

INTRODUCTION

To date, one of the applications of fiber-optic technologies for measuring purposes is fiber-optic multi-sensor systems. Fiber-optic multi-sensor systems include quasi-distributed sensor networks built on the basis of fiber-optic sensors, usually based on fiber Bragg gratings. One of the main advantages of fiber Bragg gratings is the unique way of converting the measured value into a change in the wavelength of radiation passing through and/or reflected from the grating, as well as the ease of manufacturing. fiber Bragg gratings have proven themselves well and are widely used in construction, oil production, energy, aerospace engineering, etc.

MAIN PART

Many factors contribute to the active use of fiber Bragg gratings in various fields: miniaturization-individual developments have an external diameter of the working part of less than 100 microns, which allows them to be used in hard-to-reach places without significant structural modifications of the devices in which they work, multiplicative response to environmental parameters temperature, humidity, mechanical effects, etc., absence of the influence of electromagnetic interference, preservation of operability, in the presence of various coatings at temperatures from -100 to +300°C, etc.

Fiber-optic sensors are often used to measure various physical parameters in the field of energy, such as temperature, current, voltage, analysis of the composition of air, transformer oil, monitoring of structural integrity, etc. [1-2]. Compared to other types of sensors, fiber-optic sensors have the following advantages:

- Made of electrically non-conductive materials, do not require a separate power supply, can be used when working under high voltage;
- Ready to work in an explosive environment;
- Not subject to natural and industrial electromagnetic interference;
- Chemically inert, do not pollute the environment, and are not subject to corrosion;
- Have a wide range of operating temperatures;
- Multiplex able, operable as part of a single field of integrated fiber-optic sensors.

LIMITATIONS

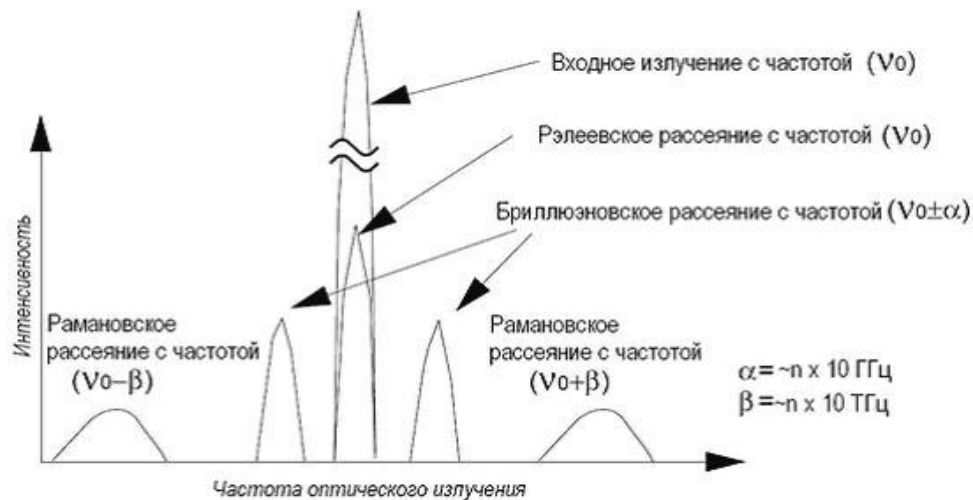
Expensive optical interrogators are used for interrogation;

Require sophisticated signal processing techniques to accurately locate the central Bragg wavelength;

Demanding on the signal/noise ratio in the measuring channel;

RESULTS AND DISCUSSIONS

Distributed fiber-optic sensors for temperature measurement include systems based on the use of Raman light scattering. The sensing principle is based on the effect of Rayleigh scattering, Raman scattering, or Brillouin scattering (Fig. 1) [3, 4]. For example, a method of optical time-domain reflectometry, where the position of a region with a weak reflection can be determined using a pulsed probing signal. This method is also used to determine the temperature as a function of the Brillouin frequency shift.



Pic. 1. Spectrum of scattered optical radiation in distributed fiber-optic sensors

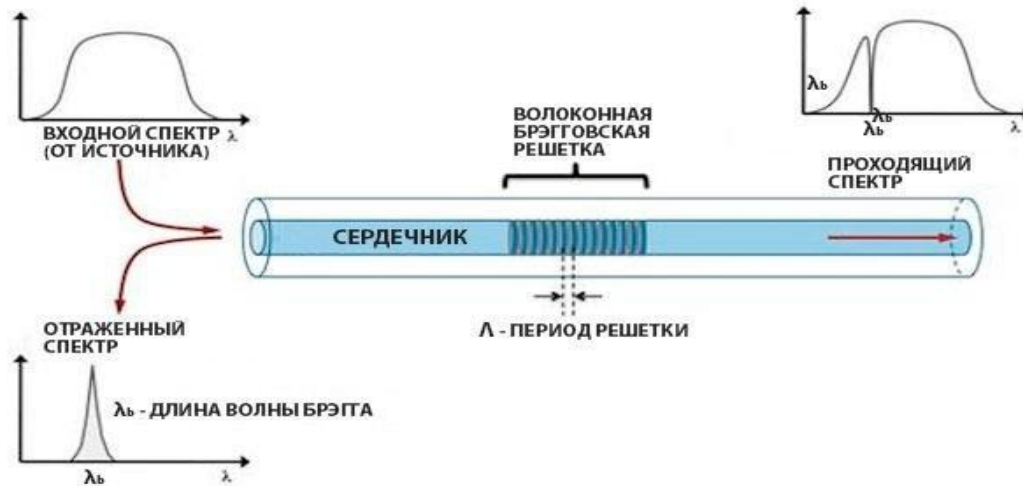
In some cases, the measured value is the average value over the entire length of the fiber. In other cases, position-dependent values (for example, temperature or voltage) are measured.

The light in the optical fiber is scattered by microscopically small density fluctuations, the size of which is less than the wavelength. In the backscattering, one can find, along with the elastic fraction of scattering (radiated scattering) at the same wavelength, both the penetrated light and additional components at other wavelengths, which are associated with the vibration of the molecules and, thereby, with the local temperature (Raman scattering).

Dignities:

- High accuracy (up to +/- 0.5°C);
- High spatial resolution (up to 0.5 m);
- High length of the measuring system (up to 8 km);
- Low cost;
- Wide range of measured temperatures;
- Low temperature resolution due to the large dispersion of the reflected signals when using non-encoded signals.

Quasi-distributed fiber-optic sensors can contain a series of sensor arrays for monitoring temperature, humidity, and mechanical pressure. VBR links the main mode of the light guide with the same mode propagating in the opposite direction. At a certain wavelength, the radiation propagating through the light guide is reflected from the grating in whole or in part, the main difference in the principle of operation of temperature sensors based on fiber Bragg gratings from other fiber temperature sensors is that the Bragg wavelength in the grating depends not only on its period, but also on environmental factors.



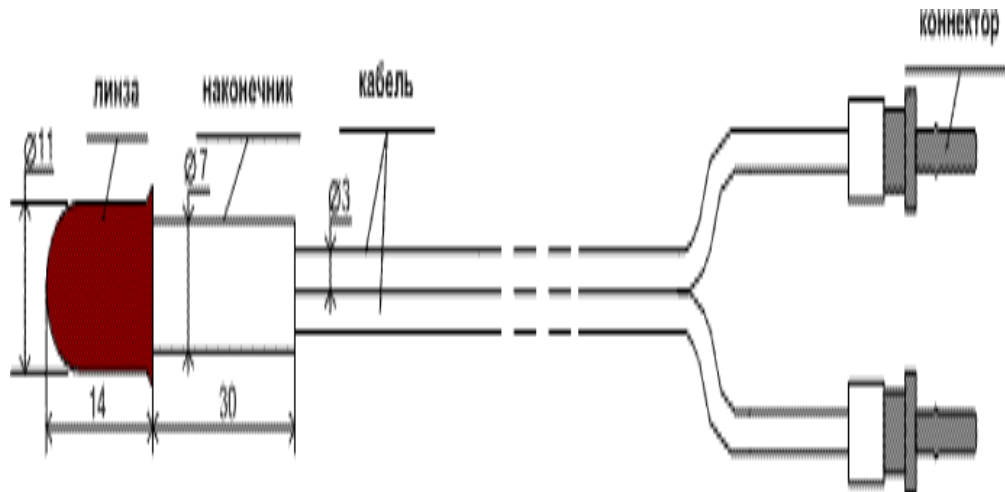
Pic 2. The principle of operation of the fiber Bragg grid

Dignities:

- Ability to reflect the light signal in a narrow spectral range
- Easy ability to combine into arrays (multiplexing);
- High measurement accuracy;
- Small dimensions, weight;
- The difference between temperature and deformation effects on the object;
- Continuous monitoring of parameters along the length (volume) of the object at any point where the sensor light guide is installed;

Point sensors are parametric sensors that respond to changes in a particular physical quantity. Point sensors in the electric power industry have a variety of applications: measuring the gas content in the environment, measuring current and voltage at substations, fixing arc formation, etc. Fiber-optic sensors installed in the compartments of high-voltage cabinets and having an almost circular radiation pattern, record the light flash from the electric arc and transmit it via optical fiber to the light detection unit of the device.

The optical radiation spectrum of an arc flash can vary greatly depending on the materials involved (gas, moisture, etc.). The figure below shows an example of such an optical spectrum. It covers a wavelength range of 300 to 800 nm, with characteristic lines of about 500 nm ("copper" lines). The arc flash emission spectrum plays an important role in selecting a suitable photo-diode for the arc protection sensor



Pic. 3. Fiber optic sensor in arc protection devices.

The disadvantage of all of the above systems, except for the last one, is the requirement for an ultra-expensive and precision interrogator. The system with a fiber optic sensor based on a fiber Bragg grid with phase-shift also looks very simple in the option of installing a single sensor. However, it is known that such sensors require at least four complete switchgears in one. In this case, the system for collecting and transmitting information will be implemented according to the scheme "one FOS– one balanced photo detector", and the number of balanced photo detectors will be determined by the number of fiber-optic sensors. In addition, each channel must include a reference fiber Bragg grating for temperature control. Given the narrow width of the transparency window of phase-shifted fiber Bragg gratings, the effect of temperature on the stability of achieving a given measurement accuracy increases incommensurably, compared to the achieved gain in sensitivity and resolution.

CONCLUSION

The light in the optical fiber is scattered by microscopically small density fluctuations, the size of which is less than the wavelength. In the backscattering, one can find, along with the elastic fraction of scattering (radiated scattering) at the same wavelength, both the penetrated light and additional components at other wavelengths, which are associated with the vibration of the molecules and, thereby, with the local temperature (Raman scattering).

Dignities:

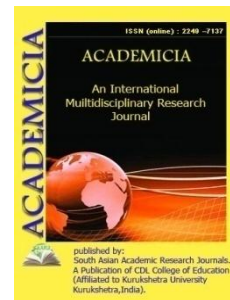
- High accuracy (up to $\pm 0.5^{\circ}\text{C}$);
- High spatial resolution (up to 0.5 m);
- High length of the measuring system (up to 8 km);
- Low cost;
- Wide range of measured temperatures;
- Detection of the optical backscattering signal in a narrow band
- Small size of the sensors (the weight of the electronic unit is not more than 16 kg),

Disadvantages:

- Technically difficult measurement of Raman scattered light due to low backscattering power relative to peak power;
- The need for a large number of measurements in order to increase the signal-to-noise ratio.

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DOI: **10.5958/2249-7137.2021.00714.X**

REGIONAL FEATURES OF MIGRATION PROCESSES IN UZBEKISTAN (ON THE EXAMPLE OF FERGANA REGION)

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ABSTRACT

The article examines the unemployment rate and the needs of people for housing, leading to external migration. The purpose of the study is to study the unemployment rate in the regions of Uzbekistan and its impact on migration. In conclusion, it should be noted that in regions with a high level of industrial production, a high share of small business and private entrepreneurship, labor migration will be positive and can serve as an important factor in preventing external labor migration.

KEYWORDS: *Migration, Unemployment, Economically active population, Labor migrants, Uzbekistan, Fergana region.*

INTRODUCTION

In the XXI century, the role of labor migration in the process of integration and liberalization of the world economy is constantly growing. That is why revealing the socio-economic content and essence of labor migration shows how important it is.

Problems related to labor migration in the world economy also affect the social life of Uzbekistan. The process of internal and external labor migration is regulated by law and organization, the interests of our citizens working abroad are protected, and in order to provide them with practical assistance, the Agency for Foreign Labor Migration has opened a representative office in the Russian Federation and several other countries. At a time when organizational work is being carried out, the prevention and elimination of social and economic

consequences of labor migration is supported by the state, it is important to study labor migration and its social aspects in Uzbekistan.

Therefore, the formation and development of labor migration in our country is due to the economic and social and littemics features of the region.

In particular, Fergana region is the region of the Republic of Uzbekistan. It was founded on January 15, 1938. In the east of the republic, located in the south of the Fergana Valley; Kyrgyzstan borders from Namangan, Andijan regions, south and east Tajikistan from Tajikistan.

Area: 6.8 thousand km². The population is 3 million 752 thousand people. Of these, 50.3% are men and 49.7% are women.

The urban population accounts for 56.7% of the total population. (As of January 2020)[1]

The 1990s coincided with a period of heightened political and socio-economic processes in the former Soviet Union and the international arena. Such profound changes have led to the strengthening of interethnic relations in a number of countries. As a result of the strengthening of interethnic relations, the Central Asian states have also formed their own "hot spots". One such area is the Fergana Valley, where the entire historical development of the peoples of the valley has been interconnected. In the process of demarcation of the national union in the former Soviet Union in 1924, little attention was paid to the historical, geographical, economic and social characteristics of the peoples of the Fergana Valley, Khorezm oasis, Tashkent, Samarkand and Surkhandarya. As a result, the population of the Fergana region has become one of the most complexes in terms of ethnic composition.

Today, more than 100 nationalities and ethnic groups live in peace in Fergana region and make a worthy contribution to the development of our country.

All conditions have been created for them to fully implement their traditions and customs, preserve their national traditions and values.[2]

Uzbeks, Kyrgyz and Tajiks have lived side by side in the Fergana region since ancient times. From the 17th century, Karakalpaks settled in Fergana along the Syrdarya. From the second half of the 19th century, Russians, Tatars, Ukrainians, Kazakhs, and other peoples of Russian territory migrated as a result of the Russian occupation of the Kokand Khanate. As a result, the ethnic composition of the region has become more complex.

From the beginning of the XX century Russians, in the 1930s Koreans, in the Second World War and in the post-war period Crimean Tatars, Germans (from the Volga region), the peoples of the North Caucasus were forcibly relocated to the Fergana region.

He increase in the share of Uzbeks and Tajiks in the Fergana region in recent years is explained by the high rate of natural growth, as well as the passivity of the local population in external migration compared to other nationalities.

Important political, social and economic events in the former Soviet Union since the 1990s have intensified migration processes as a result of the emergence of independent states instead of allied republics. As a result, the return of Crimean Tatars, Meskhetian Turks and other nationalities to their native lands has led to an increase in the share of indigenous peoples in the region - Uzbeks.

From 1991 to 2018, the share of Uzbeks in the region increased from 85.6% to 90.3%. This figure increased from 82% to 89% in Fergana region.[3]

Also, in the first years of independence, the share of ethnic Uzbeks in Fergana region was the lowest among the regions of the republic. The population of Sokh district in the Kyrgyz Republic of Fergana region is predominantly Tajik, with Uzbeks accounting for only 5.5 percent. The ethnic composition of the population of Fergana district of Fergana region is almost equal to that of Uzbeks and Tajiks, and about 46% of the population of Fergana district are Uzbeks. In addition, 68% of the population of Quvasoy and 89% of the population of Rishtan district are Uzbeks. In other districts and cities of Fergana region, the share of Uzbeks is 90% or more. More than 97% of the population of Margilan and Buvayda districts is Uzbeks. From the beginning of the 20th century, Karakalpaks, Kipchaks and even Kazakhs in the Fergana Valley began to call themselves Uzbeks.[4]

The population of the Fergana region is second only to the Uzbeks in the national composition, and in the analyzed years, the share of the population in the region increased from 5.1% to 5.3%. Tajiks make up 6 percent of the population in Fergana province. The share of Tajiks is high in Sokh, Fergana districts and Quvasoy city of Fergana region, accounting for 90, 44 and 20 percent, respectively.[5]

After Uzbeks and Tajiks, Kyrgyz make up the majority of the population. From 1991 to 2018, the share of this ethnic group in the population of the region decreased from 2.4% to 2.1%. Kyrgyz people are also common in Rishtan, Yazyavan districts of Fergana region and in the city of Quvasoy. It is noteworthy that 7.6% of the population of Quvasoy is Kyrgyz.

Prior to independence, Russians made up 3.2 percent of the region's population. By 2018, Russians made up only 0.8 percent of the region's population. Russians mostly lived in regional centers and cities.[6]

Due to the presence of different nationalities and ethnic groups in the region, seasonal migration related to weddings and values in the spring and autumn seasons with neighboring Kyrgyzstan and Tajikistan, as well as the establishment of kinship ties, has also developed permanent migration.

The permanent population of the Republic of Uzbekistan as of July 1, 2019 amounted to 33.5 million people, the largest population as of July 1, 2019 was Samarkand region (11% of the population), Fergana region (11.1%), Kashkadarya region (9.7%) and Andijan region (9.2%). Fergana region is one of the regions active in both internal and external migration. As of 2019, there were 12,667 immigrants and 14,482 immigrants in the area.[7]

We can also see the impact of economic factors on labor migration in the region.

Fergana region is one of the most industrialized regions of the country. There are 86 large industrial enterprises in the region. The leading industries include fuel and energy, chemicals, machinery, construction materials, cotton ginning and processing, light and food industries, and other energy bases, mainly thermal power plants, the largest of which are: Fergana, Kokand thermal power plants , Quvasoy thermal power plant. The largest enterprises of the chemical industry are located in Fergana and Kokand. These include the Nitrogen Production Association, chemical fiber, furan compounds chemical plants, Kokand superphosphate plant and others. The Fergana oil refinery is located in the region. The building materials industry is well developed.

The cement plant in Quvasoy produces more than a quarter of the cement produced in the country. In Quvasoy, slate, brick and other construction tools, spare parts for other industries are produced at Elektromash, Tekstilmash and other metallurgical plants. The food industry is developing every year. The enterprises of this sector produce various types of oils, flour, bread, pasta, canned food and other products. There are 84 joint ventures and more than 22,000 small enterprises in the region. There are Nodira, PSMK3, Polina, MargilanTongi in Margilan and Zilola in Kokand, Uzsalam, Kabul-Fergana, Besteks and Ishonch joint ventures in Fergana.[8]

Samarkand region (11% of the country's population), Fergana region (11.1%), Kashkadarya region (9.7%) and Andijan region (9.2%). Fergana region is one of the regions active in both internal and external migration. As of 2019, 12,667 people had moved to the area and 14,482 had moved.

The Kokand Free Economic Zone also operates. In the free economic zone 6 chemicals and oil, 14 building materials, 4 deep processing of agricultural products and food production, 12 light industry, 7 leather shoes, 3 electrical, 4 pharmaceutical, 3 modern production facilities are being set up in the fields of mechanical engineering and automotive, 3 paper processing and furniture.

Currently, 4 projects worth \$ 7.2 million are being produced at Shaffof Methane Industry LLC: high-pressure methane gas cylinders, Admiral Group LLC flour and flour products, KamtarBegoim LLC footwear and artificial fur products.

It is planned to implement 21 projects worth \$ 32.2 million in 2020, and 40 projects worth \$ 125.1 million in 2019-2020. [9]

TABLE 1[10] VOLUME OF INDUSTRIAL PRODUCTION BY REGIONS (BILLION SOUMS)

№	Cities and Districts	2010 й	2015 й	2016 й	2017 й	2018 й	2019 й
Total region		3265,5	7170,2	8040,7	9728,5	13613,8	18661,2
1	Oltiariq district	17,0	160,3	173,6	177,4	204,2	181,4
2	Koshtepa district	9,4	105,7	110,6	116,1	142,7	339,5
3	Baghdad District	61,0	197,1	212,1	252,8	296,3	511,2
4	Buvayda district	47,9	238,7	248,8	252,7	279,4	250,8
5	Besharik district	11,8	126,0	128,0	200,3	259,5	333,3
6	Quva district	36,5	154,7	175,9	218,7	419,8	529,7
7	Uchkuprik district	66,0	230,0	266,9	309,0	315,1	982,7
8	Rishtan district	50,5	196,5	207,6	255,6	249,4	295,0
9	Sokh district	4,8	75,4	82,5	108,9	81,3	40,4
10	Toshloq district	200,4	490,6	522,9	915,3	1610,4	2165,0
11	District of Uzbekistan	54,3	240,4	270,6	342,6	348,3	452,7
12	Fergana district	18,6	131,7	144,7	192,2	192,9	230,9
13	Dangara district	19,3	143,8	207,0	266,0	579,7	395,5
14	Furqat district	10,6	101,4	105,4	154,2	113,8	102,0
15	Yazyovan district	7,5	101,2	102,8	148,6	122,4	88,0
16	Fergana city	1913,8	2442,3	2903,3	3152,6	4536,7	6784,3
17	Kokand city	336,9	995,3	1113,4	1362,5	2264,3	2910,3

18	Quvasoy city	349,1	671,0	667,4	812,2	1063,6	1187,4
19	Margilancity	50,1	368,1	397,2	490,8	534,0	881,0

The volume of industrial production in the region in 2010 amounted to 3265.5 billion soums, in 2019 this figure amounted to 18661.2 billion soums. Fergana city, Kokand city, Toshloq district is in the first place in the region in terms of industrial production. The region has developed the production of textiles, food products, coke and oil refining products, chemicals and other mineral products.

Although the volume of industrial production in the region is growing from year to year, the region ranks second in the country in terms of the number of external labor migrants.

According to the data, 1.5 million Uzbeks work in Russia, 240,000 in Kazakhstan, 71,000 in Korea, 43,000 in Turkey, 5,000 in the United Arab Emirates and 120,000 in other countries.

The indicators of the share of labor migrants in the regions are as follows:

From Samarkand - 268 thousand;
 From Fergana - 247 thousand;
 From Kashkadarya - 178 thousand;
 From Surkhandarya - 164 thousand;
 From Khorezm - 140 thousand;
 Andijan - 132 thousand;
 From Tashkent region - 102 thousand;
 From the city of Tashkent - 90 thousand;
 From Bukhara - 88 thousand;
 From Jizzakh - 88 thousand;
 Namangan - 69 thousand;
 From Karakalpakstan - 66 thousand;
 Syrdarya - 57 thousand;
 25,000 people from Navoi work abroad.[11]

The explanation of such statistics can be given for several reasons. Including:

In terms of population density, the region ranks 2nd in the country after Andijan region and has 544.8 people per 1 km²;

The average monthly nominal wage of employees of legal entities in the Republic of Uzbekistan is 1892.2 thousand soums. It is ahead of the last Surkhandarya and Namangan regions in the republic.

The migration structure of the region, the diversity of factors influencing it, requires a comprehensive analysis of labor migration in the country to study the regional, demographic and social characteristics of the emergence of labor migration in Fergana region.

Based on the above, the following conclusions and suggestions were developed:

- The labor migration performance will also be positive in areas where the share of industrial production is high, the largest share of small business and private entrepreneurship

• Differences between the living conditions of the village and urban population, the state of infrastructure are also affected by labor migration. Development of water, gas and production infrastructure in rural areas can serve as an important factor in the prevention of labor migration.

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DOI: **10.5958/2249-7137.2021.00768.0**

THE ROLE AND OPPORTUNITIES OF INFORMATION TECHNOLOGY IN TOURISM

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ABSTRACT

The article provides an overview of innovative services based on information technology (IT) and successfully used by domestic and foreign tourism enterprises. The considered three areas of IT allow us to conclude that they serve as a source of innovations that can bring the activities of a tourism enterprise to a higher level of quality of products or services. Promotion of any activity and production sphere is impossible without the introduction of new technologies and scientific achievements, improvement of existing models, taking into account changes in the market and the needs of the buyer, as well as without the ability to be mobile among competitors. Such changes determine the innovative way of the industry development. Tourism innovation is innovation and fresh ideas in travel and recreation. The result of the introduction of such innovations is an increase in the tourist flow and an increase in profits.

KEYWORDS: *Innovation, Information technology, Tourism, Hospitality, Mobile applications.*

INTRODUCTION

The development of telecommunication networks and information technologies has radically changed the activities of tourist enterprises: many processes have become automated and can be controlled remotely, a huge amount of data is stored in digital form, the time for processing requests and performing operations is minimized. However, the issue of innovative development for each enterprise is still relevant, since Intense competition in this area forces the participants of the tourism market to seek, develop and introduce innovations in their work.

Tourism is the main economic activity that has a positive impact on economic growth and employment in the country, as it has a huge impact on such key sectors of the economy as

transport, hotel and restaurant services, trade, construction, production of consumer goods and many others.

Tourism is an important tool to strengthen the opinion of Uzbekistan in the world, forms our values and contributes to the development of the country's attractiveness, which is the result of centuries of cultural exchange, linguistic diversity and creativity.

In addition, tourism is becoming an increasingly important aspect in the lives of citizens who travel more and more for business or leisure purposes. As an activity that affects the cultural and natural heritage, as well as traditions and modern culture in the country, tourism provides an opportunity for economic growth and sustainable development in Uzbekistan.

Thus, tourism is a complex intersectional complex that requires a systematic approach to regulating the socio-economic interaction of many sectors of the economy, both at the state and regional levels.

The economic and financial crisis that has affected the economies of all countries since 2008 has had a significant impact on the demand for tourism services, so the issue of an innovative approach to tourism is now becoming acute.

METHODOLOGY

Innovations in the tourism industry are mainly aimed at the formation of a new tourism product, new approaches in marketing activities, as well as the application of new management methods using information technology. Innovative activities in this area can also be aimed at changing an existing product, at improving transport, hotel and other services, and developing new markets. Information technologies play a key role in such activities, since they are able to radically change the methodological, informational and technological components of management processes and implement them at a qualitatively new, more effective level.

Innovation, the science of innovation, identifies different grounds for classifying them. The practice-oriented classification, which includes ten types of innovations, developed by an innovation consultant Larry Keely, deserves special attention. The first four types of innovation relate to the structure of production. One of them is the profit-making model. The following types of innovation involve collaborating with other companies, restructuring the company, and introducing new ways of working. Another two types of innovation involve making changes to a company's product. The product must be unique and functional and must be accompanied by a package of additional goods and services in order to maintain customer loyalty.

New information technologies play an even more important role for suppliers of cultural products into tourism destinations. Whereas initially only the establishment of Internet platforms for the promotional presentation of cultural offers seemed to be important, ticketing is now increasingly pushed by the supply side. The main reason for this is the increasing tendency towards late booking of offers by lo-call's as well as tourists. Interestingly, one can see general tendency towards local tourism organizations cooperating in traditional tourism destinations. The intention of this cooperation is to establish larger regional destination organizations.

Mobile applications, which have become widespread due to the technical improvement of mobile devices and the availability of the Internet, are becoming an effective tool for implementing innovations in any of these types. Travel guides are also actively moving to mobile applications.

Moreover, in this case, the mobile application becomes multifunctional, and therefore more convenient for users in comparison with printed counterparts.

This innovation is interesting in that it combines several of the types described above. Firstly, the model of making a profit in it is not the standard "commodity-money", but the so-called freemium (from the English free minimum), i.e. the product itself is free, and the additional product or service costs money. Secondly, it reveals mutually beneficial cooperation with companies (tourist attractions), which a tourist gets access to when buying an electronic card. Thirdly, the multi functionality of the mobile application makes it more attractive to consumers in comparison with separate analogs: navigators and Internet sites of certain attractions.

If we consider the museum sphere, then mobile applications are becoming more widespread in it. Large museums, such as the Hermitage, develop audio guides for their exhibitions, and this, in turn, qualitatively changes the workflow. Paid audio tours for a mobile application allow the museum, firstly, to receive additional income, and secondly, to optimize its costs for maintaining traditional technical means (their repair, charging, etc.).

Accommodation facilities are actively mastering mobile applications using NFC technology (Near field communication), a short-range wireless data transmission technology that enables data exchange between devices located at a distance of about 10 centimeters. The first hotel to showcase innovation was the Clarion Hotel Stockholm. NFC technology is changing the traditional check-in process for hotel guests. At the set time before arriving at the hotel or already being there, the guest receives a notification that his room is ready to move in and he can go through the registration procedure. After completing online registration in the mobile application, the key to the number is activated. By attaching a mobile device to the electronic lock, the guest gains access to the room. Thus, the hotel's working process is changing, which becomes more perfect in terms of safety and reliability, as well as convenient for guests and staff.

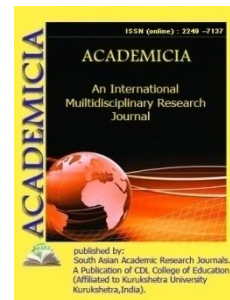
CONCLUSION

In modern research, much attention is paid to theoretical issues related to innovation and innovation processes in tourism. The considered directions of IT innovations are of practical importance and do not exhaust all the possibilities of using IT in tourism and hotel business. The wide range of IT applications for creating innovations of various types - from process to product - makes them attractive for investments. Moreover, it can be assumed that the implementation of ready-made IT solutions that have proven their effectiveness will be the best option for those companies in the travel industry that are just going to step up innovation.

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DOI: **10.5958/2249-7137.2021.00769.2**

THE ECONOMIC CONTENT OF THE ORGANIZATION OF PUBLIC PROCUREMENT AND ITS ROLE IN THE ECONOMY

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ABSTRACT

The article discusses the role of public procurement in the national economy in the context of the pandemic, the wider introduction of modern forms and methods of procurement, the prevention of corruption and a number of similar measures. Further development of public procurement plays an important role in the efficient use of budget funds. Because today public procurement is an important factor in the socio-economic development of the country, the timely provision of recipients of funds from state bodies, the state budget and state trust funds with necessary and affordable goods and services. This saves both time and finance for public procurement participants.

KEYWORDS: *Government procurement, government customer, government procurement entities, government procurement contract, special information portal, procurement procedures, electronic government procurement, procurement announcement.*

INTRODUCTION

Along with the development of modern sectors of the economy, in recent years, reforms have begun in the budget and tax system, in particular, the establishment and strengthening of strict control over the targeted use of budget funds, ensuring the openness and transparency of this process have become one of the important issues. In particular, the President expressed the following views on the prevention of various illegal actions when using budget funds, the effective use of budget funds: "It is necessary to further improve the system of effective use of budget funds, any program or project financed from the budget should have qualitative and quantitative indicators oriented towards results¹".

Further development of public procurement plays an important role in the efficient use of budget funds. Because today public procurement is an important factor in the socio-economic

development of the country, the timely provision of recipients of funds from state bodies, the state budget and state trust funds with necessary and affordable goods and services. This saves both time and finance for public procurement participants.

LITERATURE ANALYSIS

A number of our foreign and domestic scientists have conducted their own research in the field of public procurement and their development. In particular, in some foreign literature the term “state order” is used instead of the term “public procurement”. According to L.M. Davletshina, V.S. Gladkov and a number of other young scientists, the current interpretation of the state order does not reflect its essence, confuses the concepts of "state order" and "state procurement" and thereby negatively affects the order of practice².

According to the German scientist T.V. Freiberg, “state order” is a form of organizing financing from the budget, which has its own characteristics, principles, classification and stages of development.

A.F. Nozdrachev noted that the state order is one of the main instruments affecting the economic and social development of the state in market conditions, as well as a market instrument that regulates legislation³.

According to Professor T. Malikov, Ph.D., one of our local scientists, the state, as a legislative and regulatory body, bears full responsibility for regulating the financial system⁴.

Economist U.Burkhanov defines public procurement as the purchase of goods, works and services for public needs, that is, public procurement of goods (works, services) for public needs is partially or fully purchased at the expense of public funds⁵.

As a result of his research, N. Zosimov explained several advantages of using e-commerce in public procurement. First, participation in public procurement provides access to a large market for goods and services. Each participant can sign a contract offering their business opportunities, and at the same time have a certain portion of the funds allocated for public procurement from the state budget. Secondly, e-commerce is carried out online and does not require additional costs (travel costs, time and money). Third, public procurement contracts for the supply of goods, works and services are long-term and do not pose a risk to reliability⁶.

Also, the Law of the Republic of Uzbekistan "On Public Procurement" dated April 9, 2018 defines public procurement as follows: "Public procurement is the receipt of goods (works, services) by government customers on a paid basis."

ANALYSIS AND RESULTS.

Since the first days of independence, measures have been taken to improve the living standards of the population and the gradual development of the country's economy. As a result of reforms in the state system and management, a new legal system of cost management is being formed. This, in turn, will ensure the efficiency of public expenditures, the introduction of modern management mechanisms in them. The new economic situation in the international arena increases the importance of the tasks set by governments in spending with public funds. It is known that the state incurs a number of expenses in the performance of its duties. These expenditures are primarily aimed at investing in various sectors to develop the country's economy, improve the living standards of the population, as well as to implement social tasks,

and are aimed at specific goals, such as the management and defense of the country. Government spending is mainly financed from the state budget and other centralized government funds.

Public procurement has a special place as an important component of public spending. The purchase of goods and services plays an important role in world practice, it is a continuous process aimed at the efficient use of funds and investments. The Uzbek term “xarid” is used synonymously with the word “sotib olish”, which in the modern sense means receiving goods, performed work or service for certain payment. *Public procurement* is the purchase of goods and services for government needs, partially or wholly at government expense. More precisely, this is a systematic approach to public procurement management. Thus, all processes related to the planning, implementation and control of purchases for public needs create a *public procurement system*. Public procurement is carried out to provide material and financial support to public infrastructure. Public infrastructure can be roughly divided into two main components (Figure 1):

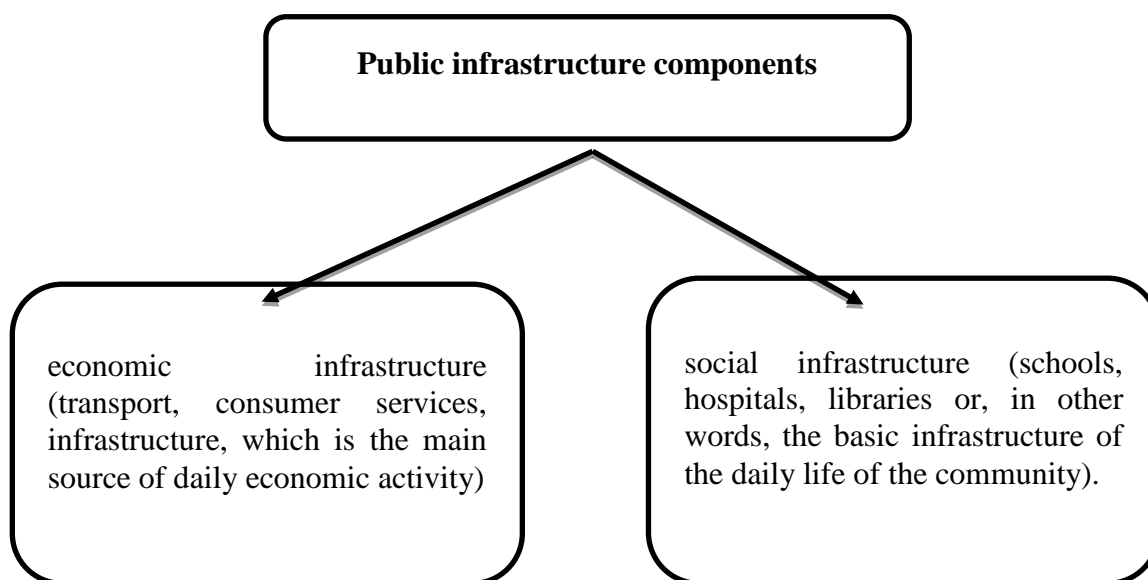


Figure 1. Components of Public Infrastructure

The need for public procurement in the social sphere stems from the public interest. As part of the ongoing changes in the public finance management reform, the radical reform of the organization of public procurement, the formation of a regulatory framework for them is an important tool for increasing the efficiency of public spending. An effective direction is the use of the following elements to improve the public procurement management system:

use of advanced foreign experience in public procurement management;

harmonization of public procurement policy with the goals of the state economic policy;

monitoring and evaluation of public procurement policy.

The effectiveness of the procurement mechanism for public needs largely depends on the level of qualifications, professional training and integrity of civil servants who make public procurement decisions. In many countries, training and retraining of public procurement officers is the direct responsibility of the government. The Government of the Republic of Uzbekistan pays great attention to overcoming problems in the above areas and is actively working to improve the

mechanisms of the public procurement process and its regulatory framework with the participation of other entities involved in public procurement. In particular, there is a need for a systematic approach to public procurement management and a strategy for using public procurement as a mechanism for influencing certain sectors of the economy.

Due to the organization of state purchases, the volume of sales of small businesses increased and budget savings were achieved.

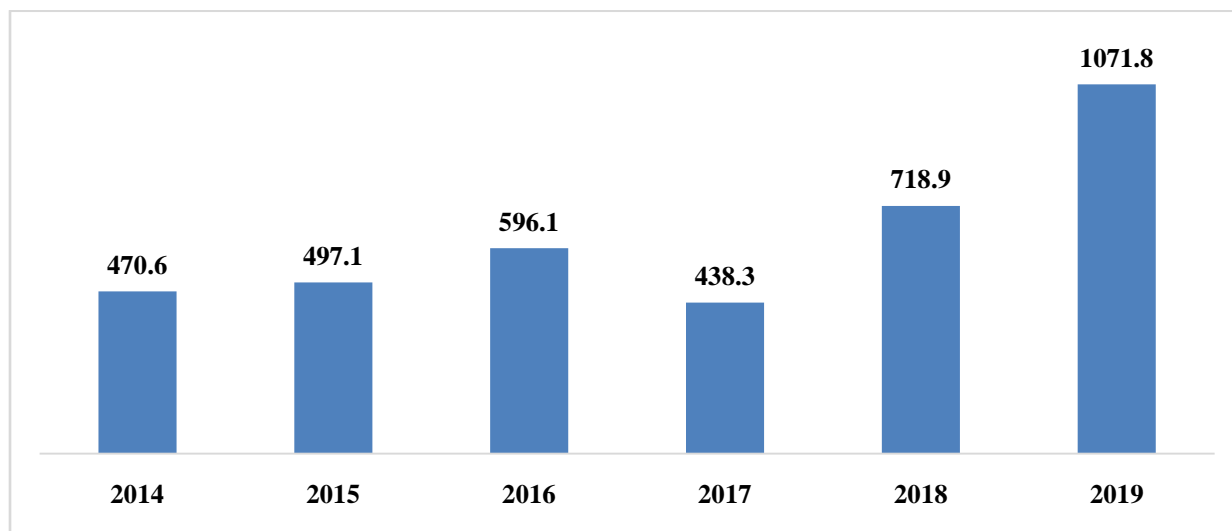


Figure 2. Dynamics of the volume of electronic tenders for public procurement of budgetary customers in 2014-2018. (Billion soums)

It can be seen from this figure that in 2014-2016 e-commerce in the field of public procurement had growth rates, that is, in 2016 it increased by 1.2 times compared to 2014. By 2017, it was 1.4 times lower than in 2016. However, in 2018 compared to 2017, we see that electronic sales of budget orders increased 1.6 times, and in 2019 - 1.4 times compared to 2018.

In the following figure, we can get information about the savings of budget clients as a result of electronic sales through government procurement (Figure 3).

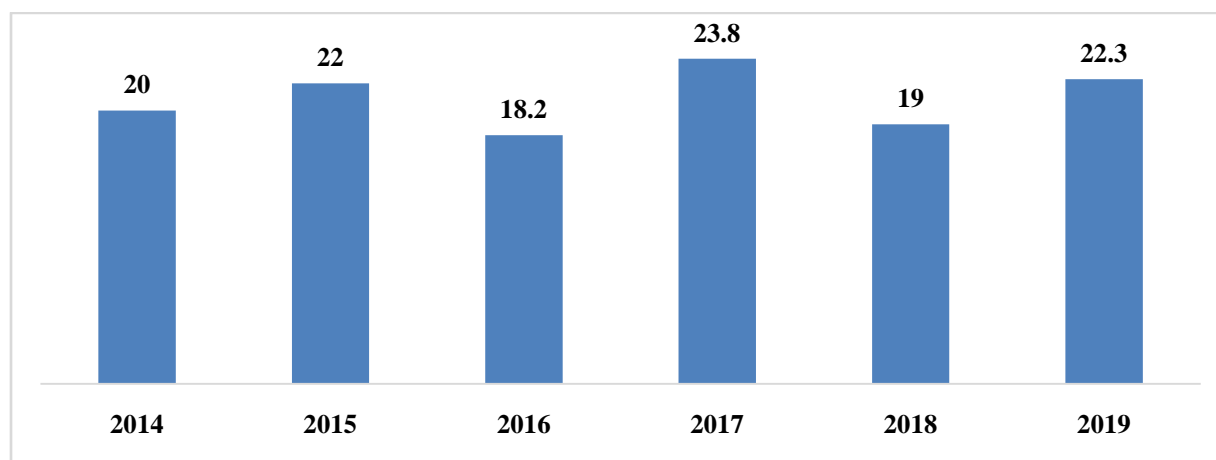


Figure 3. The amount of funds saved by budget customers through public procurement as a result of electronic auction sales, in percents.

From the data in this figure, it can be seen that in 2014-2019 budget customers achieved an average of 21% budget savings. Based on the results of this analysis, we see how important is the role of public procurement in the efficient use of budget funds.

CONCLUSION AND RECOMMENDATIONS

In conclusion, we note that the role of public procurement in the effective use of budgetary funds in our country is invaluable. Therefore, in our country, a number of measures are being taken to develop public procurement, to effectively organize their activities, but there are still a number of problems that need to be addressed, the main of which are:

Non-compliance with the terms of the contract by the supplier of goods and services;

The presence of corruption in budgetary organizations, despite the implementation of a number of measures to organize public procurement in order to eliminate corruption;

Lack of trading skills and irresponsibility of suppliers of goods, works and services participating in electronic bidding for goods, works and services in which they participate;

The cost of some goods and services is higher than market prices and of poor quality;

Lack of all the necessary goods and services for budget organizations in e-commerce;

Lack of experience of advanced foreign countries in the development of e-commerce, etc.

To overcome these problems, the following scientific proposals and practical recommendations have been developed:

To increase the responsibility of the customer and suppliers for non-compliance with the terms of the contract;

Regulation of suppliers of goods, works and services involved in electronic commerce in order to have complete information about their goods, works and services, if necessary, conduct seminars and trainings for them, improve their qualifications;

It is necessary to ensure that prices in e-commerce do not exceed market prices;

expanding the range of goods and services offered in electronic commerce;

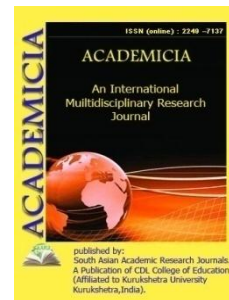
widespread use of modern technologies in e-commerce, the use of advanced foreign experience, etc.

We are confident that the implementation of these scientific proposals and practical recommendations will make a positive contribution to improving public procurement in our country.

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DOI: **10.5958/2249-7137.2021.00761.8**

COMPARATIVE ANALYSIS OF THE CONCEPT «HAPPINESS» AND «BAXT» IN THE ENGLISH AND UZBEK LANGUAGES

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ABSTRACT

The interest in happiness, its material attributes and intangible components in different cultures within the framework of various areas of humanitarian anthropological knowledge is evidence that feelings associated with happiness, its attributes characterize the spiritual essence of man. The relevance of the topic of our study is determined by the fact that understanding of happiness reflects the value needs of a person in different cultures, thereby allowing researchers to draw conclusions about the origins of culture, which is the foundation for the formation of the ethnic, collective, national consciousness of its carriers. Attitude to happiness allows revealing the existential characteristics, norms, traditions of different social groups, since a different interpretation of happiness within the framework of different cultures reveals their ethno cultural specificity and perception of the world and people.

KEYWORDS: *Appiness, Different culture, National consciousness, Collective, Joy, contentment, Good, Well-being, Bliss, happiness, Fortune, Luck, booty, Treasure.*

INTRODUCTION

The purpose of this work is to identify common and specific components in the content of the concepts of "happiness" and "baxt" in English and Uzbek languages. To achieve the goal of the study, we carried out a comparative analysis of the lexicographic meanings of the lexemes "happiness" and "baxt"; during the study, we identified common and specific components in their semantics. In addition, the conceptualization of happiness in the two studied linguistic cultures was studied by comparing phraseological units verbalizing the semantic component of "happiness"

The scientific novelty of our study lies in the fact that it made an attempt to determine the content of the concept of “happiness” in English and Uzbek languages and describe its national-specific characteristics. The content of the concept was analyzed through the study of vocabulary definitions and phraseological units; as sources for the study of the concept of “happiness” the data of etymological, translational, synonymous and phraseological dictionaries are used.

This research method is widely used in modern humanities, in them vocabulary definitions and phraseological units (hereinafter - phraseological units) are considered as objects of research for describing various concepts. The lexicographic meanings of the lexemes “happiness” and “baxt” are analyzed using descriptive and comparative methods; methods of semantic and component analysis were used to describe the content of the concepts “happiness” and “baxt”.

The formation and development of human consciousness cannot be imagined without the formation of the language itself, while the language, according to E.F. Tarasov, being an instrument for the formation of human consciousness, serves as a means of “generalizing the images of consciousness that arise in reality”, and the formation of consciousness structures associated with language signs, has a social character. E.F. Tarasov interprets linguistic consciousness as “a set of images of consciousness formed using linguistic means - words, free and stable phrases, texts and associative fields” (6, p. 36).

In the framework of cognitive science, linguo cultural logic, psycholinguistics, a large number of studies are carried out devoted to the analysis of the content of various concepts in the linguistic consciousness of various ethnic groups by studying associative fields, phraseological units, free phrases, texts, etc. The type of the studied concept (substantive, structural) determines the choice of research methods; in addition, the leading role is played by the scientific research paradigm - philosophical, psychological, cognitive, linguo cultural. The following main sources can be used as research material: material presented in dictionaries and thesauruses; various types of texts in which lexical units function that verbalize one or another concept; data from psycholinguistic experiments.

The “Concept” is an abstract unit in which the knowledge and experience of a person are represented and with which he operates in his activities. Following N. Y. Shvedova, we regard the concept as “the substantial side of the verbal sign, behind which is the concept (that is, an idea that fixes the essential “intelligible” properties of realities and phenomena, as well as the relationship between them), belonging to the mental, spiritual or the vital material sphere of man’s existence, developed and consolidated by the public experience of the people, having historical roots in his life, socially subjectively comprehended and - through the stage of such understanding - correlated with other concepts, closest to related to them or, in many cases, opposed to him” (7, p. 603).

Despite the seeming universality of the concept of “happiness”, the emotional and semantic components contained in the Uzbek and English tokens “happiness”, “baxt” do not fully coincide. So, according to the etymological dictionary of the English language, “happiness” comes from the word “hap”, used in the meaning of “chance, a person's luck, fortune, fate, unforeseen occurrence” (“chance, luck, wealth (fortune), fate, unforeseen case”) (here in after the translation of the authors of the article. - S. F., A. X.). Since the end of the 14th century, the adjective “happy” has been used in the meaning of “very glad”, since 1520 the word has been assigned the meaning of “very pleased and content”. Then from the adjective the noun

"happiness" was formed, which since 1590 has been used in the meaning of "pleasant and contented mental state". According to researchers of the Uzbek and Turkic languages, one of the main hypotheses of the origin of the word "baxt" is the opinion that it is borrowed from the ancient Turkish languages. In the "Dictionary of the Uzbek language" by E. K. Pekarsky, a reference is made to the ancient Turkish origin of the Uzbek word from "yo'l", which means "road, fate", as an etymological parallel, words from the Mongolian and Buryat languages with the meaning "happiness, happy trip success" (4, p. 838).

In the etymological dictionary of Turkish languages, data are provided that the word "yo'l" has the following meanings in Turkish languages (here in after, the data are abbreviated without specifying specific Turkish languages and sources given in the dictionary of E. V. Sevortyan): 1) road, path ; Street; trail; 2) direction; 3) trip; journey; being on the road, flight; 4) stroke, speed; exit; pass; channel; paths, duct; 5) strip; trait; line; parting; 6) the path; way of being; right road; life path; opportunity; reception; method; means; way out); 7) custom (+ "routine"), (+ "rule"); order, rules, system; modus operandi); manner; persuasion, doctrine, sharia; law, legality; permission; 8) fate; happiness; share; luck; 9) times; 10) a gift; a monetary gift given at a wedding from a guy's side to a girl's side; and a number of singular meanings in different Turkish languages and dialects (5, p. 217-218). The dictionary also mentions the Mongolian parallel with the meaning "happiness, happy trip, success", which has narrowed semantics, reflecting one of the figurative meanings of the Turkish "yo'l". Thus, the Mongolian word borrowed from the Turkish languages was characterized by narrower semantics, while being "a Turkish loan, which in turn fell into some Turkish languages (see."Prosperity, happiness, luck ")"

RESULTS AND DISCUSSION

A comparative analysis of etymological data shows that the word "happiness" in the English language was formed as part of an onomasiological representation of concepts related to joy, luck, the case when a person's impersonal efforts cause joyful feelings, namely, and random circumstances. In Uzbeks, the word "baxt" is etymologically associated with the road, destiny, and happy trip; in addition, researchers believe that the Turkish word was borrowed into the Mongolian language with a narrowed meaning, and then the Mongolian word with this semantics was borrowed in some Turkish languages, including Uzbek.

In "The Dictionary of the Uzbek Language", the following definitions are given: "good", "well-being", "bliss", "happiness", "fortune", "luck", "booty", "treasure" (4, p. 838). In the Uzbek online dictionary, "baxt" is simply defined as "happiness, luck // happy, lucky; luck on the hunt; happy, lucky day", in addition, the following English correlates of the word "baxt" are presented in the dictionary: "happiness, welfare, well-being" ("baxt, farovonlik, tinchlik").

The definitions of the concept of "happiness": "the quality or state of being happy" (baxtlibo'lishningsifatoyikiholati), "good fortune"(omad), "pleasure"(zavq), "contentment"(mamnunlik), "joy"(baxt); "A state of well-being characterized by emotions ranging from contentment to intense joy"(farovonlikholati, mamnunlikdantortib to quvonchgacha), "emotions experienced when in a state of well" -being "(farovonlikholatidabo'lgan his-tuyg'ular); out of date. "Good fortune: prosperity"(omad, farovonlik), "a state of well-being and contentment: joy"(farovonlikvamamnunlikholati: quvonch), "a pleasurable or satisfying experience" (yoqimliyoki qoniqlitajriba), "felicity, aptness"(baxtlilik, moslik).

An analysis of synonymic dictionaries reveals the structure of the concept's content. The following most relevant words are included in the synonymic series of the token "happiness":

“Saodat”, “mamnunlik”, “zavqlanmoq”, “quvonch”, “zavqlanish”, “ko’tarinkikayfiyat”, “vaqtichog’lik”, “xursand”, “baxt”, “shodlik”, “kulgu”, “nekinlik”, xotirjamlik”, “zavq”, “farovonlik”, “tinchlik” and others ("bliss", "contentment", "delight", "elation", "enjoyment", "euphoria", "exhilaration", "glee", "joy", "jubilation", "laughter", "optimism", "peace of mind", "pleasure", "prosperity", "well-being").

Thus, a comparative analysis of etymological, explanatory, translated, and synonymous dictionaries allowed us to identify the following common features in the content of the conceptual concept of “happiness” in the English and Uzbek languages: well-being, prosperity, bliss, joy, fate, luck, fortune. The components marked as specific in the concept of "happiness" are: chance, wealth, luck, satisfaction, pleasure, contentment, glee, prosperity, delight, pleasant experience. In Uzbeks, the concept of “baxt” is associated with the road, the trip, and luck in hunting, prey, victory, success, good, kindness, and foreboding. We made an attempt to present the contents of the conceptual concepts of “happiness” and “baxt” in the form of two circles, in the area of intersection of which the components common for the two languages are listed in alphabetical order (the specific components for English and Uzbek linguocultures are listed in circles on the left and right, respectively). In the thematic groups of English phraseological units, the prevailing group is “happiness as a fortune”, followed by the groups “feeling of happiness itself” and “material attributes”. Among the Uzbek F.Es, the prevailing group is the “ways of expressing happiness”, which describes the emotional manifestation of feelings of happiness: through laughter, through good mood, through the figurative organization of the holiday, etc. Also prevailing thematic groups are “happiness as a fortune” and “intangible attributes of happiness”. It should be noted the presence among the groups of English phraseological units of the theme “man himself is the blacksmith of his own happiness,” which we have not identified among the Uzbek F.E. Thus, the study revealed common and specific features in the perception and understanding of happiness among the British and Uzbeks. Cultural factors, ethnic peculiarities, different linguistic pictures of the world determine the presence of national-specific components in the concepts of "happiness" and "baxt", in which the features of the national worldview, linguistic consciousness and culture are manifested.

The language reflects the cultural and national mentality of the people. Each native speaker is also a native speaker of culture, therefore linguistic signs acquire the ability to fulfill the function of cultural signs and thereby serve as a means of representing the basic settings of culture.

As academician D.S. Likhachev, “the twenty-first century will be the century of the humanities”. The current stage in the development of scientific thought is characterized by the most important methodological shift towards humanitarian knowledge. For linguistics, this methodological turn means an increase in interest in language as a phenomenon of human culture. Language is gaining "increasing importance as a guiding principle in the scientific study of culture". Inside linguistics, disciplines are studied that study the language in close connection with the consciousness and thinking of a person, culture and spiritual life of peoples. One of them is linguoculturology (from Latin: lingua - language, cultura - culture, logos - science, teaching) as a scientific discipline of the synthesizing type, considering culture and language in linguistic units. In this paper, we consider the lexical and semantic field of the concept of "happiness" in Russian and English. In the framework of this trend, the study of linguocultural issues is becoming

increasingly relevant. The linguocultural approach to the study of the emotional sphere and its verbal representation allows us to identify the specific logic inherent in the carriers of a particular linguistic culture.

It should be noted that the concept is the subject of heated scientific discussions not only of linguists, but also of psychologists, culturologists, and philosophers. The study of this concept in modern linguistics is still open, despite the many ongoing studies. The concept of “happiness” is one of the dominant in Russian culture, which explains the interest of linguists in this cultural phenomenon (S. T. Vorkachev “Happiness as a linguocultural concept”, V. V. Kolesov “Fate and happiness in the Russian mentality”, A. D. Shmelev “Love and Happiness”, AA Smirnov “The Concept of Happiness in Karamzin's Journalism”).

In Russian, “счастье” is a nuclear token, just as in English, “happiness”. In English, the state of happiness “happiness” can have such basic concepts as luck “luck”, gladness “joy”, delight “delight”, blissfulness “bliss”, and satisfaction “satisfaction”. In Russian, the lexical and semantic field of the concept of “happiness” is wider. It manifests itself in such concepts as “fate”, “luck”, “bliss”, “joy”, “prosperity”, “the highest degree of happiness”, “fun”. Against the general background, in the lexical and semantic field of the concepts of “счастье” and “happiness”, in both languages there is a coincidence in such concepts as satisfaction, joy, fate, fun, bliss. In the course of the lexical and semantic analysis of this concept, the unity of the kernels of the words “happiness” in English and “счастье” in Russian was revealed. In them, “happiness” is expressed in a sense of joy and satisfaction.

In Russian, “счастье” is included in the lexical-semantic field “fate”, is its important component. In the popular mind, “happiness”, along with other personified incarnations of fate (share), acts as a mythological creature. The answer to the question about the source of happiness leads to the combination in the consciousness of a personal sensation of happiness and a mythological creature as the source of this sensation.

CONCLUSION

According to etymological dictionaries, it has been established that the concept of “happiness” is formed from the Central English hap in the meaning of chance or luck. Adjective happy - happy and noun happiness - happiness formed suffix way. You can also see the remnants of the hap prefix in such words as perhaps (balki), happen (yuzbermoq), happy (xursand), happily (baxtiga), hapless (bebaxt), unhappy (baxtsiz), mishap (mufaqqiyatsizlik), happiness (saodat) and happenstance (hodisa). This origin of the word “happiness” indicates that often in the meaning assigned to it there is some element of chance. Later, at the end of the 14th century, the feeling of very glad (very joyful) was displaced by the Old English words eadig (from EAD wealth) and gesxlig. In the 1520s, the old English word blide (happy) survives as happy. From Greek to Irish, in most European languages the meaning of “lucky” (lucky, successful) has been invested in the concept of “happy” from the very beginning. An exception is Welsh, where the word was used primarily as wise (dono).

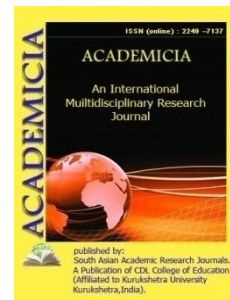
The Uzbek word is “happiness”, a related Russian, Turkish, Azer “happy”, explain from Indo-European roots. According to I.A. Baudouin de Courtenay, the prefixed (as, for example, in the word death) is associated with the Sanskrit su-, which meant both “own, native” and “good”. The meaning of the second root is “part” or “share”. Happiness in the Slavic languages originally

meant “a good share” or “a good inheritance”, although it could be understood as “joint participation” - an etymology, undoubted for the late Church Slavonic, “participial”.

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DOI: **10.5958/2249-7137.2021.00762.X**

THE FEATURES OF ARTISTIC FUNCTIONS IN SCIENTIFIC FANTASY (USING THE EXAMPLE OF RAY BRADBURY AND ISAAC ASIMOV'S WORKS)

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ABSTRACT

The article describes the role and functions of fantastic terms used in the works of world famous science fiction writers Ray Bradbury and Isaac Asimov. In it, in a comparative aspect, the Uzbek variants and meanings of English terms are revealed on the example of artistic fragments. The work in this direction is based on the image of innovations and discoveries in science and technology. Science fiction writers have always been ahead of the times in which they lived. Because they anticipate the future; they devote enough space to scientific hypotheses in their work. And these hypotheses come true over time, becoming reality. Hence, the difference between works of art and others is essentially the same. Moreover, the vocabulary of such works is unique.

KEYWORDS: *Science fiction, Scientific term, Lexico-semantic, Phrase, Telekinesis, Telepathy, Field, Evtaenathy, Smell, Stilistic devices, Space.*

INTRODUCTION

The fantastic trend in world literature has its own characteristics of centuries-old development. Such writers as J. Verne, G. Waels, A. Belyaev, A. Azimov, S. King, R. Bradbury made a worthy contribution to the development of this direction. The work in this direction is based on the image of innovations and discoveries in science and technology. Science fiction writers have

always been ahead of the times in which they lived. Because they anticipate the future, they devote enough space to scientific hypotheses in their work. And these hypotheses come true over time, becoming reality. Hence, the difference between works of art and others is essentially the same. Moreover, the vocabulary of such works is unique. The structure of this lexicon is composed primarily of science fiction terms that reflect advances in science and technology. Science fiction terms have universal meanings. Because they arise on the basis of the achievements and achievements of world science and, over time, are absorbed by general consumption. We will try to substantiate these views on the example of some works of the great figures of world fiction, Ray Bradbury and Isaac Asimov. Science fiction terms are lexical units that reflect the innovations of science in the works of these writers, explain the events taking place in the global world, the content of scientific discoveries. In this sense, such words also fulfill a methodological function in a fictional play.

It is known that the works of R. Bradbury and A. Azimov have been translated into Uzbek. The first factor that strikes a balance between originality and translation has to do with the use of science fiction terms. Since most of the brand terms are international, they are not translated, in any case go to the translation option. This is in line with the formal principle of linguistics. It is true that "the ability of a translator to translate from an intermediate language is also limited because he did not work with the original. Sometimes some passages in the original may be omitted or changes may be made to the translation process to make them meaningful"[1,56]. But in fiction there are practically no such boundaries. This is because the nature of science fiction doesn't allow it. However, having explained their essence in the Uzbek language, it will be possible to understand the content of the work. In addition, scientific quantitative terms are being updated, absorbed into the vocabulary of modern vocabulary. Consequently, science fiction terms have a firm place in the neologism system of the language. There are even terms that are now used as medical terms (euthanasia, hallucinations ...). This shows that the scope of science fiction terms is expanding.

LITERARY REVIEW

This term, according to L.V. Shcherba, refers to science and a certain field and is a "word or phrase expressing a certain concept" [2265]. The intensity of the process of learning traditional and stable terms in the language ensures that they form a whole terminological series and play an important role in the development of vocabulary. According to the lexical feature, the terms are mostly monosyllabic, but the language also has several meanings, usually seen in fiction. According to S.V. Grinev, the term "is a special lexical unit of a certain language that gives a name to individual concepts" [3, 309]. Science fiction terms, on the other hand, are an international lexical unit that names concepts for multiple languages, not just one specific language.

ANALYSIS

It is well known that in the era of radical changes and innovations in world literature, it was in the second half of the twentieth century that the fantastic genre in American and English literature developed very rapidly. In it, along with works in the realistic and modernist directions, fantastic stories, stories and novels are created and are being created. The leading genre of American literature in the second half of the twentieth century is the science fiction novel, the greatest representatives of which are undoubtedly Ray Bradbury and Isaac Asimov.

Today, many of the novels, short stories, and short stories authored by Ray Bradbury, a prominent figure in American literature of the twentieth century, have become the golden fund of world fiction. His works have been translated into 33 languages and published in 35 countries around the world. It was on this basis that he gained popularity in science fiction. The language of Ray Bradbury's writing is unique in that it uses a lot of science fiction terms. In the writer's stories, fantastic terms are unusual events taking place in the life of a person and society; sacred and exalted feelings in human nature; it includes simple everyday events that are hidden in man, nature and society, and which can break out of time and change the environment beyond recognition. In his works, Ray Bradbury uses fantasy and science fiction, elements of novels that frighten the heart of the reader. Usually, elements of different genres are mixed in the works of Ray Bradbury. It is these features that provide the uniqueness of Ray Bradbury's work and their unique recognition by readers. Although the author tells the story of vampires, ruthless killers, pyramids, ghosts, telekinesis, telepathy, he scientifically raises the most pressing problems of the time, such as man and his place in society, the struggle between good and evil. Currently, the most pressing issues are the translation of scientific and technical terms from English into Uzbek, since it has not yet been studied theoretically. Some specific terms are difficult to translate into scientific and technical texts. To translate such terms, the translator needs to look for alternative words in the Uzbek language. Or he will have to accept and explain exactly the words that are used in the languages of the world. Sci-fi terms in Ray Bradbury's *Martian Chronicles* reflect the processes of world civilization. It is known that the play uses the teleportation method typical of the fantasy direction, which allows people to travel in time to another space and to a different distance. For example: "At the cosmodrome, where pink flames and coals were smoking like coals, the rocket was high. On a frosty winter morning, the rocket carried with powerful fiery breath. The rocket creates the weather, and for some time summer has reigned on the square ..." [6,4]

In the process of lifting the rocket from Earth into space, the writer so skillfully used the terms "rocket" and "cosmodrome" that the animation of the rocket in the form of "goose bumps" demonstrates its enormous power. Or used against him "summer" and "weather" compounds also demonstrate the power of the rocket. This discovery of science is a product of human scientific activity to conquer the universe.

At the same time, the mood, fantasy, way of thinking and behavior of the main characters of the play are convincingly expressed through psychological terms: telepathy, teleportation, euthanasia, hallucinations, hallucinations, illusions. For example: "... - Uh. Then he did not speak our language. But I figured it out in one fell swoop. In my mind. This, of course, is telepathy" [6,8]. The author also uses travel in the novel figuratively through fiction. Those who ruined life there - the killers of nature - have already hit the head of the transparent Mars mentioned in the play, and these "knowledgeable" and "healthy" Martians became ill:

"... They are paranoid, and none of them are healthy!" But how we were greeted! ... It was shouts, songs, speeches ... In the end, it was great ... " [6,44] In this passage, R. Bradbury regrets that men even appreciated Mars and all the properties associated with it. The writer places the true illness manifested in humanity in his heroes, and in the heroic heroes he sees their decline:

"Treating patients in a mental hospital that you see is much more difficult ... But I can tell you that the work is very poor, including primary, secondary auditory, olfactory and gustatory frenzy like yours, as well as the visual sense." euthanasia. [6, 48]

The author considers the state of "euthanasia" in the play as the diagnosis and decision of the Martians, that is, the readiness of a person suffering from severe and incurable pain to commit suicide voluntarily.

The science fiction terms used in the play served as a means of describing a real journey based on advances in science and technology, not an imaginary one. The process of comparing scientific terms used in *Attack on Mars* in three languages, namely English, Russian and Uzbek, revealed the potential of each language. In particular, the Uzbek language has ample opportunities in terms of defining terms with their synonyms. At the same time, the advantage of the English language is that the idea can be conveyed succinctly, concisely and simply. That is, there are grammatical and lexical conveniences.

DISCUSSION

The terms used in a fantasy work define not only the nature of the work, but also its appearance, as well as identifiable features. One or another component in terminological combinations can have both general and special features at the same time, i.e. may be present in other terminological combinations. This feature creates a unique terminology hub that represents a series of terms in the industry.

For example, a Martian psychiatrist assesses the mental state of the "sick hero" as follows: "... our other patients ... focus on visual hallucinations ... and then move on to auditory hallucinations. If you ... treat chapter, the same way. ... Your madness ... our miracle is perfect.

This state is actually a state of non-perception, a state of perceiving an event as a strip. The author regrets that not accepting anything as a bar is the beginning of a recession. In the novel, R. Bradbury effectively used psychological terms in the image of the main characters, their worldview, thinking, and conclusions.

Ray Bradbury's fantasy novels contain elements of prophecy and warning. The danger threatening the future of man is also relevant in other works. A striking example of this is his one-act plays, staged in one of the theaters in Los Angeles in 1964. The most impressive of these is the *Veld* story. In this story, the author also reveals the idea of the work, widely using scientific terms. The plot of the work is as follows:

An American family hit by an attention-grabbing advertisement will buy a fully automated home for \$ 30,000. The children's room, in particular, had a strange character. The company that built such a house also named the house "For Happiness". A sophisticated system of designed devices and various devices, corresponding to the latest technologies of the future, can instantly transform a room into any corner of the Earth according to the wishes of children, creating the desired look in a vivid image.

Fairy gardens do not attract the imagination of children. In an environment devoid of human qualities, their hearts hardened like a text, and they became cruel due to lack of kindness and warmth. This house, which has made a person lazy, even washes the teeth of children and him, tying his shoelaces. Even her parents sleep in rocking beds, and cooking is the responsibility of the automated kitchen. At this level, the mechanism is so advanced that children can do their homework and brush their hair. In this age of technology, a person has no work left, and parental attachment is also a mechanism. A mechanized house is a father and a mother of children, their pipe. There is no room for human emotion in mechanized life.

Lately, parents have been hearing terrible screams from the children's room. By order of the children, the room was turned into a dry African desert - Veld, burning from the scorching sun. Hungry lions roamed in it, as if alive. Outraged by this situation, the parent decides to turn off the room; the mechanism of the house as whole Children doesn't want to leave their room. Because this room is as dear to them as their parents. They lock their parents in this terrible room and turn them into victims of hungry lions. Only then will the parents realize that the screams they have heard before are actually their own. One can only imagine how tragic the scene of the heart-shaking tragedy is. "By forgetting what is necessary for the happiness of your children, you are pushing them into the abyss of cruelty and cruelty," he said.

The play shows that the tragedy of not using human intelligence and engineering skills for the right purpose ends in such a tragedy. This story raises the issue of education and spirituality of the younger generation, which has become a global problem.

The story "Veld" was translated from Russian by NozimKamil. The spirit of originality was preserved in the translation, but the omission of some words, as well as the possibilities of the language, were especially evident when using scientific terms. The translation of scientific terms is preserved in their original form. This, in turn, ensures that there is no alternative to scientific terms and that translation into other languages remains the same.

ORIGINAL

"Walls, Lydia remember; crystal walls, that's all they are. Oh, I have to admit they look real - Africa in your living room - but they are all super-reactive, ultra-sensitive color film and mental film behind glass screens. This is all scent acoustics and acoustics, Lydia "[8.68]

"Odorophonic (science - fiction term) - a device producing smell and sound consists of two units - " odour ", " phone " which means " smell " and " sound ".

Elsewhere it would be better to say "color embossing, stereoscopic image" than "color comedy". Because neither English nor Russian texts contain the word "comic".

Russian translation: "- But all this is only a heightened impact of a color volumetric film and psycho-recording projected onto a glass screen, odorons and stereo sound." Apparently, scientific terms hardly need translation. Only their equivalents in other languages can be specified. If there is no equivalent, it will be possible to fully understand the essence of the fictional text by interpreting the term. Isaac Asimov, one of the leaders of the field of science fiction in American literature, in his work "The Stream of the Universe" also pays great attention to scientific terms. The writer turns more to terms related to the science of astronomy; in the process of analyzing scientific terms, it is also necessary to pay attention to the analysis of semantic components. Semantic components (semantics) of scientific terms in A. Asimov's novel are the units of the elements of the meaning of this term. In modern fiction, the meaning of a word in these units can be fragmented. The sema in a scientific term is a unit of meaning and is inextricably linked with meaning. The semantic component includes, of course, vocabulary). In this dictionary, each word is compared with the specific content that corresponds to it. Yu.N. Karaulov reads: "Semantic components, their complexes and interpretations should not be deduced from the level of intermediate linguistic representation, otherwise the interpretation will be useless".[4, 183]

One of the important features of the semantic component in the structure of scientific terms is its high degree of abstraction. It is this feature that determines the flexibility and relative stability of the semantic components. One component is included in the meaning of different words, which indicates that the semantic component cannot be individual. The semantic component used in a play must have a certain degree of "precision", "its own meaning," but in a fantasy play it is also used to express a figurative meaning or scientific environment. This helps to assimilate various words in the work as an additional element to the meanings. "I'm just looking for your benefit," he said. Black poop appeared in his hand. Erlik's voice was muffled: "This is a mental study." He tried to get up but couldn't. » [7, 11]

In the play, terms such as "black sternum", "psychic probe" play a key role in revealing the mental state of the protagonist. They are interconnected both spiritually and functionally. Both terms meant that the main character, Rick, was losing his normal mental state. The point of both is an automatic device, one end of which touches certain points of the skull, and as a result the client loses his normal state of mind.

In addition, the author often uses astronomical terms in naming conventions, often when naming geographic names. For example: "... The world was beautiful. ... said there were large burning signs in the Upper City a few miles away:

"Florina is the most beautiful planet in the entire galaxy" [7, 19]

Florina is the writer's fictional planet, and it is through this fiction that humanity is encouraged to save the globe. In the play, Erlik, a cosmonaut-researcher, warns of the imminent danger of the planet Florina, the highest grade of cotton.

CONCLUSION

Science fiction is a branch of science fiction, and its basis accepts the logical assumption that extraordinary things happen because of extraordinary development of technical and scientific thought. One of the most popular genres today.[11, 9246]

Each of the fantasy novels by Ray Bradbury and Isaac Asimov contains unique prophetic and warning elements. Both authors have effectively used psychological, physical and astronomical terms to express fantasy images.

The real hero of science fiction by R. Bradbury and A. Asimov is not the role of science and technology that changes the world, but a person living in a world that is slowly changing. They write with a sense of a happy or disturbing miracle taking place in a person's life. They say that a person, whether on Earth, in the Universe or on the rocks of Mars, should not forget himself, he should understand that he is the master of the soul.

In general, the science fiction terms used in the writings of Ray Bradbury and Isaac Asimov serve as follows:

Firstly, it determines the nature of the piece.

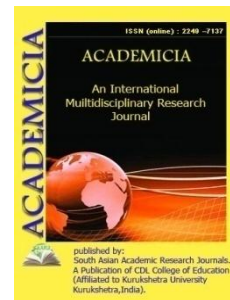
Secondly, it reflects the achievements of modern science.

Thirdly, it reveals the psyche of the hero.

Fourthly, it serves to enrich the vocabulary with new words.

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DOI: **10.5958/2249-7137.2021.00763.1**

THE PROBLEM OF THE INDIVIDUALITY OF THE LANGUAGE OF CHARACTERS IN WORLD TRANSLATION STUDIES

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ABSTRACT

Literary translation is one of the main means of increasing the cultural wealth of our people, further strengthening the bonds of friendship between the peoples of the world. The role of translators in acquainting our people with the rare works of world literature is enormous. The article discusses theoretical issues of literary translation that need to be analyzed more seriously.

KEYWORDS: *Literature, World Literature, Literary Translation, Translation Studies, Literary Character, The Problem Of Translation*

INTRODUCTION

Today the Uzbek reader tends to read works of world literature classics such as Bronte, M. Twain, I. Turgenev, A. Chekhov, R. Tagore, V. Shakespeare, G. Mopassan in his native language. These works have become an integral part of our literary wealth. However, our previous successes cannot satisfy our people, whose level and aesthetic taste are growing and their cultural needs are expanding day by day. Our people are waiting for the translation of hitherto untranslated examples of world literature. In order to fulfill this honorable and responsible task at a high level, we must first clearly define our positive traditions in the field of literary translation, and analyze our shortcomings in principle. In other words, the theoretical issues of literary translation need to be addressed more seriously.

Translation is a form of ideological and artistic expression of the original. It should be able to give the reader as much complete and in-depth knowledge of the original as possible. Let the reader read the translation and get a historically correct idea of the original. It is not enough to

translate the general content of the work and "in general" the art. The translator must be able to convey the originality of the work being translated, as well as the individual style of the author. For example, when translating Dickens's, if the translation does not preserve the deep ideological content of the works, the unique individuality of the characters, their artistic impact, the Dicken's style imbued with expressive phrases, such a translation will be difficult for the Uzbek reader and he cannot reveal the true character of this author. The reader does not see the writer's artistic skills and is not affected by the work. The main task of the translator is to preserve and convey to the reader the ideological richness of the original, the power of artistic influence and its unique features.

RESULTS AND DISCUSSION: Any artistic monument not only affects our minds, but also our senses and imagination. The translator must recreate his poetic tones for us in the process of translating the work of art. "The translator of classical works must be a poet himself," wrote Dobrolyubov [3, 122].

The distinctive features of the author's style are connected with the writer's way of thinking, literary aesthetic views. Adherence to these signs helps to convey the artistic and ideological content of the translation. The understanding of the author's individual style as an instrument of the artistic system is expressed in his worldview, which is necessary to maintain the unity of the work during the artistic translation. At this time, the task of the translator is not to recreate words in literary translation, but to recreate ideas and characters; not intonation, tone, in other words, stylistic forms and ways of another language, but in this stylistic category to expresse spiritual and poetic content [4, 40].

As a representative of a nation, a person has a certain character and specific psychological characteristics. Manifestations of national character, which embody the individual features that create the artistic image, are reflected in the psychological characters, his attitude to the environment, his actions, deeds, feelings, and so on. National character, like everything else in life, is created on a certain material basis and is a reflection of certain living conditions. Therefore, the national character of the hero can be correctly understood by studying the life, national history, identity, national, cultural and literary traditions of the nation.

The role of the translator in the recreating character is as follows:

- study the history, social and literary conditions of the nation in which the character was created;
- identify the main features of the character, the purpose for which it was created;
- analysis of the means and stylistic ways of the language in which the character is to be created;
- find the necessary means of expressing this character in the native language.

Just as there are no people in life who are completely different from each other, there are no people who speak only in the same pattern, express their thoughts in the same tone of voice, speak in the same style of speech. Even an actor who has mastered the art of imitating other people's style of speech very often does not notice that he utters words only in his own individual style. In fiction, in which the object of description is the human being, writers skillfully use this feature of human beings. Therefore, one of the most important issues in the creation of the

character is to determine their specific speech features. In the works of word artists, each character speaks in its own "language". In many cases a doctor can be distinguished from an engineer, and an engineer from a teacher, depending only on their speech characteristics. A book would not be a work of art if all the people, young and old, men and women, people of different professions, faiths and worldviews, described in the book spoke the same "language" and style. Some of our works of art are so boring and dry that the characters depicted in them, like trained parrots, speak in the same tone, on the same theme, chewing words. It is natural that people do not like such a fake language, because they do not speak such a "language" in real life [5, 212].

Each writer has his own individual way of defining the language of characters. Determining this is also important in studying the unique style of each writer. Defining the linguistic individuality of characters is an important issue not only in fiction but also in fiction translation literature. After all, the translator, who interprets the examples of classical literature, has to reflect the vocabulary and pronunciation norms of the language of the characters of the time.

The works of art depict people belonging to different social groups and strata within a particular nation. Although all of these are characters of children of the same nation, their speech differs significantly in style. Every farmer, landowner, soldier, nobleman, etc. speaks in his own "language". Some of them express their thoughts in an exaggerated way, some of them repeat soda, and some of them repeat rude or silent words. Undoubtedly, all this has to be reflected in the translation [5, 212].

In the works of world writers, the following methods are often used to determine the linguistic individuality of characters:

1. To attribute something in the language of heroes, to bring out their individual linguistic features by combining semantically incompatible words.
2. Distorting some foreign words that are difficult to pronounce in the language of the characters.
3. Create a special grammatical structure and tone feature for each character's speech.
4. Characters' speech in their own dialect.
5. Officials and aristocrats sometimes speak in a foreign language or use foreign words in their speech.
6. Use of any physical defect (for example, holding or stuttering) mentioned in the character, and giving examples from the speech of speakers who deliberately distort the language.
7. Pay attention to the lexicon of the language of heroes: wide use of professional terms, obsolete words and vulgarisms in their speech, taking into account their age, occupation, behavior and profession.
8. Reading and using some words and phrases in the language of characters.
9. The use of lexical tools specific to the age and gender of characters.

It is necessary to dwell on some of the methods, means and features of the creation of linguistic individuality of the characters observed in the practice of translation. Depending on whether the character is described as positive or negative, the writer chooses the appropriate words and phrases in his language. Accordingly, it is not from the lengthy descriptions and comments in

the language of the writer, but from the words used in the languages of the characters and characters he describes that they can be identified [7,124].

One of the most difficult issues in translation theory is to convey dealictisms in translation and to reflect the distortions of a particular language by people of other nationalities described in the literary work. In order to create a local color in the work, to create the linguistic individuality of the characters, to increase the artistic effect of the work, to ensure the authenticity of the details and to achieve simplicity and fluency of style, the "language" of his heros uses words and phrases typical of district dialects [5, 216].

The individualization of the "language" of characters, depending on their gender and age, is also an important issue. Of course, men do not speak another language, women do not speak another language, and children do not speak the whole language with the elderly. The fact is that their speech differs only lexically and, in some cases, grammatically. For example, words and phrases that are used more often in women's language are not used by children, or words that are specific to children's language are not used by adults, and so on. This feature of language is also widely used in fiction, so it is important to reflect this feature in translation [6, 1647].

In our opinion, the most appropriate is the term "national color". Each nation has its own national characteristics: language, culture, customs, religion, clothing, food, etc. Proverbs, idioms, word games, similes, allegories and other artistic styles of the writer have their own national character. These features complicate the work of the translator [1, 42].

According to professor A.V. Fyodorov [2, 181-182], words denoting the concepts of peoples' life are interpreted in three different ways in other languages:

- 1) by transliteration;
- 2) creation of a new word based on the richness of the translated language;
- 3) by the choice of means close to the original in the language of translation .

The problem of interpretation of words that mean the concepts of life of peoples in translation should always be analyzed in a practical way in the existing scientific and critical work. A skilled translator is often concerned with restoring the function of words used in certain contexts to represent the concepts of people's life. In this case, the translator should not confuse the original nationality - the nationality of another people with another concept that belongs to the language of translation. The national spirit that is originally given - say, if it is a word about the way of life of the American people - should not be given in terms of the culture of the Asian peoples - that is, the original should not be nationalized.

In the process of translating words that express the way of life of peoples, it is necessary to choose in the language of translation the means that are most suitable for them, as well as the means of digesting the norms and culture of this language. Such notions can be reflected in the thinking of a number of peoples in the same way. For example, many peoples, culturally and economically close to each other, such as Uzbeks and Tajiks, Russians-Ukrainians-Belarusians, Germans-British-Dutch or Caucasian peoples. They have many words, concepts, views, dreams which are similar. There is a harmony of hopes, joys and worries. The combination of national colors in the translations from these languages is of particular interest to the translator.

Also, many of the words used to express national concepts can give the same meaning to another language. In particular, many of the words and concepts in the national spirit used by the American people are becoming nationwide as a result of the globalization of the peoples of the world. These words and phrases already have a strong place in the dictionary of the peoples of the world. The role of television, radio, cinema and the press in popularizing the way of life is invaluable. These circumstances naturally give the translator a number of reliefs.

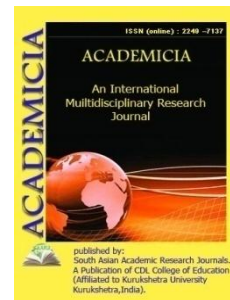
In addition, the meanings and functions of many words and phrases that express the national concepts of a nation are the result of various cultural, political, economic, and trade relations between countries, as well as to a number of peoples, including translators. Translators do not have to search for words in their own language for such words and actions - they also transliterate them [10,215].

Transliteration is the most effective way of interpreting words that reflect the concepts of life of peoples, and in a compact way restores the national color of the original, that is, the historical situation and the social environment of the characters. That is why translators use this method effectively in their work. [8,8162] **Conclusion:** In short, the problems of literary translation in Uzbekistan have been and are being studied in depth in the historical, theoretical and critical areas. Many educational materials on the theory of translation have been created, in which opinions on various areas of translation studies are expressed. In particular, the specificity of the language of characters is deeply considered. Defining the linguistic individuality of characters is one of the important issues not only in fiction but also in fiction translation literature. The translator, who translates the examples of classical literature, is forced to reflect the norms of the language and pronunciation of the language of the characters and characters of his time. Both moving away from and approaching the original should be aimed at only one goal - to fully preserve the richness of the original. After all, the translator, who translates the samples of classical literature, is forced to reflect the norms of the language and pronunciation of the characters of the time. Each nation creates its own national image based on its historical development and national character. The character of another nation must be accepted as it is and expressed in the language of translation.

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DOI: **10.5958/2249-7137.2021.00764.3**

PHONETIC FIGURES OF SPEECH AND SUPER SEGMENTAL PHONETIC DEVICES

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ABSTRACT

In modern linguistics, Linguopoetics is the study of speech sounds, the additional meanings they express, the expressive-emotional properties of sounds. In world linguistics, the denotative meaning of language units has been studied extensively and comprehensively. However, there is not enough scientific research on the connotative meaning of language units and its occurrence in speech. The connotative meaning, the realization of its ingerent and adgerent forms in the speech process, has different character and properties in different phonetic means. In particular, the methodological features related to sound change in phonetic means, the function of sound repetition, the omission of sounds, the duplication of sounds, as well as super segmental phonetic means: intonation, pause and accents in the example of two languages analysis and research is one of the unresolved problems in linguistics. When analyzing the meanings of sounds and stylistic phenomena, phonetic figures of speech serve as an important phonostylistic tool. We have paid attention to the use of phonostylistic figures in English language, their stylistic peculiarities in poetic and prose texts, extralinguistic aspects of functional limitations, and collected examples from the literature. The results of the analysis show that phonostylistics contains intonation, alliteration, assonance, stress, rhythm, stylistic inversion, euphony, cacophony and others. In this article the stylistic figures and supersegment phonetic means have been analysed.

KEYWORDS: *Phonostylistics, Phonostylistic Devices, Euphony, Cacophony, Extralinguistic Factors, Intonation, Alliteration, Assonance, Stress, Rhythm, Stylistic Inversion, Melodyphonostylistic Means, Rhythm, Rhyme, Stylistic Figures, Intonation, Melody, Melody, Poetic Speech, Periodicity, Alliteration.*

INTRODUCTION

The study of the connotative meanings of the linguistic units in which phonetic changes occur in linguistic units and their various manifestations is also one of the current problems of linguistics today. Textbooks and manuals use terms such as "phonetic structure of the word", "some phonetic processes: combinatorial and positional changes", "changes in speech sounds". Regardless of the name of the event, the main idea is that the sounds from the word undergo different changes during the speech process: one is adapted by the other, some sounds are formed and dropped differently, sometimes a new sound appears in the word. Such phenomena are called by a number of terms: assimilation, desimilation, reduction, prosthesis, metathesis, ellipsis, appocopa, syncope, epithelium, ciparmanesis.

The nature and causes of these phenomena in different forms are different, they are mainly the pursuit of conciseness in speech, the emphasis on reading in the syllable or its absence, the hasty pronunciation, the influence of dialect, etc. difficulties in pronunciation of words learned from foreign languages cause this [6,216]

Analysis:

A prosthesis is a sound at the beginning of a word for certain phonetic reasons. In a prosthesis, a vowel is added at the beginning of a word.

Appacopa - the phenomenon of the sound at the end of a word or the fall of sounds also plays an important phonostylistic role in the artistic image to make a realistic representation of live speech.

Such phenomena as speech-saving, individualization of character speech, demand for poetic rhyme, reduction of volume, increase of volume, interchangeability, shortening of syllables play an important phonostylistic function in creating emotional impact on the listener [7,1649]. The importance of sound repetition in performing such a phonostylistic task is enormous. The repetition of sounds that are the same or close to each other is a phonetic repetition.

The term sound repetition was originally introduced by O. Brick and was used only for consonant sounds. Repetition is characteristic not only of speech sounds, but also of other forms of language structural elements. Sound repetition is especially used to draw the attention of the listener or reader to the object of the image. The main task of repetition is to make the speech effective, to clarify the idea and to draw the listener's attention to it. Professor A. Mamajon thinks about repetition and its stylistic function, showing that it has phonetic, lexical, morphological, syntactic forms [5,353]. Some literary and linguistic sources also emphasize the importance of alliteration based on sound repetition.

Alliteration is a phonetic, stylistic device that has a melodic effect in speech. Basically, words in a sequence are repetitions of certain consonant sounds at the beginning [4,93].

For example: The possessive instinct never stands still (S)

Secret and self – contained and solitary (S)

as an oyster. (Ch. D)

Alliteration creates methodological fluency, the tone of words. Alliteration does not have an independent meaning, its function is to influence the sound. Alliteration comes at the beginning of a poem and creates a harmony of sounds.

To lend our hearts and spirits wholly,
To the music of mild minded melancholy,
(Tennyson).

Alliteration also serves as an important phonostylistic tool in folk proverbs and oral discourse.

For example: Tit for tat; blind as a bat;

Betwixt and between; to rob Peter to pay Paul;

Sense and sensibility; school for Scandal.

In alliteration, the connotative meaning, which is formed when the sounds of speech are repeated in a certain place, in a certain situation, affects the basic meaning. The sound and the additional meanings in it always form a dialectical unit. The connotative meaning formed as a result of this dialectical unity is used to express the emotional state of the speaker during speech. Alliteration sound repetition creates an additional layer of meaning on top of the lexical meaning of the word. In addition to amethyr based on sound repetition, epiphora, anaphora, assonane, consonance, pleonasm, taftalogy, and nakorat have been interpreted as various forms of artistic repetition.

Anaphora. A piece of speech structured in parallel is a stylistic figure consisting of the repetition of exactly one element at the beginning. This stylistic figure was used to create forms of speech in which emotion is expressed with a high spirit.

For example: For want of a shoe, the horse was lost,
For want of a horse, the ruder was lost,
For want of a rider, the battle was los

The anaphoras in the English poem are based on repetition and serve as a means of expression that evokes various emotions in the reader and listener.

Epiphora: An epiphora is a repetition of some vowel or consonant sound in a poem to reinforce the expression at the end of a word or verse.

When I go to the lank
I get rattled.
The clerk rattle me
He ivckets rattle me
The sights of money rattles me

DISCUSSION: Phonostylistic devices which have been mentioned above have different functions. Authors can use them:

- To create logical and semantic unity. When words with different meanings are united in speech they may acquire some semantic similarity. As Roman Jakobson said, equivalence in form leads to equivalence in meaning.
- To emphasize the most important elements in utterance.
- To make the speech more beautiful, to create musical effect.
- To create stylistic convergence, in combination with tropes or syntactical repetitions.
- To reproduce the individual features of speech.
- **Euphony** is a harmony of form and contents, an arrangement of sound combinations, producing a pleasant effect. An author can create euphony in many different ways, such as using pleasant vowel and consonants, or by employing other literary devices, such as rhythm, rhyme, consonance, and assonance to create an overall harmonious sound to a work of literature. Euphony - is a sense of ease and comfort in pronouncing or hearing: "The moan of doves in immemorial elms, and murmuring of innumerable bees." (Tennyson. Euphony in the *Iliad*)
- In these lines from Book XII of Lattimore's translation of Homer's "Iliad" euphony helps reinforce the lulling effect of the winds dying down. Pay particular attention to the use of assonance and consonance to make the words euphonic.
- "When Zeus... stills the winds asleep in the solid drift..." (Euphony in the *Romeo and Juliet*)
- This example from lines 5-6 of the Prologue of Shakespeare's "Romeo and Juliet" creates euphony with two sets of alliteration, one with "F" sounds and one with "L" sounds (both of which are consonants often used to create euphony).
- Below we try to explain the next phonostylistic device which can be considered the opposite of euphony – Cacophony.
- **Cacophony** is a disharmony of form and contents, an arrangement of sounds, producing an unpleasant effect. Cacophony is a sense of strain and discomfort in pronouncing or hearing:
- "Nor soul helps flesh now, more than flesh helps soul" (R.Browning).
- Cacophony in Lewis Carroll's "The Jabberwocky":
- This famous poem by Lewis Carroll uses lots of made-up words to create a jumble of cacophonous sounds. When read aloud, the poem might feel like a tongue-twister, or like you have marbles in your mouth. That's often one of the effects of cacophony. In this case, it helps create a feeling of distortion and disorientation—almost as if the reader has entered another world (which is fitting because the poem itself is about a mythical monster and takes place in a fantastical world).

Tw'as brillig, and the slithy toves
 Did gyre and gimble in the wabe:
 All mimsy were the borogoves,
 And the mome raths outgrabe.

Cacophony in Shakespeare's Macbeth:

In this famous passage from Macbeth, Lady Macbeth's speech becomes cacophonous in a moment of panicked hallucination. Her guilt over the murder for which she is partly responsible comes to the surface not only through what she says, but through the discordant way she says it. Out, damned spot! Out, I say! - One, two. Why, then, 'tis time to do 't. Hell is murky!

Rhythm is the repetitive purposeful placement of a point in linguistics in order to create periodicity, the purpose of which is to create a certain periodicity. Rhythm is a factor that creates periodicity in speech in a certain order. Rhythm is used not only in poetry to correct rhyme, but also in prose.

In the works of the famous English writer Charles Dickens, we can see the following situation: In particular, we see that he used prose rhythm at the beginning of "A Tale of Two Cities".

It was the best of times,
 It was the worst of times.
 It was the age of wisdom,
 It was the age of foolishness.
 It was the epoch of belief,
 It was the epoch of incredulity.
 It was the season of light,
 It was the season of darkness.
 It was spring of hope,
 It was winter of despair.
 We had everything before us,
 We had nothing before us.
 We were all going direct to heaven,

We were all going the other way.

If the following passage in English is read aloud, it can be seen that it is formed on the basis of rhythm:

"The high-stopping roof of a fine sooty pink was almost Danish and two ducky little windows looked out of it, giving impression that very tall servants lived up there"(J.Galsworthy).

If we analyze the above passage, we can see that such phrases as "high-stopping", "fine sooty", "ducky little" are formed on the basis of rhythm.

Rhythm is very important, especially in poetry. It serves as an important phonostylistic tool in connecting verses and creating harmony in words. Rhythm-based poetry does not bore the reader, it gives him pleasure.

In a poem based on alliteration, rhythm creates a certain periodicity as a result of the repetition of speech:

Susan Simpson.
Sudden swallows swiftly skinning,
Sunsets slowly spreading shade.
Silvery songsters sweetly singing,
Summers soothing serade.
Susan Simpson strolled sedately,
Sleeping sobs, suppressing sighs.
Seeing Stephen slocum, stately
She stopped, showing some surprise.(B.Franklin)

The repeated use of the "s" sound in the above verse is an alliterative situation, expressing rhythmic periodicity and ensuring that the poem is read in a melodic manner. Poetry, read on the basis of rhythmic periodicity, delights the reader, showing the appropriate use of those words.

Rhyme. It is the ending of a compound sound of the same or similar type. There are rhymes such as full, empty, vowel, and consonant rhyme. Rhyme plays an important role in poetry, it shapes the poem, distinguishes it from prose, and at the same time provides melody. In order to express the main idea of the poem, he sometimes rhymes the words that form the basis of the poem.

It was many and many years ago,
In a kingdom by the sea.
That a maiden there lived when you may know.
By the name of Annabel Lee;
And this maiden she lived with no other thought
Than no love and be loved by me. (E.A.Poe)

The importance of rhyme is important in ensuring the melody of a poem. For this reason, rhyme is a means of expressing the idea of a poem. Many popular proverbs and sayings are based on rhyme.

Better late, than never.

It is never too late, to know.

In addition to proverbs, rhymes are often found in folk epics.

The following English poem shows a combination of rhyme and rhythm:

From "Sea Dreams"

What does little birdie say,
 In her nest at peep of day,
 Let me fly, says little birdie
 Mother, let me fly away. (A.Tennyson)

Intonation (Lat. Intonare - I pronounce loudly). The rhythmic-melodic aspect of speech, which serves to express syntactic meanings and expressive-emotional colors, pitch, tone.

The increase or decrease of the tone of speech during speech, the emphasis of the sentence, the tempo of the speech, the timbre of the voice help to form the components of the connotative meaning expressed in the intonation [9,8163].

Intonation is the main and characteristic feature of any sentence. It participates in the construction of speech as a separate unit. Therefore, intonation performs two functions: to form an emotional sentence from non-emotional sentences, as well as to express the feelings of the speaker. Reading any poem based on rhyme without intonation makes it ineffective, because the intonation not only makes the poetic speech effective, but also delights the reader and the melody is the main thing [8,124]. In the following poem of the poet Hamid Olimjon, in order to further strengthen the pictorial power of the melody, he gives a series of syllables that are semantically close to each other:

Sweet and low,
 Sweet and low
 Wind of the western sea.
 Low, low, breath and blow,
 Wind of the western sea
 Over the rolling waters go (A.Tennyson)

CONCLUSION:

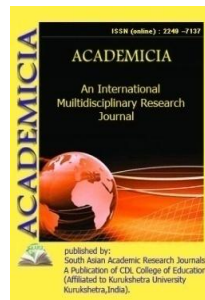
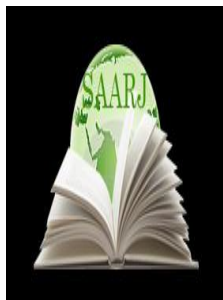
Thus, the combination of rhyme, rhythm and melody serves as an important phonostylistic tool in ensuring the melody of the poem, to express the main idea of the poem. The poem, based on all three stylistic figures, such as rhythm, rhyme, and intonation, does not bore the reader, makes it easy to remember and retains in his memory for a long time.

In short, reading works based on sound repetition does not bore the reader. From the phonostylistic point of view, it is important that in speech a certain plot is created on the basis of the sound content of the language. Thus, the various forms of phonetic repetition used in place are a linopoetic phenomenon in artistic imagery and colloquial speech, providing musicality, rhythm, and melody.

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DOI: **10.5958/2249-7137.2021.00936.8**

METHODS OF USING INFORMATION AND ADVANCED PEDAGOGICAL TECHNOLOGIES IN PRIMARY EDUCATION

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ABSTRACT

Today, the teacher has a responsibility to bring up a harmoniously developed generation, to set tasks aimed at improving the content of education, to keep pace with the times, to introduce modern educational technologies in primary education. Achieving positive results in education is determined, first of all, by the effective organization of educational work on the thorough teaching of the basics of scientific knowledge to the younger generation, the expansion of their worldview and thinking, the formation of spiritual and moral qualities. In this regard, many changes are being made in the educational process, new approaches are being introduced. One of them is to use information and communication technologies to increase the effectiveness of teaching in primary education.

KEYWORDS: *Primary education, Modern educational technologies, Methods of use, Primary school teachers, Programs, Motivation, Learning.*

INTRODUCTION

The emergence of the concept of "pedagogical technology" is associated with the emergence of the first organizational and methodological forms of education. Individual education is the oldest organizational form of the educational process, which originated in ancient Greece. The teacher worked with one student and directly organized, directed and supervised the education. The teacher read the texts or taught them to the children. By memorizing the rules and definitions, performing physical exercises, playing music on musical instruments, children have acquired knowledge about life, art, speech, physical culture. Later, individual education was replaced by group teaching. By the Middle Ages, memorizing rules, doing the same type of exercises, oral questions and answers, and at the higher levels, lectures and discussions became the leading methods of teaching. This situation gradually led to the emergence of new technologies, leading

to a class-lesson system. In the late 19th and early 20th centuries, many pedagogical theories emerged in foreign countries. Some of them were aimed at improving the education system and increasing student participation. It was during this period that the pedagogical movement "New Schools" emerged, founded by the French pedagogue E. Demolen. Such schools have opened in many countries, including the United Kingdom, the United States, France, Belgium, and Switzerland. The International Association of New Schools was set up in Geneva, setting out the requirements for new schools. These schools are private and only teach the children of those who can afford it. The new schools are well-organized, have well-equipped classrooms and laboratories, and use "free and active" methods. The students had self-governing bodies. Schools are a practical pedagogical laboratory that seeks to educate children by generalizing their thinking skills, rather than by filling their brains with memorized knowledge. Students were taught how to observe, find hypotheses, and test their hypotheses. Teaching in such schools was based on facts and experience, fostering children's initiative and independence. In Germany in the late 19th century, the educator Wilhelm August Lay (1862-1926) founded the "pedagogy of action." His ideas also had their own positive aspects and innovations. Lay attached great importance to expression and description in the pedagogical process, because in his opinion, in the process of such expression or description, students have the opportunity to show their activity, to act. According to him, all kinds of depiction: drawing, making clay and plasticine objects, modeling various objects, drawing, dramatization, singing, music, dancing, as well as experiments on the care of plants and animals, oral and written work, etc. are the means of "expression" in the educational process. According to Lay, all lessons should be based on these rules. Achieve mastery of the topic by all students; to improve students' fluency and accuracy, conscious and expressive reading; Encourage active student participation; motivate and motivate them to learn, identify ways to motivate students, and achieve the goal; Search for and improve ways to master pedagogical technologies and their application in primary education, work on themselves; Work to develop reading motivation in primary school students; Link the lesson to real-life experiences. And as a result, the student learns to read correctly, consciously and expressively, and improves reading skills through a variety of exercises. The notion of the Motherland expands, love for the Motherland is formed, and pride in the Motherland, that is, national pride, is formed. Learn to work independently with text. Learn to express yourself freely; teach fairy tales, proverbs, sayings, sayings based on what has been learned and agreeing with peers or learning to say new things. However, the introduction of information and communication technologies in the educational process is one of the modern requirements of today. One of the important tasks of today's pedagogy is to increase students' interest in science, to develop their intellectual and creative thinking, intellectual abilities, to provide interdisciplinary connections. The priority is to organize lessons on the basis of advanced pedagogical technologies, to teach students to work independently, to use information technology wisely and to improve the quality of teaching the subject.

MATERIALS AND METHODS

There are many different methods used in primary education. One of them is the use of modern information technology. The rapid development of modern information technologies and their rapid penetration into the field of education, which are becoming increasingly important in our lives, require the formation of our knowledge and skills in this area. Therefore, it is recommended to use computers in primary school. One of the most important achievements of

the course was the development of software tools that allow the use of computer technology components. These software tools are especially important in the organization of the learning process. E-books are created using software tools such as Macromedia Flash, GIF Animation, Microsoft Front Page, Adobe Photoshop, 3D Max, and Microsoft Power Point. They allow you to create moving, colorful, sound images. This will help primary school students to better understand the topic and improve the quality of learning.

E-textbooks, manuals and presentations for primary school students are widely used in the educational process. In the teaching of reading, mother tongue, mathematics and natural sciences, various visual slides can be used in the teaching process with the help of information technology. For example: reading and mother tongue science, reading letters and words together on the big screen, then reading small fairy tales and stories, writing letters correctly and beautifully; solve problems with the help of slides using simple operations in mathematics, organize various calculation games; it is possible to give insights from natural science using simple slides about phenomena in nature. The use of these methods will stimulate the development of oral speech, verbal arithmetic, creativity, research and thinking skills of young and knowledgeable students.

Using e-presentations as demonstrations and visual aids in the classroom can be a great help to the teacher. The presentation of educational material in the form of animations in the electronic presentation facilitates the understanding of the topic and increases the visibility. Demonstration slides can also be given to students as handouts. An example of this is the electronic presentation on "Agreements" created for use in 4th grade mother tongue lessons. The e-textbook can be used for independent learning and effective mastering of educational materials. In the e-textbook, science teaching materials are used in an interactive way, using psychological and pedagogical aspects, and modern information technologies, audio and video animations. There are many electronic textbooks for almost all subjects for students in grades 1-4. Most of them do not offer texts in audio forms. It is advisable to provide e-textbooks in the form of text and audio, in the form of slide shows. The combined use of audio and video information dramatically increases the effectiveness of teaching.

Electronic programs were created for primary school students, such as "Let's learn to count", "Alphabet lessons", "Algebra", "5x5", are interesting, age-appropriate, easy to use, intellectual capacity building is important as it encourages logical observation.

Learning to Count is an e-learning tool for elementary school math students. Through the development of this e-learning course, elementary school students will be able to perform 4 tasks, as well as the ability to use a computer "mouse" device.

Alphabet Lessons is an Alphabet Learning program for first graders. The advantage of the program is that it helps students to develop oral and written speech (pronouncing and writing a letter, learning the names of things that start with that letter). Also, after the letters are studied, a picture is given to reinforce it. The given cell is filled with the name of the object in the picture. Here students' computer skills are developed and they are taught to work with tests.

Algebra is a Grade 1 math program. Through the program, students learn to number, sort, add and subtract in 10, and compare. The program allows the student to automatically master the solution of oral examples. It also helps develop independent work skills.

5x5 is a multiplication table program designed for use in 2nd grade math classes. In the repetition part of the program, the computer itself teaches tables from 2 to 9 in order. In the exam section, the student develops the schedule independently. It is important to note that not moving from one room to another forces the student to work on himself. The program is a real help to the teacher. This is because 30-40% of the students in the class have difficulty learning the multiple tables. The program guarantees that students will learn the multiplication table automatically.

Today's teacher needs to be able to use information technology in the classroom, to teach students to use computers, to master modern knowledge, to become spiritually mature.

In the teaching of primary school students, it is important to choose the right methods, tools and forms of pedagogical technologies and use them in order to broaden the worldview of students, to broaden and facilitate the acquisition of knowledge. Many pedagogical techniques are used in the organization of reading lessons. The early stages of school play an important role in a child's life after kindergarten. Therefore, primary education is the most responsible period in the educational process. At this time, as the child becomes literate, his worldview is formed, the ability to think develops. During this time, every activity aimed at developing the child's mind has a great impact on the structure and development of the child's mind. Therefore, in this period, first of all, it is necessary to pay attention to the organization of the educational process in an interesting and effective way, to motivate and develop it. This period is characterized by the child's transition from play to mental activity to learning.

The use of various games is very important in the development of a child's learning. Through play, children improve their knowledge and master it deeply. From this point of view, the role of didactic games used in the educational process is invaluable. Didactic games increase the efficiency of the educational process, develop students' activity and learning motivation in the educational process. Learning motives also play an important role in organizing the educational process on the basis of pedagogical technologies.

Didactic games also help to effectively manage the learning process of students in the primary school, that is, theoretical knowledge is easily acquired through didactic games, students' interest in learning increases. Didactic games can be a great impetus not only in the primary grades, but also in the later stages of education to develop students' interest in knowledge. Such games are especially effective in increasing the cognitive abilities of students with learning difficulties. Nowadays, a lot of attention is paid to the organization of education based on pedagogical technologies. Since pedagogical technology is the ability to select and develop the most appropriate way and method to achieve the desired result for the implementation of forms of education, taking into account the abilities, capabilities and needs of students, it really increases the productivity of the educational process; forms the process of independent thinking of students, increases the passion and interest in knowledge in students, develops the skills and abilities to master knowledge, their free use in practice. That is why the technological approach to education is so important.

Technological approaches in education:

- Clear definition of the purpose of the educational process;
- Divide the teaching and learning process into interrelated stages, phases, actions;

- Coordinating, sequential, step-by-step actions to achieve the desired result in the educational process;
- Project work, which means that all your actions are performed in the same way.

In pedagogical technology, it is important to define the purpose of the educational process, which should guarantee the planned results. That's why teachers need to pay special attention to goal setting. Each teacher must first clearly define the subject he or she is teaching and the purpose of each lesson. It should be noted that a clear project of the didactic process, based on the set goal, will be easier to implement. Motives play an important role in the effective didactic process. Teachers should strive to create and nurture the child's reading motivation. Motives help students easily acquire knowledge, skills and competencies. Motive arouses a child's desire and interest in learning. It is useful for teachers to use this skillfully and to develop a system of independent work for students. It is a good idea for primary school teachers to use a variety of didactic games to organize each lesson. As the school period is a very difficult period in the lives of children aged 6-7, and children face a serious test. The child enters a new life - school life. Now he has to feel like a member of a new team, to be disciplined, to adapt to the new regime. Even though the child is young, he still has a lot of work to do, such as going to school, doing homework, and studying complex materials. Importantly, the transition from play to school, to daily forced and continuous labor, is a turning point in a child's life. Even for children from preschool, this is not easy. It's even harder for kids coming home from school. Especially sitting in a classroom for 40-45 minutes, listening and doing homework, long mental work quickly tires the child. The child may miss school or school. Teachers should try to make children's school life interesting, create motivation and try to develop it. The motive does not form spontaneously. It can be created through didactic games and independent work appropriate to the age and psychological characteristics of children. Involvement of students in lessons is especially effective in primary education as a result of making lessons fun using pedagogical technologies. In such classes, children are fully engaged and have a good memory. Motives help students deepen their knowledge. Therefore, primary school teachers should pay attention to the organization of the educational process on the basis of interesting motives.

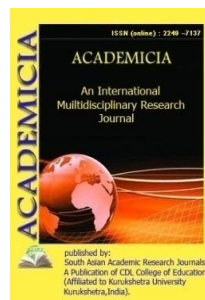
CONCLUSION

In conclusion, as the teacher has a responsibility to bring up a harmoniously developed generation, to set tasks aimed at improving the content of education, and to introduce modern educational technologies in primary education. Achieving positive results in education, teachers should consider the effective organization of educational work on the thorough teaching of the basics of scientific knowledge to the younger generation, the expansion of their worldview and thinking, the formation of spiritual and moral qualities.

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DOI: **10.5958/2249-7137.2021.00937.X**

SOCIO-ECONOMIC DEVELOPMENT OF SURKHANDARYA REGION DURING THE YEARS OF INDEPENDENCE

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ABSTRACT

This article provides a scientific analysis of the large-scale reforms in the socio-economic sphere in the Surkhandarya oasis during the years of independence and their social significance. Also, in today's era of globalization, the integration of the world economy and, on this basis, the expansion of cooperation in the economic sphere, reforms and changes in the socio-economic sphere have been scientifically analyzed.

KEYWORDS: *Socio-economic development, Industrial enterprises, Sherabad, Jarkurgan cement processing enterprises, Shurchi grain products enterprise, Shargun-Boysun coal deposits, socio-demographic development.*

INTRODUCTION

During the years of independence, large-scale reforms have been carried out in our country in all socio-economic spheres. The main goal of the democratic reforms implemented in the new Uzbekistan on the basis of the Strategy of Action is to take measures from the developed countries of the world in the social, economic and cultural spheres and to make our country one of the most developed countries in all spheres. In this regard, of course, the most important criterion of our reforms is the implementation of areas that are in line with local capabilities. Surkhandarya region, which is the southern pearl of our country, occupies one of the leading positions in the country in terms of socio-economic potential, and the oasis has a worthy place in the development of our country.

MATERIALS AND METHODS

Surkhandarya has long been known for its nature, subterranean natural resources, various natural resources and mineral resources. In this regard, the President of the Republic of Uzbekistan Sh.M. Mirziyev expressed the following views; Surkhandarya region, with its economic potential, important geographical location and natural resources, is of special importance for the development of our country, "he said [1: 302]. During the years of independence, Surkhandarya region has made great strides in the socio-economic and cultural spheres. In particular, the bulk of oil, gas and coal deposits, as well as the majority of other valuable minerals, fall within the socio-economic potential of the oasis. The Shargun and Baysun coal deposits, which are the largest reserves of the coal industry in Uzbekistan, are located in the Surkhandarya oasis. Thanks to the development of joint ventures, small and medium-sized businesses, iodine, carbide, salt mining, agricultural processing enterprises have appeared in the oasis [2:35]. Large enterprises such as cement production in Jarkurgan district and gas production in Baysun district have been launched [3: 1], creating opportunities for large-scale development.

In the Surkhandarya oasis, the issues of social cooperation in the economic, social and cultural spheres, which have been implemented in the first place, have become important. In particular, since the early days of independence, the establishment of new industrial enterprises in the region, the further improvement of production, the emphasis on attracting foreign investment, the further development of the economy have been identified as important issues. Structural changes in the economy of Surkhandarya region, as in the whole republic, in two ways, that is, first, the technical re-equipment of existing enterprises; secondly, it was implemented through the construction of new enterprises. The establishment of new enterprises, the re-equipment of existing enterprises is aimed at the production of many consumer goods that are necessary for our people. In the early years of independence of the Republic of Uzbekistan, positive changes began to take place in the industry of Surkhandarya region. Surkhandarya region, which was the least developed in the Soviet Union, was one of the least developed in the country in 1990 [4:56]. Therefore, the initial reforms were identified as one of the most important issues, including attention to the socio-demographic situation in the oasis, further improving the socio-economic living standards of the population [5: 409].

In 1990, there were a total of 23 industrial enterprises in Surkhandarya, which produced industrial products worth 1,345 million soums, and supplied the population with industrial products worth 1,011.63 soums per capita. The production of industrial goods decreased by 1.4 million soums, and the production of consumer goods decreased by 2.1 million soums. Eleven enterprises in the region have sharply reduced the level of production of consumer goods. In particular, the Termez meat-packing plant did not produce products worth 6.4 million soums, the Denov oil refinery 1.6 million soums, the Denov winery 1.8 million soums, the regional grain association 1.2 million soums and 11.5 million soums [6: 1]. Specific measures have been taken in the region to address the problems in the industrial sector. Light industry enterprises were equipped with modern machinery and technology, and important work was done in the field of ginning industry [7:42]. In the early years of independence, when communications in the former Soviet Union were severed, supplies were disrupted, and many ginneries suffered from a shortage of spare parts, tools, and equipment. The internal capacity of enterprises was used to solve these problems in a positive way. In 1990, there were 11 ginneries in the region, which produced 143.5 thousand tons of cotton fiber [8:55]. In 1991, this figure was 145.4 thousand

tons. In 1992, the region's light industry enterprises produced 1,247,000 meters of silk fabric, garments worth 99.5 million soums, 20.1 thousand pairs of shoes, 19.2 thousand pieces of knitwear, 5.2 thousand pieces of socks, 2.3 tons of yarn were prepared [9:62]. The free movement of industrial enterprises and the liberalization of prices have depended on the fate of enterprises, the entrepreneurship and business acumen of their leaders and engineers. As a result of the reforms, significant changes in the field of property will be required in the field of industry, as well as economic protection of state-owned enterprises, strengthening their material and technical base, as well as the introduction of state-of-the-art equipment.

RESULTS AND DISCUSSIONS

Along with the state-owned 11 ginneries in the region, special attention was paid to their re-equipment on a modern basis. The work on equipping cotton gins, one of the leading branches of light industry in Surkhandarya, with new technologies has been accelerated. The volume of fiber production increased by 3.7% compared to 1993, the volume of wool production increased by 108% and 237 thousand tons of cotton fiber was produced. Particular attention was paid to the quality of fiber produced at ginneries. For example, in 1993, 82.5 percent of the tolls met the quality mark requirement, while in 1994 the figure was 94.2 percent [10:15]. It is also important to provide the population of the region with food. In this regard, the largest flour mills, established in 1980 in Shurchi district, play an important role. In 1991, in cooperation with the Russian government, the plant was modernized, and in 1994 the company produced more than 133,000 tons of flour [11:35]. The production of fodder has reached 5,459 tons. The volume of macaroni production increased by one and a half times compared to 1993, and in 1998, under the license of the Swiss company "Buller", new Russian-made machinery and equipment were imported, and the company's six-storey mill was the first in the country to be fully repaired. Equipped with new technologies, the mills, which process 600 tons of grain a day, began to operate automatically. 280 million soums were spent from the public reserve for the repair work [12:82].

In 2003, the joint-stock company "Shurchidon products", which employs about eight hundred employees, engineers and technicians, in 2003 produced more than 3 billion 302.4 million soums. In addition, a total of 9,000 tons of fodder was studied, and more than 6,500 tons of bran products were produced [13:25]. The company has the opportunity to sell its products on the world market, and in May 2003 began to export quality flour products to the neighboring Islamic Republic of Afghanistan. As of August 2003, the company had earned \$ 1 million 21,370 by exporting 8,772 tons of flour. Adapting to the market economy, the company has the opportunity to make a net profit of 110 million soums by producing products in various fields, such as pasta, confectionery, bakery products, garments [14: 302].

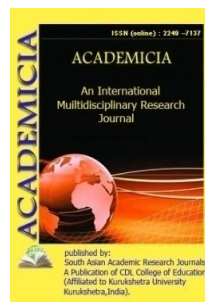
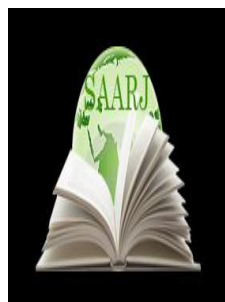
CONCLUSION

In conclusion, it should be noted that during the years of independence, the introduction of technical innovations in light industry enterprises in the region, the expansion of economic ties with foreign partners play an important role in further enhancing the economic potential of the region. In particular, due to the large-scale reforms launched by the President in recent years to develop the industry and the economy of the Surkhandarya oasis, the living standards of the population of the oasis are very important.

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DOI: **10.5958/2249-7137.2021.00938.1**

THE ANALYSIS OF METAPHORS THAT HAVE LINGUACULTURAL IMPORTANCE

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ABSTRACT

Figurative word metaphors that are used only by certain nations have their linguacultural importance. Metaphors are normally used to add emotional color to the idea being expressed. These types of metaphors are typical occurrences in the Uzbek linguaculture and they are considered to be national and cultural treasures of the nation. The article analyses and deals with the national-cultural aspects of metaphors in the works of Utkir Hoshimov.

KEYWORDS: *Metaphors, linguaculturology, National-cultural aspect, literary importance, national mindset.*

INTRODUCTION

Figurative word metaphors that are used by certain nations and unique to particular cultures usually have linguacultural significance. These metaphors are also typical of Uzbek linguaculture, and they are considered to be national and cultural treasure of the nation.

A metaphor is the use of the name of an object in relation to a person or other object on the basis of similarity. Some animal, plant, and object names are used to refer to a person or, conversely, to an object, and are used to describe various characteristics of a person or object. This increases the emotional colour of the thought being expressed. [Usmanova Sh. Lingvokulturologiya.T.: 2019.p. 102]

MATERIALS AND METHODS

The national features of the Uzbek people are deeply reflected in the works of UtkirHoshimov. Therefore, below we analyze the metaphors that can be the object of linguaculturology. Only the figurative metaphors used by these people have linguocultural significance.

For example: *Qulog'imga shumtaka bolalarning qiy-chuvi kirgandek bo'ldi. ...Orif oqsoqol bunaqa adabsiz "taka"larni tarbiyalagan ota-onasi bilan shunaqa gaplashib, shunaqangi tanobini tortib qo'ydi, endi ashula aytishmaydi.* (It seemed as if **mischievous** [shumtaka] children were making a loud noise).

... Elder Arif talked to their parents, who raised such disrespectful “**goats**” [taka], and reproached so tight that they can no longer sing).

In colloquial language, shumtaka is used to describe a child who is extremely playful and rebellious. [1]. this compound word is derived from the words “shum” and “taka” (meaning “male goat”), meaning “very naughty, riotous.” The metaphor in the second sentence, “taka”, is also used to convey the same meaning. The words *shumtaka* and *taka* are used metaphorically in Uzbek linguaculture to refer to a very naughty young child or children (usually boy).

- *Qo'rqmang, xola! - dedim baqirib. Ammo jo'raboshi bilagimdan mahkam tutib, kerosin hidi anqib turgan kafti bilan og'zimni to'sdi. Ko'nglim aynib ketdi.*

- *Qo'yvor, eshak! - dedim bo'g'ilib. - Baribir aytib beraman!*

(“Don't worry, aunt!” I shouted. But bridegroom's best man gripped my wrist tightly and covered my mouth with his palm that smelled of kerosene. I felt like I would throw up.

Hands off, you animal [donkey]!-I choked. - I will tell anyway!)

A donkey is a small domestic animal smaller than a horse that belongs to the ungulates. [O'TIL. 2008. 5. p. 63] it is also used in the metaphorical sense when talking about “an ignorant, uninterested person” and it insults someone who is referred to.

...*Qani, popuklar, -deydi qandaydir tantanavor ohangda. -Dasturxonga marhamat. Uyalminglar, tasadduqlar!* (... Well *darlings* [popuklar], - she said in an elated tone. – Welcome to the table. Help yourselves dears!) [3. p. 68].

Popuk basically means “a bundle of fibers, feathers, thread, etc., which is attached to things for decoration.” [O'TIL.3.2008. p. 295]. This metaphor is used for pampering girls. Fiber, feathers, yarn, etc. have a seme of “softness”. The seme conveys the meaning of “gentleness” and “tenderness”. When this is used to refer to a person the seme “beauty, grace, attractiveness” in the seme “decoration” is reinforced and the seme “object” is abandoned thereby exaggerating the seme of “gentleness” and “tenderness”. As a result, it is widely used as a word that describes a positive attitude towards young girls.

–*Shaftoli yeysanmi?*– *U qo'lidagi kattakon zarg'aldoq shaftolini uzatdi.* (“Would you like a peach?” He held out a large **orange** [zarg'aldoq] peach) [2. p. 32]

Zarg'aldoq, in the main sense, is a yellow songbird in the family of sparrow with dark wings. Based on a relative comparison to this color, this word is sometimes used instead of a color that is similar to orange: an orange flower, an orange peach. Such usage is a national-cultural semantic feature of the word.

Chol kaftini karnay qilib har baqirganida derazalar zirillab ketadi.

- *Hushtakning bulbuli o'zimizda! Saqich deganlar kelaversin!*

(The windows rattled every time the old man shouted using his palm to make his voice louder. Our whistle is like a nightingale [bulbuli]! If you want a chewing gum, come and get!)

In literature, zoonym nightingale is used figuratively. The sound of the whistle has its own musicality. The goal here is to increase the price of this item on the basis of a relative comparison to this sound. There is also a sema that is typical of colloquial language.

*Mendan oldingi o'rindiqa **quralay** ko'zlari katta-katta, qisqa kesilgan sochi tiniq yuziga xo'p yarashgan ko'hlik juvon o'tirar, yonidagi ro'mol o'ragan o'rta yashar xotin bilan gaplashardi.*

(In the seat in front of me sat a cheerful doe-eyed [quralayko'zli] young woman with short-cut hair and a clear face, talking to a middle-aged woman wearing a scarf.) [O'. Hoshimov. Sevgiqissalari. 2013. p. 203]

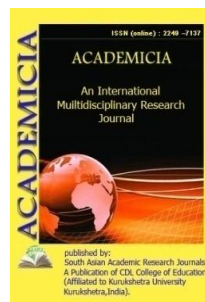
The meaning of **quralay** is “an offspring of a deer or gazelle”. [O'TIL.5. 2008. 379-b.] In the fusion of “quralayko'z” there is a metaphor which means “the eye resembling the eye of a deer”

CONCLUSION

Such metaphors are unique to this language and are considered to be the national and cultural wealth of the nation. The use of metaphors is of great importance in the perception of the world. In particular, fixed metaphors are introduced into speech as ready-made units of a language. Every linguaculture has metaphors that reflect the mentality of the people, their specific national and cultural characteristics. The metaphors used in the process of communication also reflect unique aspects of the national and spiritual characteristics, social life and worldview, beliefs, traditions and customs of the speakers who use the language.

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DOI:10.5958/2249-7137.2021.00939.3

ON SOME ISSUES OF YOUTH HISTORICAL AND POLITICAL CONSCIOUSNESS

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ABSTRACT

This article attempts to identify the relationship between the basic concepts of modern political science discourse-the concepts of historical consciousness and political consciousness. Some aspects of the formation of historical and political consciousness in the context of the transformation of socio-political relations are considered. To replace the old worldview stereotypes, it is necessary to develop historical, political and ideological concepts that are adequate to the new conditions and contribute to the formation of modern public consciousness. Consequently, some features of the manifestation of political consciousness in the socio-political life of society and the participation of young people in general are analyzed.

KEYWORDS: *Consciousness, Political consciousness, Modern society, Public consciousness, Political activity.*

INTRODUCTION

At the turn of the XX-XXI centuries, against the background of the ongoing fundamental changes in the general civilizational sense, the problem of the formation of public consciousness is one of the most ambiguous. The modern information society as a global system demonstrates not only the integration achievements of people's activities in all spheres of social life, but also reveals many civilizational problems.

It is the philosophical understanding that helps to understand not only the fundamental historical laws, but also to seek answers to questions related to the human mental world, one of the main aspects of which is the problem of the essence of consciousness.

The multiplicity and extreme complexity of the study of this issue make it the subject of research in many sciences. It is one of the basic concepts of political science, sociology, and philosophy, denoting the highest level of political activity of a person. "The problem of consciousness goes back to the times of Antiquity. It is the most complex and global problem in modern science. Metaphorically illustrating the degree of this complexity, A. Schopenhauer once called consciousness "the snag of the Universe" [1]. Consciousness as one of the basic concepts of philosophy, psychology, sociology and political science denotes the human ability to perfectly reproduce reality in thinking. In the scientific community, consciousness is considered as the highest function of the brain, peculiar only to humans and related to speech, consisting in a generalized and purposeful reflection of reality, in the mental construction of activity and the anticipation of its results, in the reasonable regulation and self-control of human behavior." [2]

MATERIALS AND METHODS

The interpretation of consciousness and its relation to being is a philosophical problem that is significant for all human cognitive activity. This problem is of considerable interest for political science, especially in its part, where we are talking about the essence and formation of political consciousness, its connection with politics, various other types of consciousness. A separate problem is to reveal the correlation and interaction of political consciousness and political culture [3].

The study of political consciousness as a phenomenon allows us to clarify some ideas about it itself, and at the same time about politics, which serves as an object of cognitive interest for it and does not include this consciousness in its sphere at all, as is sometimes assumed. Let us consider the essence and manifestations of political consciousness. The essence and manifestations of political consciousness and the essence of any kind of consciousness is hidden in the peculiarities of its formation. Political consciousness is conditioned by the interaction, on the one hand, of politics, which is a special social phenomenon, and, on the other, of people who, by virtue of their natural organization, are able to perceive the world around them, including politics, and express their perception of the world in the appropriate knowledge. It is obvious that political perception is a means of reflecting political existence and therefore a source of political knowledge and, as a result, a factor in the formation of political consciousness. It can be concluded that political consciousness is the result of political perception and a form of reflection of politics, the content of which (form) is political knowledge. In turn, political knowledge serves as a way of existence of political consciousness. Political consciousness is contained in political knowledge, is manifested and embodied in it, is formed and revealed through this knowledge.

This means that political knowledge forms the natural basis of existence and the most important characteristic of political consciousness, and thus serves as an indicator of its state. The more developed political knowledge is, the more developed the political consciousness is. In its most developed state, political consciousness is represented by theoretical political knowledge, which is the highest level of knowledge and has a conceptual and systematic character. It follows that the direct carrier of political knowledge is the concepts by which this knowledge is reflected, consolidated and transmitted. Such concepts are called political science categories.

Political knowledge is concentrated in them and is inseparable from them in its existence. As a result, these concepts are the most important means of forming political consciousness. By

studying and revealing these concepts, we acquire political knowledge, and as a result, a political consciousness is formed. The more precisely the content of these concepts is established, the more developed the political knowledge is, the more developed the political consciousness itself is. Thus, political consciousness is directly revealed and formed with the help of concepts that are carriers of political knowledge. As a result, we can offer the following definition: political consciousness is a form of reflection of politics in concepts that are carriers of political knowledge. These concepts are the essence of political consciousness. In the political science literature, the question of political consciousness is revealed in different ways. Without claiming to analyze all approaches to this phenomenon, we note two fundamental problems in its interpretation, in our opinion. One of them, and perhaps the most difficult, is that political consciousness is confused with ideological consciousness, that is, with a consciousness that reflects a particular social idea and contains a political assessment corresponding to this idea. This consciousness is directed towards politics, but unlike political consciousness, it is not a reflection of political content [4]. The historical consciousness and the factor influencing it are connected with the historical thinking of each person, the understanding of human identity. Human self-consciousness is inextricably linked with historicity, historical consciousness, historical memory, historical thinking, national ideas and ideologies. The idea of national independence serves as the main force in the formation of historical consciousness, the awakening of historical memory, the beacon of self-consciousness, the expression of the aspirations of our nation and encourages members of society to act together. Awareness of the identity of a nation is an event that is inextricably linked with the awakening of historical memory, as a result of which the historical consciousness is established and raised in the members of society.

Life itself proves the prevailing opinion in society that "the true meaning of the new ideology is to cultivate people independent of the old beliefs, independent and innovative." Today's socio-political processes require "a struggle against the idea only of the idea, against the thought only of the thought, against ignorance only with enlightenment."

It is impossible to understand or explain the development of society without taking into account the internal contradictions of the development of spiritual maturity of a person, the ideas and ideologies that affect them. For this reason, wise geniuses at all times paid great attention to the study of the ideological and ideological foundations of public life, trying to create advanced ideas that would open up new opportunities for development. The collapse of the Soviet totalitarian regime also gave the young independent states the task of creating new ideas and ideologies that would become the basis for their development. This was also an important condition for the spiritual maturity of the society.

We believe that national spiritual values are the main spiritual factor that unites people, a nation, gives goals and direction to activities, and harmonizes it. "I believe that the national ideal, national pride," stressed the first President of the Republic of Uzbekistan, Islam Karimov, "will strengthen our spirit and strengthen our back in our daily hard work and creative activities, give us strength and energy, building a truly great state of the future."

In his speech at the first session of the OliyMajlis of the second convocation, Islam Karimov singled out the formation of the national idea and national ideology to a new level, increasing its effectiveness among the most important tasks facing our country and people. To solve this problem, first of all, it is necessary to restore and develop the national consciousness, which is on

the verge of extinction under the totalitarian regime: "This ideology is the essence of our society. It is a system of ideas that is constantly evolving and improving, based on its own path of development, lifestyle, and fundamental interests." Filling the gap created by the rejection of the old ideology with a new national idea, the ideology of independence, means that everyone should be more aware, know their place in society, and understand their dignity. Therefore, the national idea and ideology of independence should become the spiritual heritage of all people living in our country, form the basis of their worldview and immerse themselves in national pride [5].

History arises through man and becomes eternity through man. It becomes valuable as a phenomenon occurring in the human mind and thinking, heart and emotions. From this point of view, the human mind, its level of thinking, its philosophy of life, its efforts to develop society determine the mentality of the entire nation, the entire society. It is this mentality that is the essence of progress or decline, depending on the general cultural and spiritual level of the nation or people, the degree of their intelligence and the field of thought. History becomes a memory through this very complex, very contradictory and at the same time extremely powerful spirit, through activity. The history of mankind has never been smooth. This is a continuous process that occurs at different times, in different situations. In the layers of ancient history, along with the periods of high civilization and the peak of development, various tragedies and fundamental changes occur. In short, a universal story is a collection of ideas and goals that negate each other, prove their contradiction, and fight for supremacy. Today, the subjective side of political life is reflected in the political consciousness. The role of political consciousness in the life of society is difficult to overestimate. After all, it is not just a passive reflection of political existence. Political consciousness is able to outstrip practice, predict the development of socio-political processes. Consequently, it can have a significant impact on political life, on the dynamics of the political culture of society. In addition, the level of political consciousness largely determines the political behavior, the nature of political activity, both individuals and their socio-political associations.

Political consciousness is a special form of social consciousness in which political reality (political relations, institutions, activities) is reproduced in an ideal plan, as well as its interpretation and evaluation are carried out.

Political consciousness includes theories, ideas, feelings, ideas, values, expectations, moods, etc., formed by various social groups and individuals on the basis of their inclusion in the system of political relations and participation in the processes of exercising political power.

1) The structure of political consciousness

The structure of political consciousness is quite complex. It has many different dimensions. And in order not to get confused in them, highlighting the structural elements of political consciousness, it is necessary to clearly understand each time on what basis this selection is made. And there are many such reasons.

Subjects of Political Consciousness: To begin with, we emphasize that political consciousness is a form of social consciousness, therefore, it arises and is formed as a group, corporate consciousness. And since there are many social groups in society, it is quite legitimate to distinguish the features of political consciousness depending on its carrier, subject, i.e. any social community. Such subjects of political consciousness can be classes, estates, nations, age groups (youth political consciousness, for example), territorial, etc. The same criterion (carrier of

consciousness) underlies the distinction between mass political consciousness and elite consciousness.

Levels of Political Consciousness: Another leading basis for identifying the structural elements of political consciousness is the depth and adequacy of its comprehension of political reality. According to this criterion, the following levels can be distinguished.

State Consciousness: At this level, political relations are regulated through the development of various draft laws, programs, constitutions, etc., as well as the existing political orders and principles of governance are justified.

Theoretical Consciousness: At this level, various concepts, ideas, and views of a political nature are developed. Understanding politics at the theoretical level allows you to:

Set and solve the most important political goals and objectives - both fundamental (strategic) and current (tactical);

Determine the means and methods of solving political problems;

Determine the directions and ways of organizational and political support in the course of solving urgent problems;

Develop conceptual approaches to social monitoring of the implementation of political decisions and targeted programs;

Adjust the policy based on practical experience.

Empirical Consciousness: This level of political consciousness is based on direct practice, participation in the political process of various social communities and reflects the political reality in the form of sensations, illusions, experiences, ideas.

Everyday Consciousness: This level is closely related to the empirical level, but at the same time has a number of differences. In comparison with the empirical level, which generalizes the practical experience of the subject, the ordinary level characterizes the totality of ideas, views of a social class, social stratum or group of people that arise directly from everyday life. The ordinary level of political consciousness differs from the empirical level in that it has ideological and theoretical elements. This level is characterized by pronounced socio-psychological traits (moods, feelings, emotions), which gives it a special dynamism, the ability to respond sensitively to changes in the political situation.

Functions of Political Consciousness: Political consciousness is interconnected and interacts with other forms of social consciousness: economic views, legal theories and norms, philosophical teachings, moral concepts, aesthetic values, and artistic views.

The following functions of political consciousness can be distinguished.

Regulatory Function: Political consciousness regulates the social behavior of people on the basis of the perception of reality, as well as on the basis of the totality of political ideas, norms, ideas and beliefs developed by them.

Cognitive-Informational Function: The mechanism of modern life is such that people are constantly forced to make choices, including political ones. All this pushes them to learn about the world of politics, to get political information. Political consciousness is designed to help

people assimilate political knowledge and information, determine their place in public and political life and correctly navigate it.

Evaluation function. It is on the basis of an assessment of political reality that people formulate their political views, beliefs, and positions.

Mobilizing function. Through this function, political consciousness encourages people to engage in politically oriented behavior, to participate in public life in order to defend their socio-political interests.

2) Political ideologies

Political ideology is an important element of public consciousness. Acting as the core structure of the entire ideological system, it plays a significant role in the political life of society.

It is worth noting that the essence and functions of political ideology. The term "ideology" was introduced into scientific circulation in the XVIII century by the French scientist A. de Tracy, one of the last representatives of the enlightenment generation. He sought to find in the worldview the logical and psychological foundations of politics.

The study of political consciousness and the comparison of its content with the theoretical scientific schemes of philosophy, political science, sociology, economics and other sciences is extremely important for the correct assessment of the state of modern society, making administrative decisions at all levels of government, regulating society in order to avoid conflicts on political and social grounds. The study of the evolution of political consciousness in the period of social transformations, when it is undergoing a phase of revaluation of values, contributes to a deeper understanding and clarification of the basic concepts of the philosophical sciences.

Modern Uzbek society is undergoing a stage of systemic transformation, so crisis trends are objectively inherent in it. The evolution of political consciousness expresses these social shifts. Transformation processes have engulfed the post-industrial society, which is the most important component of the transformational potential of any modern society. That is why the correlation of evolutionary transformations in the Uzbek society, political and public consciousness is obvious.

Historical and political consciousness, as one of the main forms of social consciousness, has its own specific object of reflection. As such, political existence, political activity, and the behavior of social subjects are considered. The main subjects of political activity are classes. It is from the moment of their historical origin that political activity as such appears. It involves the creation of special institutions through which classes interact, realize their specific interests, fight for power, political domination, ownership of resources, territories, etc. The dominant classes in society regulate the production and distribution of the spiritual, ideological and moral values of their time; and this means that their ideas and value orientations dominate the public consciousness. This applies to all forms of social consciousness, including political consciousness [6].

RESULTS AND DISCUSSIONS

The concept of "historical and political consciousness" is one of the main forms of public consciousness, it arises together with the emergence of statehood, political power. This is the most general category that characterizes politics. In its content, it covers the sensory and

theoretical, value and normative representations of citizens, mediating their relations with the institutions of power.

Historical and political consciousness in a post-industrial society is able to outstrip practice, predict the development of political processes, and determine the nature of the activities in the sphere of power of both individuals and their public associations. Therefore, the content and nature of the political process, the goals and means of the regime of government directly depend on the political consciousness.

The essence of political consciousness is that it is the result and at the same time the process of reflecting and mastering political reality, taking into account the interests of people. Consequently, we consider political consciousness as the core of the national system of self-consciousness. It is political goals and objectives that have the potential and mechanisms for rapid impact on the systems of society, the consciousness of people. The importance of political consciousness, of the subjects and institutions that form it, is especially increasing when society moves from one stage to another, when dogmas in people's minds change and other paradigms are solved. Without political thinking in general, humanity does not know what society, the state is, in the society of the individual, political consciousness, political self-consciousness is formed with the emergence of ideas about the division of labor, institutions of government, "my" and "yours". Hence the political self-consciousness, at least in the form of an attitude towards private property. From this point of view, a person who belongs to each class can be considered as a subject of political processes, an expression of their own political consciousness [7]. But political self-awareness should not be seen as a simple attitude at this level. It manifests itself in an institutional form at different stages. For example, it is possible to study the relations of the individual and the state, the people and the political party, the state, non-governmental organizations and state institutions in the form of such steps. Of course, this place comes from the goal that every researcher sets for themselves in their heuristic research. However, it should put socio-political relations at the center of the study [8].

Political relations are an integral part of social relations in society, and they act as managers, regulators, and determine the nature of these relations. Consequently, the integral nature of politics presupposes participation in all spheres of "political relations", being their core. Therefore, political reality (political consciousness, political relations, political culture, political self-consciousness, etc. When studying political reality, it is necessary to proceed from its integral nature, since "research in which there is no concept of an integral leads to a fragmentary, descriptive analysis of political reality and deductive, metaphysical reasoning." [9]

The basis of political relations, political consciousness, and political self-consciousness is connected with politics. True, there are different, contradictory opinions and definitions about the concept of "politics", but sometimes he notes that all politics is a conscious type of activity aimed at establishing interpersonal relations. "If the theory reveals the nature of the conditions in which the activities of individuals are carried out, then politics is called upon to determine, on the basis of theory, how to use these objective conditions in the interests of certain social groups." So, in politics, theory and practice are harmoniously combined, their orientation to specific interests with ideas about conditions. Therefore, politics is a specific (heuristic) form of perception of political existence, and its subject is a type of activity (empirical) related to the establishment and management of relations between individuals in society. Political self-

consciousness is based on this law, which has a general methodological, universal significance, on the harmonious coincidence of the heuristic and empirical sides in politics.

The main current law of politics is the reliance on rationality and awareness. Political consciousness also considers it its main law, but the subjects of political consciousness are diverse, broad, that is, the entire people, the nation act as subjects of government.

Rationality stems from the need for management. As you know, society is a unity consisting of a complex integration of various institutions, hierarchical relations, connections between the individual and society, the state, individuals, organizations, groups and parties that have their own interests. These connections and relationships were not always realized, and they were guided by the goals of social progress. First, hypocrisy in the person himself, According to N. A. Berdyaev, there are "divine and animal qualities", "he is both a king and a slave. While he has an unsurpassed desire to live free, he loves slavery, a life of abundance." [10] A person who lives in spite of someone, the external environment, the regime, not only manifests himself, he becomes ready to commit any acts, inhumane acts against himself, society, existential existence, under external pressure or influence. At this point, you can recall the "Trinity" of the times of Stalinism, the social revolutionaries of the time of Hitlerism, or the terrorists of our time. Secondly, society is a unity that includes complex relationships, sometimes conflicting interests, and unequal (synergistic) cases of rejection of flat progress, egoistic aspirations, and inevitably arising conflicts between them. Egoism is both a natural phenomenon for a person, and a natural phenomenon for a group, party, organization, or strata. Human society, in order to preserve its unity and integrity, has long been forced to manage and establish these circumstances. Third, there are patterns of social development that individual individuals and institutions cannot comprehend. Naturally, even when these laws are realized by individuals, institutions, they do not know the ways to objectify them, to translate them into real existence, or do not have such opportunities. Only special political institutions (for example, the State) can carry out this activity. Consequently, the establishment and management of a complex social life is an objective necessity, which can be fully and on a large scale implemented by a major power-state. This imposes a governing function on the state and makes it the main subject of political relations and political life. Political self-consciousness actually begins with the realization of this socio-historical necessity, the recognition of the state as the main subject, the organizer of national development.

Thus, the relations of historical and political and social consciousness should be analyzed not only at the abstract-categorical level of concepts. Critical studies of the ideological, cultural, and socio-anthropological foundations of social consciousness in modern society are required.

In fact, political science, as well as political science in general, does not include in its composition historical, sociological, as well as philosophical, psychological, etc. knowledge that belongs to other areas of cognitive activity, although it can rely on them. Each of these areas has its own object of research which "physically" does not coincide with the object of political science.

CONCLUSION

In conclusion, we emphasize the subjective nature of historical and political consciousness. It is determined by the peculiarities of the formation of this consciousness, due to both the source of political knowledge and the ideological consciousness that grows on the basis of this

knowledge. Such features include, first, the ability of a person to perceive and reflect historical and political existence, while offering his own interpretation, his own understanding of this existence.

Secondly, such features should include the ability of a person to evaluate historical and political existence from an ideological standpoint, adapting the existing political knowledge to their expectations and claims about politics. These two factors determine the natural subjectivity of a person in political research.

As a result, historical and political consciousness inevitably bears the "seal" of subjectivity, while at the same time confirming that all consciousness is subjective. However, political science, which focuses on the knowledge of political laws, creates conditions for improving political consciousness, for clarifying its content.

By revealing the historical and political laws and thus the logic of political existence, political science brings political consciousness ever closer to objective truth and thus gives it a truly scientific character.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00721.7**

CHILDREN'S WORD GAMES IN THE KARAKALPAK FOSTER POETRY (BY THE EXAMPLE OF THE JOKE GENRE)

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ABSTRACT

It is said in this article about a kind of foster poetry of Karakalpak nation as facetious sayings. The reasons of facetious sayings are opened as a genre of originality and difference from other genres. On the basis of it we determine the importance of sayings in the formation of children's speech, improving mother wit, extemporization, eloquence. Sayings are based on the question-answer foundation is considered to be Turkish nations ancient traditional genre.

KEYWORDS: Karakalpak, Traditional Value, Children's Folklore, Verbal Games, Nursery Rhyme.

INTRODUCTION

Karakalpak foster poetry is rich in various genres of children's creativity. Among them, a special place is occupied by the genre "aytpyshlar" (jokes), which plays a significant role in the development of thinking, enriching the vocabulary of children, and their psychological preparation in the process of perceiving objective reality. By its content and form, it corresponds to Russian "pribautka" or "perevertishka" [2, p. 304, 306], Uzbek "ağdarmachiq" or "qaytarmachiq" [12, p. 16; 13, p. 179-181; 18], in Kazakh "suramaqtar" [10; 17, p. 76-78].

The joke genre (*айтпышлар : aitpyshlar*) originated in the Karakalpak children's folklore in the form of song and play activities between adults and children, and is an integral part of the national tradition of the Karakalpaks in raising children. The well-known researcher of Karakalpak folklore N. Davkaraev examines samples of this genre as part of "children's poetry" [5, p. 137]. The founder of the theoretical study of Karakalpak folklore K. Aimbetov refers it to children's games [1, p. 49]. Another researcher who separately studied the specifics of the Karakalpak children's literature I. Kurbanbaev, adding additions to the existing classification,

includes this genre in the group of “children's song and play folklore” [9, p. 14]. According to the researcher, the genre combines both forms of children's folklore activity.

The most popular among the examples of the joke genre (*aytpysh or taulamash*) is "Tulkishek". Among the Karakalpaks there is still a stable phrase "Men sagan tulkishek aytyp otyrman ba?" or "Men sagan aytpysh aytyp otyrman ba?", "Men sagan tawlamash aytyp otyrman ba?", which means "What, am I telling you jokes?" [11, p. 68-69]. A person who is inclined to speak is exaggeratedly called "tawlamashi", that is, "a changeling" [16, p. 209]. The word "tawlamash" in its lexical meaning is synonymous with the words "tawlaw", "buraw" and "shyiraw" and means "to twist, to shape" [7, p. 288].

Jokes are not just communication between adults and children, its aesthetic function includes: the development of imaginative thinking, knowledge of the world around, speech, which occupy an important place in the adult life of every child.

As an example, one of the examples of this genre, which still exists among the Karakalpaks, is known as "Bala, bala - balpak", the Russian analogue: "Малыш, малыш – ходунок". Almost all variants of a given sample begin above the indicated traditional and stable beginning, which we have chosen as the name of the sample.

- *Kid, kid - walker,*

Why is your head flat?

- *I wore an iron helmet for a long time,*

Apparently the helmet crushed her.

As can be seen from the composition of the sample, like all the others, it is built according to the traditional “question-answer” scheme. Especially of great interest is the content of the text of the sample, which brings to light many essential facts from the historical past of the Karakalpaks. As is known from the various existing sources, like other nomadic and semi-nomadic peoples of Central Asia, the Karakalpaks, up to the full consolidation of the Karakalpaks as a nation, were forced to live on alert. This was facilitated by unstable political relations and civil strife with neighboring peoples. “Temir kalpak” (duwlyga), that is, “military helmet” as a military attribute mentioned in the sample, quite clearly characterizes the picture of the events of those times.

Another version of the sample already testifies to the wandering life of the Karakalpaks after military defeats or enemy raids.

- *Kid, kid - walker,*

Why is your head flat?

- *I wore an iron helmet for a long time,*

Apparently the helmet crushed her.

All questions asked by adults to children in song form are extremely simple in content and are taken from everyday life, from their environment. For example, in the joke group with the traditional beginning "Bala, bala - balpak" («Малыш, малыш – ходунок») there are various questions concerning the physiological characteristics of children. They are often found in the form "Why are you snub-nosed?" Or "Why are your teeth rare" or "Why are you dark?" etc.

Similarly, adults test the mental development of a growing little person. If the baby is not yet ready for such a "test", then adults help him and explain the meaning of the answer prepared by the elders. Thus, the baby's horizons expand.

The older the child becomes, the thematic circle of the genre also expands, that is, the questions asked to him acquire a more complex form. The process of expanding the thematic circle of the genre is also facilitated by the inherent interest of children in learning about the world around them. As you know, the satisfaction of their interests is usually carried out in the form of questions asked by elders. Apparently, on this basis, many "questions and answers" took shape in the genre of jokes. The most popular of these among children is the following pattern:

- Thick-thick iron,

Who made him thin?

- Thick-thick iron,

The blacksmith made it thin.

- Rows of powerful camels,

Who brought them together?

- Rows of powerful camels,

They were joined by a coal miner.

From the content of the above text, you can determine the age of the child who should answer the question. Here we are talking about two of the rarest professions among the Karakalpaks. The question asked, apparently, requires observation and vigilance from the respondent. In samples similar on the subject in a poetic form, questions are asked about many professions and sectors of the economy of the then Karakalpaks. In a similar way, in folk pedagogy, the ancestors of the modern Karakalpaks formed a positive attitude to work in the minds of the young generation, instilled the ability to feed their families and, most importantly, knowledge of the environment. In parallel, the process of performing texts contributed to the development of children's speech, the ability to express their thoughts.

Some kind of joke genre has a somewhat expanded form. Among them, the so-called type "Sonar, sonar - Kansonar" is widespread. The word "sonar" is used by the Karakalpaks to call ancient traditional types of hunting [7, p. 214] This type of hunting was usually carried out during the period of a thick layer of snow, when the game left noticeable traces in the snow cover. Sonar was the most widespread type of hunting, and all the inhabitants of the auls used sonar. According to the testimony of informants, taking part in such a spectacle was the favorite pastime of Karakalpak children. Having learned about the place and time of the hunt from adults, they gathered in groups and went to the places where the sonar was carried out. As one of the entertaining spectacles for children, sonar left its mark on their oral poetry, as evidenced by the multivariate examples of the joke genre associated with sonar.

- Sonar, sonar - cansonar,

Who's shouting cansonar?

- The hunter reports about him.

- *Who says "hunter informs"?*
- *The cattleman speaks about it,*
- *Who says "said the cattleman"?*
- *The herald speaks about it.*

The text of the sample is expanded by adding to it the name of a particular type of economy, which the Karakalpaks have been engaged in for many centuries. The species associated with sonar in the Karakalpak children's folklore differs from other species in its multivariance. In our opinion, this is due to its unfolding nature.

The most perfect in content and form in comparison with other types of the joke genre is the thematic cycle, conventionally called "communication with nature." The main artistic technique for the design of a poetic text was personification. The main characters of the creation are mainly natural phenomena, living creatures from the environment. Personified by childhood fantasy, they enter into dialogue with each other. The most common pattern among the Karakalpaks is the following text:

- *Ice, ice, what made you strong?*
- *If I were strong, the rain would not hit me.*
- *Rain, rain, what made you strong?*
- *If I were strong, the earth would not suck me.*
- *Mother earth, mother earth, what made you strong?*
- *If I were strong, the greens would not break through my body. *
- *Greenery, green tea, what made you strong?*
- *If I were strong, the sheep would not tear me down.*
- *Sheep, sheep, what made you strong?*
- *"If I were strong, the wolf wouldn't eat me.*
- *Wolf, wolf, what made you strong?*
- *"If I were strong, a man would not have removed my skin.*
- *Man, man, what made you strong?*
- *If I were strong, the ant would not make me prey.*
- *Ant, ant, what made you strong?*
- *Who can be stronger than me?*
- *I carry sixty batman millet on my back,*
- *I carry seventy batman on my shoulder*
- *That's how strong I am, I am a special strong man!*

As you can see from the text, each logically interconnected line of text requires from the performer special training in memorizing the text, special resourcefulness and a sufficiently high level of logical thinking for the younger generation. In a number of centuries, for the ancestors of modern Karakalpaks, similar poetic creations served as the main means of people's education. With their help, from early childhood, they taught their children to learn about the life around them.

The classic example of the joke genre is undoubtedly "Tulkishek". It is still especially popular among modern Karakalpak children and serves as a special decoration for their games. According to the Karakalpak folklorists, it first emerged as a song genre. Later, a game function was added to it, and it became the accompanying text of the children's game of the same name. For this reason, N. Davkaraev considered him in a number of children's songs, and K. Aimbetov included in a number of children's games [5, p. 137; 1, p. 49-52]. All researchers of the Karakalpak folklore associate the design of the sample as a genre with the historical events of the 18th century, which left a deep mark in the history of the Karakalpaks [6, p. 65-67; 11, p. 68-69]. These events have left noticeable traces in the Karakalpak children's folklore.

The language of the classic example "Tulkishek" is rather simplified and easy to memorize. Apparently, this was the reason for his particular popularity among the Karakalpak children. All variants of "Tulkishek" usually begin with the following traditional beginning for all of its variants:

*- Hey, Tulkishek, Tulkishek,
Where are you going for the night looking?
- I'm going home to my grandmother.
- What will your grandmother treat you?
- She will feed the goat milk.
- The goat has no milk,
The kid has no legs.*

Each variant after the traditional beginning is updated with new texts in the form of "question-answer". The range of questions and answers includes new information from everyday life, echoes of historical events of the past, etc.

Traditional examples of "Tulkichek" are found in Kazakh and Uzbek children's folklore [10; 12, p. 75-78]. All available data on the joke genre testifies to the presence of this genre in folklore among almost many Turkic-speaking peoples. But over time, it fell into oblivion and ceased to function. Making it in the form of "Tulkichek" contributed to the revival of new designs. Proof of this is the fact that all types and samples of the joke genre (aitpyshlar) are popularly called "Tulkichek".

For many centuries, jokes (aitpyshlar) played an important role in the aesthetic education of Karakalpak children, and it is undoubtedly one of the most striking monuments of the Karakalpak national children's folklore. A comprehensive study of the genre contributes to the identification of many significant facts from the history, ethnography and folklore of the Karakalpak people.

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DOI: **10.5958/2249-7137.2021.00722.9**

DESIGNING LESSONS AIMED AT TEACHING STUDENTS TO CRITICALLY EVALUATE THE PERSONALITY OF THE HEROES OF THE WORK OF FICTION

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ABSTRACT

This article examines the conceivable outcomes of designing lessons aimed at teaching students to fundamentally evaluate the personalities of the protagonists of a fiction, at the side the formation of critical thinking and critical thinking skills of the heroes, the examination and translation of literary texts, as well as numerous positive qualities.

KEYWORDS: *Critical Thinking, Critical Evaluation, Heroes Of The Fictionage, Methods And Techniques, Analysis, Fiction.*

INTRODUCTION

Under the concept of critical evaluation is understood a free, elective, well-thought-out point of view. As a result of forming such an attitude in students, the quality and effectiveness of literature instruction will increment essentially. Because such a point of see is a point of view with conscious, analytical power, it serves to develop understudies 'ability to communicate with the heroes of a fiction.

Students with basic thinking skills will pick up experience in independently interpreting and analyzing data, evidence, and knowledge. They can easily distinguish the opposite-minded characters in a specific work. Such students think coherently and articulate their sees clearly. They also clearly understand the suppositions of their questioners and later individuals of the community, assess them, draw the necessary conclusions, and find the right path in social situations.

THE MAIN FINDINGS AND RESULTS

In literature classes, a critical assessment of the personality of the heroes of a fiction starts with the study of the work itself, the actions performed by the heroes, and their character traits. This process requires a comprehensive investigation of the work of craftsmanship that needs to be studied. Only then will we start to select the evidence described within the events of the fiction and to analyze the diverse alternatives for considering. At the end of the process, the students' attention is drawn to the evidence that shapes the premise for a critical assessment of the heroes of the fiction. Students compare the distinguished prove and the judgments made. Hence, a set of thoughts is formed, which is the basis for a basic assessment of the identity of the heroes. In this case, the teacher must clearly define the purpose of the lesson.

The teacher should arrange in advance which work to teach students and which characters to basically evaluate. This process must be clearly outlined by the teacher. In order to educate students to basically assess the heroes of a work of craftsmanship, the teacher must design a lesson on the subject; clearly define the questions and assignments to be given to the understudies, before presenting a particular work to their attention. These questions and assignments ought to serve to identify the character and personality traits of the protagonists of the work being studied. For example, the differences between the protagonists of the work, the contradictory aspects of their character, the similarities ought to be revealed using the same questions.

Of particular importance is the intentional design of lessons aimed at teaching students to fundamentally evaluate the personalities of the heroes of the fiction.

Areas to be considered within the pre-class period. In doing so, the teacher ought to consider: what the essence of the lesson is; to what extent it is related to what students have learned within the lesson and what they need to learn; to what degree this lesson can instruct students to fundamentally evaluate the personalities of the heroes of a work of craftsmanship; the degree to which this course is related to other subjects; the significance of the lesson subject to the skills procured by the understudies; the degree to which the lessons are connected to individual encounters and interests, and the data that the lesson materials contain; the lesson ought to be organized in such a way that it gives students with a natural interest in critically evaluating the personalities of the heroes of the fiction.

Not all materials in the textbook always allow fully achieving the goal set for the lesson. Therefore, in order to achieve the set goal, teachers are required to enrich them at the expense of various scientific sources, materials from journals, in addition to the materials in the textbook.

The teacher should design the solution of the following tasks in the lesson: such as, What knowledge and skills should students acquire in order to critically evaluate the heroes of a fiction in the lesson? To what extent can students apply their knowledge to critically evaluate the personalities of the protagonists?

To activate students' thinking processes, they can be asked the following questions:

- Find a work that is close to the topic of the work covered in the lesson?
- What is the reality of the work that corresponds to the reality of the work covered in the lesson?
- Compare the peculiarities of the two heroes whose character traits match each other?

- Justify your opinion about the heroes of the fiction?
- Defend your point of view during the debate?
- Express the same idea differently?
- What else do you need to know about this work?

The teacher ought to continuously answer the question of what else they need to know and be able to do in order to benefit the learning process during the lesson plan handle. The question of how to assess students' mastery levels in a lesson ought to moreover be cross-referenced to the teacher amid the plan handle. The teacher has to have a great understanding of what his or her grade indicates. In this case: a) students have a profound understanding of the substance of the fiction in the classroom; b) the degree to which students have gained experience in critically evaluating each of the protagonists of a fiction.

When designing a lesson, the teacher should think profoundly approximately assessing students' ability to critically evaluate the heroes of a work. Such an assessment should be made throughout the process, not at the end of the lesson. The instructor is required to write on the board a measure of the students' assessment of the activities of critical evaluation of the heroes of the fiction. In this case, the teacher ought to act as follows:

Students will receive a grade of "5" ("4", "3"):

- 1) Express a natural opinion about the heroes of the work;
- 2) Be able to clearly prove their point;
- 3) Pay attention to the evidence to the contrary;
- 4) Be able to express a planned, consistent opinion;
- 5) Be able to express their written opinions without spelling and methodological errors. Written texts should be created in the size specified by the teacher.

The teacher should also be able to accurately determine the amount of time spent at each stage of the lesson when designing it.

Lesson.

1. Motivation phase. In the process, students need to understand why the author chose such a theme for the work and what it serves to reveal.

The methods used at this stage are:

- to tell, to give brief information;
- questions that arouse students' interest in the work being studied;
- to take into account certain aspects of the studied work for students;
- classification and grouping of students' opinions about the work;
- listen to students' opinions on how to divide the work into parts and how the events will continue;
- clearly identify the key words and phrases described in the play;

- ensuring that each group of participants works according to the plan in the process of group work;

- to write creative texts and essays in order to find out what students think about the work and what information they have before starting to study the work.

2. The stage of thinking almost the fiction being studied. Students effectively read and analyze the fiction being examined based on the goal they have set for themselves. It is imperative how students understand the text of the fiction and how they control their understanding.

The methodological methods used at this stage are:

- I.N.Z.E.R.T. method;
- way of thinking while reading;
- daily method;
- question-answer method;
- method of joint education;
- co-educational group;
- method of presentation and discussion;
- auxiliary manuals, etc.

3. The stage of analysis of a fiction. In the first normal reading of a fiction, one detail requires another. As it were at the conclusion of the method will the text have its claim scale? The evidence made up of words takes on a holistic appearance. The text, which consists of many parts, reflects its main idea and substance. Understudies have the opportunity to lock in in a discussion and try to compare this work with other works they have read. In doing so, they go beyond the scope of the work and start to think of a few works that have similar aspects to each other. On this basis, students explore the construction of a work. Colorful methods can be used in this process. In choosing them, it is prudent for the teacher to rely on time and the level of mastery of the students.

For example:

- ask questions within the work;
- discussion based on joint research;
- the last word to me;
- attractive discussion;
- class discussion;
- writing a 10-minute essay;
- I know - like I want to know and learn.

4. The concluding part of the lesson.

What conclusions did you draw at the conclusion of the lesson? Should the lesson issue have a total solution in each way? How should a lesson aimed at teaching students to critically evaluate

the personalities of the protagonists of a fiction end? What is important for this work? Based on the consider of this work, what principles and situations did the understudies get a handle on? What else do students got to learn in order to give a genuinely critical assessment of the heroes of a fiction? What information and aptitudes do students have to discover solutions to this issue?, the educator ought to ask himself and find answers to these questions in the next stages of his activity.

The use of the Internet in teaching students to critically evaluate the heroes of a fiction is a unique technology that can be used in this process. As a promising tool, it allows you to create new opportunities in the field, to establish specific forms of cooperation and communication with students. However, in this process, working with the Internet should be consistent. Only then can we think about the effectiveness of this technology in teaching students to critically evaluate the heroes of a fiction.

One of the tasks in ensuring the effectiveness of the use of information technology is the methodological development of educational technologies. In the handle of teaching students to basically evaluate the heroes of fiction, it is vital to study the methods of using data technology. Approaches in this range are at the level of starting proposals. In connection with the proactive approach, teaching literature lessons in writing to educate students to basically evaluate the heroes of a fiction and to prepare them for the method isn't through the transmission of information. It should be done on the premise of activities pointed at studying the content of the fiction.

The teacher can present the knowledge in them only when the students accept it. To do this, students need to perform a specific activity. In order for students to actively participate in the process of critical evaluation of the protagonists of the work, they are required to direct and monitor their own activities in this process. The educational process aimed at engaging students in cognitive activities is based on their inclinations. Only then this process allows students to learn independently, to acquire knowledge independently, to organize their activities independently.

In the educational process aimed at teaching students to critically evaluate the heroes of the fiction, the stratification of their activities makes great opportunities and conveniences. In this process, the organization of group and person shapes of work of students via the Internet features special didactic value. In the process of learning new materials on the Web with an individual approach to students, it is advisable to organize the following exercises:

- explain the materials by the teacher to all students in the class;
- divide students into groups based on their abilities;
- give creative tasks to group members;
- selection of leading methods and ways of activity for each member of the group;
- summarizing the results on the basis of tasks and final work;
- evaluation of the results of the group members on the basis of the analysis.

The use of information technology in the work experience of literature teachers includes:

- The use of information technology to tell a story about themselves, to give others the opportunity to self-assess;
- striving for originality;
- Satisfaction of curiosity;
- to be demanding of oneself.

The certification of one's own opinion by others creates a favorable environment for teachers to express themselves. It ought to be noted that data technology and mixed media give a unique opportunity to teach students to critically evaluate the heroes of fiction amid practical experiments.

CONCLUSION

In brief, designing lessons in the over way is of great importance in teaching students to be competent young people who are able to give accurate and objective assessments to members of the community, increasing their critical assessment capacity.

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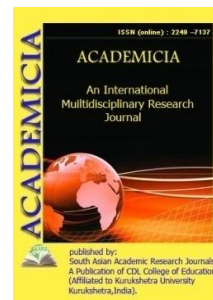
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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00723.0**

MEMORIAL WORKS – AS HISTORICAL FACTS (ON THE EXAMPLE OF S. KAMALOV'S MEMORIAL "FROM THE LESSONS OF MY LIFE")

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ABSTRACT

The article discusses the historical significance of the memoir written by a historian. The author pays attention to the scientific and historical basis of the events and information chosen by the historian for the architect. The historian identifies the genre differences of memoirs written by scholars as a "special memoir complex". The memoir tells about the peculiarities of the description of historical information in the literary text.

KEYWORDS: *Memoir, Historian, Document, Epoch, Politics, Reality.*

INTRODUCTION

Memoirs are an interesting and complex genre, and in their study it is necessary to take into account the peculiarities of the genre. For example, A.G.Tartakovsky points out two different methods of studying memoirs from a historical and documentary point of view:

- 1) Historical and cultural; In this case, the memoirs are used as a reference for the study of the period.
- 2) Typological; In this way, the memoir is studied from the point of view of his history [1].

Main part

Many scholars use the historical and cultural method in the study of the memoir, using the information in it as an illustration to fully reveal a topic. In particular, the memoirs written by socio-political, cultural and scientific figures are of great importance in creating the historical reality of the era, the picture of socio-cultural life of the people.

Well-known public figures in Karakalpak literature are the memoirs of K. Kamalov "In the service of the country", K. Uteniyazov "Thoughts relevant to my life", S. Kaniyazov "Altyn Zhagys", A. Kunnazarov "Seven centuries", the socio-political past of our people. It is worth

noting that the memoir "From the lessons of my life..." (2019) by a prominent public figure, historian, academician S. Kamalov, which is valuable for its valuable information on economic, historical and cultural life, deserves special attention.

It is noteworthy that the memoirs written by historians are considered "scientific research that illuminates the truth", that is, the historical event is a highly analytical interpretation of the historical memoir by a modern memoirist [2]. S.V. Pavlovskaya, a researcher of the text of memoirs written by a historian in Russia in 1920-1930, came to the following conclusion: they give a special type of testimony, that is, they provide special information that has been scientifically discussed and scientifically absorbed"[2]. From this point of view, memoirs written by historians require special attention as a "special memoir complex".

The memoirs, written by a historian and scientist, are important in that they combine the features of historiography and historical sources in a literary text, and the memoir has artistic features. After all, the main purpose of the events and ideas in the autobiographical story of the memoir is to convey them to the reader. Sometimes the main task and idea of the work is reflected in its title. For example, the memoir of the Russian historian A.Ya. Guryevich is called "History of the historian" [3], which discusses the formation of a professional historian. The memoir of the Kazan historian AL Litvin is entitled "Life is like survival: recollection and discussion of the past" [4], which reveals the obvious truths of the scholar's life experience.

Usually, the initial phrases of a work mean a lot about its idea and content. Let's say that A.Ya. Gurievich's recollection begins with a conversation about how he was transferred from the external department of Moscow State University in 1944 to the full-time department, while A.L. Litvin's memoir begins with the night of March 1941, the day his father was captured.

The memory of the well-known historian, academician S. Kamalov begins with the memory of who his ancestors were, how his ancestry as a religious scholar "cut" his life in the path of science. This means that the historian has been "feeling the emphasis of history in his daily life" [5] since his childhood.

The plot and semantic content of historians' memoirs is similar to the content of their profession. They are also important in providing valuable information about professional development, academic degrees, relationships with colleagues, and the communicative practices of the research center.

For example, in S. Kamalov's memoir "Lessons of my life..." in the section "My teachers" there are recollections of such people as S.P. Tolstov and professors T.A. Zhdanko, N. Daukarayev, Y. Gulyamov, who guided and cared for science. It reflects not only the care and mentorship of these great people, but also the selfless service to the history, science and culture of the whole of Karakalpakstan. For example, S. Kamalov, who spoke as a graduate student at a meeting to discuss an article in the memoir "Communist", did not ignore the opinion of his student, and his actions to correct the shortcomings were a sign of future success.

"The next day S.P. Tolstov held a meeting at the institute, to which he invited us. If there are small problems in the process, you go to your superiors, and if there are big problems, you come to me. Are you dissatisfied now? "Asked S.P. Tolstov. "Thank you, thank you" we were walking out the door, T.A. Zhdanko said, "Be patient, don't leave, he's waiting for me." After leaving the meeting, Tatiana Alexandrovna Zhdanko gave me a week's assignment. "You will report next

week on the completion of these tasks. It will continue to be so from now on”she said. By working in this order, I was able to do six months and a year of work that I had not wanted before. ... You would not have achieved such a result today if you had not remained silent in the same meeting. You did a good job of telling us what you wanted to do, and you set us in motion, so be active all the time, and I congratulate you on writing your dissertation, ”he said. [6, p. 43]. In this case, we can say that at that time he headed the Moscow State Institute of Ethnography and Oriental Studies and the Department of Ethnography at the University. Along with his character, we see his respect and love for Karakalpakstan. A full part of the memoir is devoted to the desired research work of SP Tolstov on the history of Karakalpakstan, in which the author describes the scientific and moral views of the Russian scientist on Karakalpakstan as a scientist and a human being in a comprehensible and attractive language.

In addition, the historian has notes on the activities of heads of state or other celebrities in our country to train local researchers, to strengthen the scientific and technical base of the research institution. These memories beautifully reveal their character and portraits of statesmen and public figures. In the creation of portraits "scientific analysis, scientific data is absorbed."

For example: "In 1958, the President of the Academy of Sciences of Uzbekistan H.M. Abdullayev brought to Karakalpakstan Andropov, who Minister of Geology of the USSR then. He gave a 45-minute lecture on "Prospects for Karakalpakstan" to party activists in Nukus. "Karakalpakstan, which is now an agrarian republic, may soon become an industrial republic," he said. After all, the land of your republic, especially its Ustyurt, is rich in oil and gas. Geological research confirms this. Ustyurt of Karakalpakstan is an oil and gas boiler. Oil and gas from Turkmenistan and Kazakhstan come from your Ustyurt, that is, from the outskirts of October, and the middle of October is yours. To this end, the leaders of your republic should pay special attention to the study of the Ustyurt. Karakalpakstan will be the richest country through the Ustyurt, ”he said [6, p. 81]. Such examples in the memoir increase its value as a scientific and historical fact, and some data also show the artistic features of the memoir.

For example, the "My Thoughts on Representation" section of the memoir highlights the shortcomings of the Soviet-era socio-political system and the system of personnel of that period. In this section, the author synthesizes historical and artistic facts in the text of the memoir, using popular anecdotes, funny stories in the memoir to reveal the realities of the time, the bitter truth of the time. Researcher T.M. Kolyadich, who studied the memoirs of writers, writes:

"Anecdotes are often found in episodes as part of a memoir. In it, serves as an introduction to the event, an introductory story. Its inclusion in the text, rather than in the form of an impartial address, is its lack of address. Therefore, the anecdote is included in the main description at the level of an auto document. Often, the authors of memoirs use anecdotes to express their views on political events "[7].

In fact, S. Kamalov in the sections of the memoir "The first representation", "Anecdotes about representation", "Representation stories" expresses the author's position on the influence and expresses scientific, historical and artistic views. Such information is of great importance for the reader in correctly understanding and using the differences between the information in the memoirs as historical and artistic information.

CONCLUSION

In short, analyzing this memoir from the point of view of a historian-scientist from a historical and cultural point of view, we come to the following conclusion:

- The story chosen for the plot of the memoir and the historical significance of the actions of the protagonists are described in detail;
- Facts that are not included in the documents on certain historical events, aspects of the character of state businessmen, public figures are revealed;
- The reader will have the opportunity to learn historical facts about the politics of the time, the realities of the times, the realities of life through the literary text.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00724.2**

ETHNIC COMPOSITION OF THE STATE OF KARLUK-KARAKHANS

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ABSTRACT

The given article is devoted to providing a brief history of the Turkic states 'ethnic composition and characteristic features of their occurrence. It presents the fact about the establishment of the state of Karluk-Karakhans based on the Turkish dynasty and the unification of the Turkic tribes within the Turkish state. As well, it is discussed the socio-political activities of the Turkic tribes in the periods of unification.

KEYWORDS: *Turkish Right, The Turkish State, Tribe Union, Dulu, Nushibi, Az, Uz, Oguz, Karluk, Chigil, Yagmo, Argi, Tokhsi, Nomadic And Noble Population.*

INTRODUCTION

The tribes are used to have great importance in the history of society and the state. The level of unification has ensured the prosperity of tribes and their political, socio-economic life and cultural development. Therefore, it is also important to pay the attention to the history of each tribe in their formation for a deep analysis of the history of the Turkic state. As every tribe had its place in the political, socio-economic life of the state, dynasties could not carry out their political activities without their help on the ruling.

Each tribe experienced its unique historical events in the ethnic history of the Turkic tribes. When some large tribes united and formed a state, the army divided them into tribes and even changed their ethnic name. In some cases, under the influence of the Timurids' political events, a single tribe was divided into several groups, and some events spread to different regions. This caused them to change their name even though they were originally from one tribe.

It should be indicated that research on the history of the formation of each Turkic tribe and ethnic group is a much more complex issue and there is not enough information about them.

Both states of the Turkish dynasty and the Turkash state, and later formed Karluk-Karakhans state exploited Turkic tribes of these countries regularly as for uniting them in one state.

In the organization of the state, when the Turkic tribes were the main foundation, its further development was in all respects related to the more active indigenous population of Movarounnahr. In the Karluk-Karakhan state, not only nomadic or semi-nomadic Turkic tribes, but also representatives of the Otrok people formed the majority. Especially after the state of Karakhans was divided into Western and Eastern Khanate in 1040 year, the Western Khanate consisted of Movarounnahr. Movarounnahr was a territory of Turkic and Persian people who lived permanently in the location. The famous cities of Bukhara, Samarkand, Tashkent, and Termez of the East in this region were the richest cities of the country as an economic and Cultural Center. Therefore, the Western Khanate was more civilized than the Eastern Khanate, which was the result of people's endeavors in the area.

Based on the above information, we will express our views on the issue of which tribe was considered the main ethnic layer in the formation and management of the Khanate.

It is known that the territory of the Karluk-Karakhan state consisted of Yettisu, Isfijab, Shosh regions, the western part of Eastern Turkistan, and Fergana Valley. There were Turkic tribes from ancient times in these areas. Especially, these territories were the homeland for Dulu, Nushibi, Uz, Uz and other tribes in VI-VIII centuries, Oguz, qarluq, chigil, Khalach, Yag'mo tribes in VIII-X centuries; and later kipchaks were located in X-XI centuries. [1. p.37]. Consequently, the union of these tribes formed the Karluk-Karakhans state. Definitely, many Turkic tribes who were used to live in these regions had established their states based on their mutual union several times. For instance the Turkash Khanate was formed from the unification of Turkic khanate and its some parts. The state of Karluk-Karakhans also emerged on the basis of such processes, which consistently continued the system of Turkish statehood by uniting the tribes that were part of the previous insults and dispersed into a new union. Since the state of Karluk-Karakhans consists of a mutual union of tribes; the traditions of statehood in it were not new for the Turkic tribes in its unification. This state was an inalienable continuation of the previous Turkic states, which provided for the evolutionary development of rich experiences in the field of statehood.

The role of the tribes in this state varied and their participation in the political management of the state in a certain sense was also related to this. Inevitably, the historical processes did not go the same. In the early period, tribes with influential power, by the subsequent periods, had lost the status of self-cult or mixed with other tribes, the phenomena occurred as a natural process. As the result, the influence power of tribes in the life of the state has been changed to some extent. It should be said that since the state of Karluk-Karakhans had its long historical period (766-1212), it is necessary to pay special attention to all tribes within the state to objectively study its history. Due to the unification of different tribes, it is not common to study the history of Khanate completely. Therefore, every tribe in its composition had its place in the activities of the state, regardless of its size.

The researchers have determined the position of the tribes in different ways within the state of Karluk-Karakhans and their participation in the political processes of the country. Some scientists have recognized that the contribution of the elderly to the organization of this state is great (V.V. Grigoriev, O. Prisak, K.Sh. Shoniyozov), their thoughts are remarkable [2. S.189-250; S. 209-228; S. 17-68; B.192; B.426]. In their researches work including, K.Sh., Shoniyozov's works he studied some issues related to the history of Karakhanids and tried to find a solution to them. In this regard, the researcher stated that the contribution of the Karluk tribe to

the emergence of the state of Karakhanids was high and also gave extensive information about the tribes in the state, their origin, ethnic composition, role in the life of the state, and the relationship between the tribes. It is especially noteworthy that the date of its founding of the state of Karakhanids is not 940 years or the last quarter of the X century, but the designation of a century civilized period, that is, 840 year. But we K.Sh. we cannot correctly say some of the comments that are presented in the works of Shoniyozov, of course. In particular, according to the scientist, the state of Karakhanids, which has been operating for almost four centuries, was – "the state of Karluk", therefore it offers the name of the state to be called "the state of Karluk" [3.B. 192]. In our opinion, taking into account the centuries-old history of the Karakhanid state (766-1212) and its specific periodic stages of development, it is not right to call this large state the name of a single tribe. Because Hakanlik was formed from the Union of many Turkic tribes in its composition. Each of them had its place and importance in the activities of the state. Besides, it is beyond doubt that the unity of the state, its strength, and its ability to defend itself from external aggression depend in all respects on the extent to which mutual relations in the Union of these tribes will pass. By the way, during a long historical period, ethnic processes in the state have not been smoothed out. The relations between the Turkic tribes in the state and the ethno medical ones continued to develop continuously, as a result of which the generalization of their customs and traditional worldviews became more widespread. It is possible that at the initial stage of the state there was a strong influence of tribal customs in the field of management, but it was also recognized as a natural process that when the state reached a certain level of governance, rules that generalized acceptable to all Turkic tribes were also formed in the management of the state.

There are quite a few researchers who have expressed their views on this issue (V. V. Bartal, A. K. Koraev) [4. P. 315; P. 86]. Studying their works, we were convinced of this situation in order to understand that the law was played by representatives of the dynasty from which the tribe originated, who also played a key role in the emergence of the state of this tribe. In particular, A. K. Koraev points to the existence of a state based on the celandine tribe.

Based on this, he noted the term "Lion" in the names of the HokiTotemi tribe, which is used as a glorious title in the names of the Hoki tribe. [5. pp. 64, 86, 197-257]. But this does not fully confirm that the Hakan dynasty originates from the Chigil tribe. Since the pigs are one of the Karluk tribes, the fact of their great power and influence in the socio-political life of the state largely coincides with the X-XI centuries. And this period is characterized as a period much later than the formation of the Karakhanid state (the second half of the VIII century), that is, its developed period.

Of the tribes mentioned above, the number and prestige of the leaders of the cliches, garlands, and yagmas is not in doubt. In particular, in the process of the initial formation of the state, if old age was of great importance in the management of the country, then, thanks to the ability to fight in war, the yagmas could reach a large stage. And the gulls, as always a relatively large number of Turkic tribes, were the main socio-economic force of the state. For this reason, the term "Lion", which is also considered the totem of their tribe, was used as a title in the names of the Khakans. But if we think about the scale of domination, the ethnic composition of the state consisted in the generalization of both nomadic and semi-nomadic and post-religious morals.

This means that there was no participation of one or two tribes in the formation of such a large state as the Karluk-Karakhans, and in its activities. If initially this state was at the level of a

Tribal Union, then after joining this union of many tribes, such as az, uz, dulu, Oguz, Argh, Tohsi, along with the Yagma, Chigil tribes, the number and prestige of the Tribal Union increased, and the state of Karluk-Karakhon was restored. Therefore, if we paid attention to the stages of development of the Turkish states and their peculiarities, we would understand and understand this issue more deeply. Unfortunately, some researchers have expressed their own opinions without taking this aspect of the question into account. As a result, some problems related to the history of the state have become even more complicated.

Instead of a conclusion, we can say that the Karluk-Karakhan state was formed on the basis of a mutual Union-a Union of tribes. It is not true that we understand and interpret the occurrence of this condition as belonging to only one tribe. Of course, some tribes in the state were in a great position, but the ability and power to inhabit the state in all respects depended on the agreement between all the tribes of one state and on the strength of their union.

Since this state was originally formed on the basis of the Union of the Karluk tribes (in 766), the Union of these tribes was subsequently established and, uniting all the tribes in the territory, rose to the level of a large state. Also, as a result of the increase in the number and prestige of the tribes in its composition, as well as ethno-cultural and economic ties with the stagnant population of Movarunnahr, there is a process of intervention between them. And these processes have also caused certain political developments and reforms in public administration, that is, public administration now expresses not only the interests of the tribes, but also the interests of all nomadic and deposed residents living in the territory.

This means that the Karluk-Karakhan state under the leadership of Karluk-rights, formed from the Union of many tribes, united the peoples of East Turkestan, Ettisuv and Movarunnahr with a nomadic and noble way of life within a single territory. Although some Hakan tribes participated in strong ethno-cultural processes and were absorbed by the local population and forgot their ethnic names, it had its place and significance in the development of the country on the political, socio-economic and cultural fronts.

Including A.K. Koraev points out the existence of the state based on the tribe of celandine. Based on this, he noted the term "Lion" in the names of the Hoki tribe totemi, which is used as a glorious title in the names of the Hoki. [5.S. 64, 86, 197-257]. But this does not fully confirm that the Hakan dynasty is from the tribe of chigil. Because the Hogs are one of the tribes of qarluq, the fact that they have great power and influence in the socio-political life of the state largely coincides with the X-XI centuries. And this period is characterized as a period much later than the establishment of the Karakhanid state (the second half of the VIII century), that is, its developed period.

Of the tribes mentioned above, the number and prestige of the leaders of the clichés, garlands and Yag'mos is beyond doubt. In particular, in the process of the initial establishment of the state, if old age was of great importance in the management of the country, then, due to the ability of military combat, the Yagmos could have reached a large stage. And the Seagulls, as always a relatively large number of Turkic tribes, were the main socio-economic power of the state. For this reason, the term "Lion", which is also considered a totem of their tribe, was used as a title in the names of Hakan. But if we think at the scale of the rule, the ethnic composition of the state consisted in the generalization of both nomadic and semi-nomadic and post-religious morality.

It means that there was no participation of one or two tribes in the formation of a large state as Qarluq-Karakhans and in its activities. If this state was originally at the level of the Union of tribes, then after the annexation of many tribes such as az, uz, dulu, Oghuz, argh, tokhsi, along with yagma, chigil tribes to this union, the number and prestige of the Tribal Union increased, and the state of Qarluq-Karakhon was restored. Therefore, if we pay attention to the stages of the development of Turkish States and its peculiarities, we would have understood and understood this issue more deeply. Unfortunately, some researchers expressed their own opinion without taking into account this aspect of the issue. As a result, some problems related to the history of the state have become more confused.

In place of the conclusion, we can say that the state of Karluk-Karakhans was formed on the basis of a mutual Union-Union of tribes. It is not true that we understand and interpret the occurrence of this state as belonging to only one tribe. Of course, some tribes in the state were in a great position, but the ability and power to inhabit the state was in all respects dependent on the agreement between all tribes of the same state and the strength of their union.

Since this state was originally formed on the basis of the Union of the qarluq tribes (in 766 year), the Union of these tribes was subsequently established and, after uniting all the tribes in the territory, rose to the level of a large state. Also, as a result of the increase in the number and prestige of the tribes in its composition, as well as ethnic-cultural and economic ties with the stagnant population of Movarounnahr, there is a process of intervention between them. And these processes have also caused certain political events and reforms in the state administration, that is, in the state administration, not only the interests of tribes now but also the interests of all the nomadic and overthrown inhabitants living on the territory are expressed.

All in all the Karluk-Karakhan state, under the leadership of the Karluk rights, formed from the Union of many tribes, united the peoples of East Turkestan, Ettisuv, and Movarounnahr with a nomadic and noble way of life within the framework of a single territory. Although some tribes in the Hakan tribe participated in strong ethnic-cultural processes and were absorbed by the local population and forgot their ethnic names, it had its place and significance in the development of the country on the political, socio-economic, and cultural fronts.

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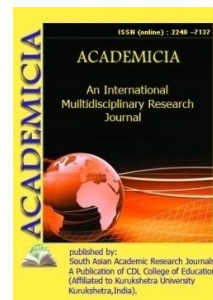
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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00725.4**

THE EFFECT OF USING INTERACTIVE METHODS IN TEACHING PHYSICS

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ABSTRACT

The purpose of teaching using interactive methods in teaching physics is to form the knowledge, skills and abilities of students by deeply preparing them for mental knowledge by increasing their mental performance by creating problem situations. The article presents the results of using the problem-based method of teaching physics for independent thinking of students, finding solutions to problem issues through logical, rapid and theoretical in-depth thinking. When teaching physics in general education schools, creating problematic situations when performing laboratory work and solving issues related to the educational topic, students knowledge is consolidated, and skills in the practical application of laws are formed.

KEYWORDS: *Interactive Method, Problem-Based Learning, Creativity, Independent Thinking, Logical, Operational, Psychological State, Problem Situation, Innovative, Creative, Theoretical.*

INTRODUCTION

Methods of activity aimed at achieving learning goals, used in the joint and interrelated work of the teacher and students, are called teaching methods.

In physics lessons, teaching methods are used in various forms: story, explanation, vocabulary, demonstration, problem solving, independent work of students with a textbook, the use of movies and TV shows, student questionnaires, written test papers, etc. M. N. Skatkin and I. Ya. Lerner divide all teaching methods into five groups (according to the nature of cognitive activity): descriptive (illustrative) method of explanation, reproductive (reproducing memorized) method, method of problem presentation, question-and-answer (heuristic) method and research method. Babansky divides all teaching methods into three groups:

- Methods of organizing and implementing educational and cognitive activities;
- Methods of stimulating and motivating educational and cognitive activity;
- Methods of monitoring the effectiveness of educational cognitive activity.

When grouping teaching methods in the practice of teaching physics, we proceed from the following three characteristics: 1) the source from which students receive knowledge, 2) the nature of the teacher's activities, 3) the nature of the student's activities.

All teaching methods based on these characteristics are divided into three large groups: verbal, visual and practical methods.

In the verbal method, the teacher gives knowledge to the students, mainly through experience and demonstration through the word. This method includes a story, a lecture, an explanation, a conversation, a TV game, a telemause, and working with a book. In the verbal method, the main source of knowledge is the word[3].

In the visual method, the main thing is that the teacher shows phenomena and objects. Here the word takes on a different meaning. With the help of the word, the teacher correctly directs the logical thinking and observations of students, interprets individual aspects of phenomena. The visual method includes experiments, a diagram, a filmstrip, a drawing, a drawing, and a movie show.

The practical method is laboratory work, physical practice, extracurricular observations and experiments, working with handouts, problem solving, etc. In the process of applying this method, students, along with gaining new knowledge, acquire the skills of experimentation, measurement, search, problem solving and application of theoretical knowledge.

The whole group of methods involves the active participation of students in the lesson process. The use of these techniques serves to develop students' thinking skills, to educate them in such qualities as curiosity, desire, attention, and hard work.

No method is universal or interesting for solving all learning tasks. The condition for the effectiveness of educational work is the use of various methods in accordance with the purpose of physics lessons, taking into account the age characteristics of students. An oral statement is made in connection with experiments and exhibitions, and the solution of the question is connected with an explanation, drawings and drawings.

Each one is performed using methodical methods. The methodical method is an integral part of the teaching method, the actions that the teacher and students perform in the learning process separately. For example, laboratory work: 1) first the teacher explains, and then the students perform; 2) learn the method of execution from the instructions, and then perform; 3) the teacher sets a task, the students make a plan for its implementation, select tools, then perform the work; the students repeat the theoretical material, make a plan for the work and perform it.

Methodological techniques are divided into three general groups: logical, organizational and technical.

Logical methods consist of identifying various signs of phenomena and objects, comparing their similarities and differences, describing conclusions, generalizations, setting tasks, etc.

With the help of organizational methods, students' attention is directed to understanding and working. For example: 1. After the ones given on the blackboard are written down, all the students solve the same problem. 2. Students solve various tasks on the cards. 3. Students monitor the results obtained during the exercises using an automatic device.

In the technical method, special handouts are used. For example, with the help of didactic cards, the solution of problems is brought to an individual state; devices for frontal experiments are distributed.

Methods such as methods are also used in combination with each other.

In the learning process, logical thinking techniques are widely used. Methods of logical thinking consist of induction and deduction, abstraction and generalization; analysis and synthesis, analogy (analogy), modeling.

"Inductive inference-inference, as a result of which, based on the knowledge of individual objects of a certain class, general conclusions are formed about the knowledge of all objects of the class."

Using the inductive method of explanation, the teacher leads students to gain new knowledge based on the display and analysis of the results of the experiment. For example, when explaining the balance condition of the lever, the educator introduces the concept of "force shoulder", and then shows an experience in which the impact of the load can be balanced by applying various forces to the lever (in this case, a large force will have a small shoulder, and a small force-a large shoulder). Writing down the results of the experiment (forces and their shoulders), the teacher, based on the analysis of experimental data, formulates the condition of the balance of the lever (inductive). As a result of changing the strength and shoulders, again, forming the balance position, it is possible to show the correctness of the above results. The main type of logical inference in theoretical research is deduction. "Deduction is a form of thinking in which a new thought is deduced in a purely logical way (i.e., according to the rule of logic) from some information of judgments"

The teacher uses deduction in physics lessons not only when it is possible to deduce a particular case from general cases (for example, from the main cases of molecular-kinetic theory to deduce its main equation, etc.), but also in all cases when new knowledge is revealed at the theoretical level. Whether the phenomenon or the principle of operation of the device is explained from the point of view of a particular law, whether new connections are created based on the replacement

of formulas, whether a theoretical description of new phenomena and patterns is carried out-in all these cases, deductive reasoning is used.

To teach students to analyze the results of experiments and observations, to be able to determine the general and the general, to form on the basis of this inductive generalizations-a necessary condition for the development of their physical thinking.

In the process of studying physics, in order to expand theoretical, abstract thinking, it is important to familiarize students with abstraction, idealization, and analogies.

A simplified study of complex natural phenomena without taking into account the secondary, non-essential properties of the phenomenon is an abstraction. As a result of abstraction, the signs of non-essential aspects and phenomena are simplified. It is considered in its "pure" form. The school studies "straight-line" and "straight-line-accelerated" movement. In nature, the movement of various bodies (cars, planes, ships) can be attributed to one of the actions in an abstract form only with some approximation. All empirically established laws are extraction laws.

In physics lessons, a different kind of abstraction is used in the theoretical disclosure of the material — idealization, that is, a model of a real object. Only imaginary models, not concrete objects, are the objects of theoretical tests. In physics, models of the atom, molecule, atomic nucleus, gas, absolute solid, and chaos are used.

The transfer of a model property to a real object is based on the analogy method. the acquired knowledge about an object (model) is transferred by analogy to another, less studied object. This movement is carried out on the basis of the similarity of the studied objects in their essential features. If the objects studied by analogy are in relations of mutual isomorphism (for example, phenomena are expressed by the same formulas), then the conclusion by analogy becomes not probabilistic, but real.

Oral utterance in physics lessons is carried out in an indissoluble connection with the experiment, the construction and analysis of graphs, tables and figures, the solution of the problem.

A conversation is about bringing new material to the students 'minds through questions and answers based on the students' knowledge and skills.

The conversation plan should reflect, for example,:

- 1) a group of logically consistent questions corresponding to each stage of the conversation is compiled.;
- 2) a list of the experiments and exhibitions shown and the place of their display;
- 3) specify those that are written on the blackboard and in the students ' notebooks.

Through the interview, you can solve the following questions:

- explanation of the laws of physics based on frontal experiments;
- disclosure of the nature of physical phenomena;
- disclosure of the essence of physical concepts based on experiments and exhibitions;
- repetition and replenishment of knowledge;

- determination of ways to solve the problem;
- testing students ' knowledge.

A story is a consistent figurative presentation of the material.

The story method is effective in solving the following tasks:

- 1) introduce the history of the discovery of various inventions and laws, the life of scientists;
- 2) introduction to the achievements of science and technology;
- 3) familiarization of the studied with its application in science and technology;
- 4) description of phenomena observed in nature and technical devices.

The story should be clear, logically consistent, imaginative, the intensity (pace) is selected depending on the reader's perception and the complexity of the material. The story is supplemented by experiments and exhibitions.

Explanation-consists of a consistent logical presentation of heavy objects through experiments and exhibitions. This method is used when going through these topics that require proof, explanation, and justification.:

- 1) when teaching the structure and operation of physical devices and machines;
- 2) when revealing the essence (nature) of phenomena based on theories;
- 3) in the disclosure of the interrelationships of phenomena;
- 4) when explaining the properties of bodies on the basis of atomic-molecular and electronic theories;
- 5) when explaining technological processes based on physical laws.

When the explanation is accompanied by a conversation, the activity of students increases.

Lecture-one of the methods of presentation, which requires from a scientific point of view, a longer time than the story and explanation. This method is more applicable in high school. Because it's basically designed for a full lesson. The lecture requires the student to think abstractly, to be able to listen long and carefully, to be able to take notes, to describe laws and conclusions.

All the techniques of oral narration are supplemented by experiments and exhibitions. The teacher performs the role of both a speaker and a demonstrator of experience in the lesson. Its language should be clear and firm, and its intensity should ensure the reception of students.

In problem-based learning, the physics teacher systematically formulates problem situations when explaining complex concepts and organizes students ' cognitive activity in such a way that they independently analyze facts, observe phenomena, draw conclusions and generalizations, describe concepts and laws, apply their knowledge to new problem situations, solve problems, and perform laboratory work.

Problem-based learning begins with the formation of a problem situation, which activates the students ' thinking abilities. Its next stages are: identifying the problem, identifying ways to solve it, solving the problem, describing and concluding the conclusion[10].

Let the complexity of the problem situation be sufficient for the students to solve it and be able to arouse their interest in overcoming this difficulty. For example, unforeseen problem situations can be formulated as follows: by evaporating the ether in a warm room, we freeze the water (the phenomenon of evaporation), while in a strong storm, the roof of the house separates and rises up (Bernoulli's law). How can this be explained from the point of view of physics?

Problem-based learning can be of several types.

1. The teacher either sets a task and solves it himself, or shows how it is done in science (problem statement).
2. The teacher forms a problem situation, involving students in its solution (heuristic conversation).
3. The teacher describes the problem and recommends its solution to the students themselves (in the form of an experimental task, homework, and observation).
4. The teacher encourages students to set themselves a problem and find ways to solve it.

Now let's look at ways to form problem situations.

Formation of a problem situation by revealing the significance of the studied phenomenon in science, technology and life. Speaking about the technique and the application of the material studied in life in many topics, it is very possible to activate the thinking of students, since physics is the basis of technology. It should also be said that readers can use TV series, popular movies and literature, radio, etc. they get a lot of information from. Therefore, it is necessary to draw the attention of students to it, telling them that the essence of the technology they have heard and other achievements can be learned and revealed through the phenomenon being studied. Let's look at this with an example.

1. Having said that the main question of mechanics is to determine the position of a moving body at an arbitrary moment in time, mechanics solves it, we will focus on the significance of this in technology. Speaking of the fact that the main issue is the need to calculate the trajectories of projectiles, ballistic missiles, unmanned aerial vehicles, satellites, in this method, with great accuracy, the satellites of the Earth fly along accurate trajectories ("Venus", "Mars"), spaceships are precisely docked to each other and to the stations, we read about how great the value of li is.
2. When studying the electric current in liquids, the importance of solving an important technical issue, i.e., obtaining pure copper and other metals, in coating works is noted.
3. Moving on to the photo effect, television, recording and transmitting sound to tape, the importance of the photo effect in solar panels, it is mentioned that solar panels are installed on Earth satellites, they must be light to provide the device with electricity for 1 year.
4. Lets focus on the value in the operation of engines, accelerators during the passage of Ampere and Lorentz forces.

These methods are of great importance and it makes sense to present them in a narrative style. For example: readers don't know the harm of friction, they don't know the benefit. In the story about its benefits, it is said that a person can not walk on the ground if there is no friction, he can not lift a cotton cloth on conveyors, a violin, make sounds from buzzing, etc.

These methods connect the subjects studied with life, indicate their significance. After passing the topic, the readers' attention is drawn to it by another emphasis on revealing its essence in technology.

The use of a physical experiment in the formulation of an educational problem. The experiment is a manual of cognition, a method of physical research, a criterion of cognition of the surrounding world. The experiment is also used when setting a learning problem, because it attracts the attention of students. Observation of new unforeseen effects awakens the cognitive activity of students, forms the desire to learn the essence of the phenomenon. Therefore, in some cases, it is suggested to carefully observe the phenomenon, in others-to predict the results of the experiment. Let's look at some examples:

1) Children have seen a lot and know the use of a solid body in water. But those who have not thought about its essence, that is, how to apply it. To arouse interest in the knowledge of the cause of this phenomenon, you can show the following experience. We tilt the glass plate to the spring, touching its lower surface to the surface of the water in the vessel, and invite readers to observe what happens if we continue to lower the water into the vessel. Their attention is directed to the fact that the plate does not come off the water immediately, and the spring is stretched. How to explain it? The initial experience stops here. A problem situation was formed. This situation is analyzed: readers are invited to express their hypotheses in order to understand this situation. They come to the correct conclusion about the nature of the observed phenomenon based on the fact that they know the interaction of molecules from the previous lesson. After that, the subject is given and the experiment continues. We lower the container with water until the glass plate does not come off from the surface of the water. Students see that the detached glass plate is wet, and attach importance to it. Based on this, the issue of wetting will be considered[5,6].

They are wrong when they are asked to predict what the pressure will be if the liquid is poured into containers of different shapes, but with the same height of the faces of the bases, that is, since there is a lot of liquid in a large vessel, its pressure will be large. During the experiment, the pressure will be the same for everyone (even in a small vessel), which they will find inexplicable. A problem situation was formed.

Having shown Oersted's experience in the study of electromagnetic phenomena, we will formulate a problem situation, raising the question of how to explain this behavior of the magnetic needle. Students activate their knowledge of the magnetic effects of current. The teacher solves the problem by introducing the concept of a magnetic field.

Setting a problem with prior experience is also important in high school. For example, by inserting a large one from a small solenoid into it, we will pass a current through them in the same direction. Then, if we change the direction of the current in one, the small solenoid will pop out of the large one, turn (180°), and re-enter the large solenoid. There was a problem situation. Although the knowledge of the magnetic field of the current obtained by students in the lower grades is not enough to explain this, they understand that it is necessary to analyze the situation and study the interaction of magnets in more depth.

After familiarizing students with fluctuations and forced fluctuations, before moving on to autotebrenia, we formulate the problem situation as follows. To the tripod, we hang a stone weighing 1 kg with the help of a spring. Under it, we put on the coil of a universal transformer

with a core (220 V). It will be 1-2 cm lower than the stone. Having fixed a steel bar on the second tripod, we touch it to the stone. When we plug the device into an outlet, the stone creates autotebrillity. Its oscillation period is 1,2 s. The light shows (blinks) that the energy is supplied to the oscillatory system. The amplitude of the oscillations depends on the current strength, which is changed by the rheostat. When students are asked what this oscillatory motion is, they cannot compare it with either free oscillatory motion or compulsion. There was a problem situation. Students determine the difference between auto-vibrations and free and involuntary vibrations. This analysis of the problem leads to the introduction of the concept of autotebration and the study of its properties.

A learning problem that is solved by students after several lessons can also be pre-set by an experiment. For example: during the study of the electric field, you can set a task by showing the following experience.

We put two plates vertically, leaving 8-10 cm between them. Between them, we lower the ping-pong ball, suspended on a string. When the plates are charged, the ball is attracted to the nearest plate. If we paint a sphere with graphite (pencils), it will vibrate between the plates. It is solved by conductors and dielectrics after passing their objects in an electric field.

With the help of the experiment, you can give many more examples of setting problems. the statement of the educational problem should be carried out, guided by the psychological laws of the choice of the experiment.

If a new experience is laid in connection with the previous one, the students interest is aroused. Readers are not interested in well-known or incomprehensible experiences. When selective experiences in the lower grades have a strong impact on students and make them extremely agitated, students may not pay attention to them. At this time, it becomes much more difficult to draw their attention to the analysis of the experience. For example: when passing atmospheric pressure, the lesson should not start with the experiment with the Magdeburg hemisphere. It is advisable to show it at the end of the lesson and offer an explanation[3].

Some preliminary experiments arouse only partial interest among readers. For example: the rotation of thunder on a kerosene lamp (before the passage of convection). The electrification of bodies, while Oersteds experiments arouse readers interest in knowing their essence. Also of great importance in increasing the activity of students is the offer to explain the experience during the study of new material or after studying it.

Solving problems in physics is a means of setting an educational task. Drawing readers attention to a new problem and its description can also be achieved by first solving the problem. Let's look at some examples:

When introducing the concept of speed in class 6, it is advisable to consider the following question: Can a car overtake a cyclist if the cyclist has traveled 200 meters in 8 seconds, and the car has traveled 120 meters in 1 minute? Readers will be interested in finding the answer and start searching. They feel that it is possible to find the right answer by comparing speeds, because they know the concept of speed from life and mathematics. By solving this problem, they not only pose the problem, but also begin to study it. Before passing the topic of the capacitor (when passing the capacitance), students are given the task to calculate the capacitance

of the globe (as isolated). It is easy to calculate (the electrical capacitance of a spherical conductor is equal to its radius, in CM):

$$s = 6400 \text{ km} = 6.4 * 10^9 \text{ cm} \approx 7.1 * 10^4 \text{ F} = 710 \text{ UF.}$$

After that, the teacher shows a capacitor with a capacity of 1000 UF and asks: "How can a small body create a capacity equal to the capacity of the globe?" this raises a question. Based on the students' knowledge that the isolated conducting capacity will be influenced by the surrounding body, the educational task is set: is it possible to form a system of high-capacity conductors that do not depend on the surrounding?

Before proceeding to the dependence of the resistance of the conductor on the temperature, it is proposed to calculate the resistance of the light bulb on the demonstration table. The lamp is designed for 100 W and 220 V, respectively. When calculated using the same data, $R = U^2 / P = 484 \text{ ohms}$. When it is calculated according to the Ohms law (measured by a voltmeter, ammeter) (at a voltage of less than 220 V), the output is 300 ohms, when measured by an ohmmeter in the cold state-35 ohms. How to explain such contradictory answers? There is a problem situation, the analysis of which consists in comparing the measurement conditions. Students find out that the temperature of the lamp fiber is different in each case. Accordingly, the task is set: to determine the nature of the temperature dependence of the resistance and the nature of this phenomenon.

Solving the question concerning the calculation of the cross-section surface of a copper wire, which must be prepared so that during the transmission of electricity (when transmitting over long distances), the losses are minimal, we show that a lot of copper is required (a wire with a cross-section of 2 m), such wires can not be prepared at all, and then we set the problem: how is the transmission of energy through the wires?

Setting a problem by solving it not only increases the interest of students, but also connects their previously acquired knowledge with new ones. Just selecting a question may take some time[11,12].

We can also use questions when posing a problem. They help (encourage) students to increase their cognitive activity. Let's look at some examples.

Before studying the humidity of the air, we put the question:

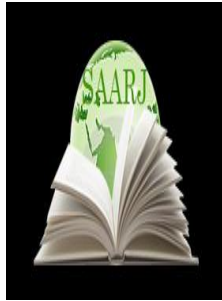
Why do you have to wipe your glasses when you enter the house from the cold?

Before studying the pressure of liquids and gases, the question arises why is the depth of immersion in submarines limited? These problems are of interest when studying a new topic. Students are encouraged to find answers to the questions posed after studying it. This increases the activity of learning[2].

When a question is used to pose a problem, let them show that their knowledge is not enough. You should not ask a question that the reader can decide on the basis of their previous knowledge. These questions should be more relevant to the students' life experience, and also be somewhat difficult to explain. Too complex questions can also dampen the readers' interest. The teacher should pay great attention to this.

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DOI: 10.5958/2249-7137.2021.00968.X

INDIA AND NUCLEAR DISARMAMENT

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ABSTRACT

Nuclear Disarmament has become a vital concern of all nations. It is essential not only for humanitarian and moral but also for economic and military reasons. India has made significant contribution to disarmament in the United Nations (UN) in terms of ideas, resolutions, amendments and action plan. India is the only nuclear weapon state willing to accept total disarmament within the time framework and the one to provide an unconditional, unqualified and unlimited no-first-use pledge. This presented study entitled "India and Nuclear Disarmament" divided into four sections. The first section, being introduction, gives a brief outline of the study, relating the issues of disarmament and nuclear policy both national and international arenas. The second section concept and history explores various adverse situation and reaction of nuclear disarmament. The third chapter entitled India's nuclear disarmament initiative after 1998 elaborates with pertinent issues relating to nuclear proliferation with special reference to India. In addition, it focuses on the comprehensive initiatives taken by India for universal nuclear disarmament. The fourth section being a conclusion sums up of the study and summarizes the observations. Based on the study, it suggests twelve important steps to be considered for shaping up India's nuclear disarmament policy in a better way and for attaining nuclear weapons free world.

KEYWORDS: *Comprehensive, Disarmament, Nation, Nuclear, Policy, Weapons*

INTRODUCTION

Nuclear Disarmament has become a vital concern of all nations. It is essential, not only for humanitarian and moral but also for economic and military reasons. India has made significant contribution to disarmament in the United Nations (UN) in terms of ideas, resolutions,

amendments and action plan. India is the only nuclear weapons state willing to accept total disarmament within a time-table and the one to provide an unconditional, unqualified and unlimited no-first-use pledge. Since India received cool response with regard to nuclear disarmament, it deviated from the original stands. As a matter of policy, it is committed to disarmament and has actively been associated with efforts for nuclear free world at different times. Its stands for peace, considers reduction of weapons as essential tent for avoidance of war by ensuring security. It fully believes in total abolition of nuclear weapons; and does not favour Comprehensive Test Ban Treaty (CTBT) that permits existing nuclear powers to retain their weapons and prohibits other form of testing and acquiring such weapons in the future.

India is, therefore, a country that looks for attaining relatively quick action on global nuclear disarmament and support the Conference on Disarmament (CD), the world's only multilateral forum for nuclear disarmament negotiations. However, since the mid-1990s, the Nuclear Weapon States (NWS) and Non-Nuclear Weapon States (NNWS) in the CD have been unable to resolve some major conflicts on priorities and linkage. Lacking an agreed "program of work", the CD has been unable to convene an ad-hoc committee to negotiate a multilateral treaty for nuclear arms reductions. India supports for negotiating a multilateral nuclear disarmament treaty to be arrived at CD. In the mid-1990s, it linked its acceptance of negotiations on conventional arms limitations, the CTBT and progress on general nuclear disarmament. However, in 1998, India stopped requiring progress on the Comprehensive Test Ban Treaty (CTBT), and Fissile Material Cut-Off Treaty (FMCT), as a condition for nuclear disarmament talks. More recently India has called for early negotiations on a nuclear weapon convention to deal with the issue of nuclear weapons in a "global nondiscriminatory framework." In the United Nations General Assembly (UNGA), India has regularly sponsored a resolution on reducing nuclear danger, addressing de-alerting options for nuclear weapons. Its initiatives can be stated as follow:

- Prohibition of the further use of fissionable material for military purposes [which would have amounted to a freeze on production of fissile materials for military use and a freeze on production of nuclear weapons];
- Prohibition of the transfer of fissionable material from civilian to military stocks;
- Non-export or conveying of nuclear weapons to other countries by those manufacturing such weapons.

Historical Background:

Since, Independence, India has been consistently pursuing the objective of global disarmament based on the principles of universality, non-discrimination and effective compliance. It always believes that the world free of nuclear weapons would enhance both global and national security. Thus, India has always advocated that the highest priority should be given to nuclear disarmament policy leading towards general and complete disarmament. As early as 1948, India called for limiting the use of atomic energy only for peaceful purposes and the elimination of atomic weapons from national armaments. The Indian Prime Minister Jawaharlal Nehru called for immediate suspension of all nuclear weapon tests in parliament on April 2, 1954. Jawaharlal Nehru was the first states- man to draw the attention of the world to the problem. All concerned people warmly welcomed the proposal. Responding favourably to Prime Minister Nehru's call for a 'standstill' agreement on nuclear weapon testing, the USSR on 10 May, 1954 came up with a proposal for a nuclear test ban as the initial step toward nuclear disarmament. But the US was

not amenable to the proposal. Therefore, again on July 12, 1956, India placed before the UN Disarmament Commission another proposal for 'Cessation of All Explosions of Nuclear and Other Weapons of Mass Destruction'.

Due to growing pressure from peace movements, especially from those in the US and Europe, US leaders were forced to begin test ban negotiations with their counterparts in the USSR. It may be recalled that after the failure of the UN General Assembly during 1946-49 to ban atomic weapons, in 1952, the UN set up a 11-member Disarmament Commission to prepare proposals for the regulation, limitation, and balanced reduction of all armaments, including nuclear weapons. The Commission was also to propose a system of international control of atomic energy so that it would be used only for peaceful purposes. When this Commission too did not make much headway, the UN in 1962 set up an 18-Nation Disarmament Committee to tackle the whole issue of general and complete disarmament. Unlike the US, India had been one of its most active members trying to promote the aims and objectives for which the Committee was set up. As it has been already mentioned, India was among the first countries to propose a treaty for a comprehensive test ban. It was also the first nation to propose a nuclear non-proliferation treaty. But when the treaties took their final form, crucial clauses that India had proposed had been deleted from them India was left with no option but to consistently oppose these treaties in their present form. The following section deal with major landmarks of agreements and treaties in the sphere of disarmament.

India's Nuclear Disarmament Initiative After 1998

Disarmament and promotion of world peace have persistently been the primary aims of India's foreign policy. The biggest threat that the world is confronted presently is the fear of the nuclear war. Disarmament, more specially, Nuclear Disarmament has consistently been an issues of anxiety to India. The very entity of nuclear arms and the maintenance of weapons race challenge the survival of mankind. Nuclear weapons neither can be granted to be weapons of war, nor should they be invested with a halo of peace process. India has always upheld that the proper orientation supervision and doctrine emanating from internationally harmonized goals and priorities in the field of disarmament ought to be rigidly obeyed or else the comity of nations would fail to accomplish the goal of disarmament.

India has the world's largest secular democracy. The preservation of its social, political, and economic wellbeing constitutes the primary focus of efforts of the government of India. To secure their well-being India must be able to seek resources and generate wealth on global scale to meet their needs. A global environment that is dominated by nuclear powers vying for controlling critical resources is not conducive to produce the peace and stability which is essentials for India's growth as a nation. It stands with the reason that verifiable, non-discriminatory, global nuclear disarmament is a natural goal of India's policy. This was the most dominated theme for India's government thinking and utterances on nuclear security issue.

International initiatives over the past fifty years have failed to end the global nuclear double standard. Not only a global nuclear disarmament a distant dream, the effects of rampant nuclear proliferation activities in past three decades simply alarming. Such factors create a difficult environment making on over political choice on the issues of nuclear weapons. The complicated nature of these choices was the driving force behind India's strident utterances on global nuclear disarmament. India has been at the forefront of the International efforts to get the nuclear

weapons banned and eliminated. As the Former Prime Minister Vajpayee observed in the parliament on 27 May 1998, from the early years of Independence, “our leaders..... realized that a Nuclear Weapon Free World (NWFV) would enhance not only India’s security but also the security of all nations. That is why disarmament was and still continues to be a major plank in our foreign policy”.

The Former Prime minister of India Mr. Atal Bihari Vajpayee has reiterated, after the nuclear tests of May 1998, India’s commitment to nuclear disarmament. He also said that India is keen on constructive dialogue for global nuclear disarmament. He has expressed readiness to discuss agreement on no-first-use with Pakistan, as with other countries, bilaterally or in a multilateral forum. India has declared a moratorium on her tests (so has Pakistan) and has expressed her willingness to explore ways and means for the de-jure formalization of this moratorium. India has also announced her readiness to adhere to some of the undertakings of CTBT but has pointed out that such adherence cannot be in vacuum. India has also offered to join negotiations on fissile material cut-off. The NWSs have yet to react positively to this unilateral declaration of India.

India’s Initiative after 1998

India has taken large number of initiatives aimed at nuclear disarmament over the last fifty years. These have been ignored or spurned by the five nuclear weapon states. Summarized these efforts, we delineate the dismal global environment in relation to the elimination nuclear weapons, as also the deteriorating nuclear security environment in India’s neighborhood. India remains a firm and consistent proponent of general and complete disarmament and attaches the highest priority to global nuclear disarmament. India’s policy on disarmament also takes into account changes that have taken place in the world, especially in the 1990s. The nuclear tests of May 1998 do not dilute India’s commitment to this long-held objective. As a nuclear weapon State, India is even more conscious of its responsibility in this regard and, as in the past, continues to take initiatives in pursuit of global nuclear disarmament both individually and collectively. The steps that were announced after the tests and the initiatives that India has taken since, strengthen this commitment.

Towards a National Consensus

One of the drawbacks of the earlier national consensus was that it did not exert sufficient pressure to necessitate the building up of a strong and broad-based peace movement within the country. Consensus on all issues relating to nuclear disarmament was taken for granted. In the absence of a powerful peace movement it became relatively easy to break the prevailing consensus as it has happened with Pokhran-II. Yet the general sentiment in favour of global nuclear disarmament is still very high. Therefore, it is time that this vital issue is again brought into focus. The unilateral declaration of a moratorium on further nuclear weapon tests by the government of India is a welcome step. In fact the government of India has already announced its willingness to convert such an undertaking into a de-jure obligation. But, it has given the doubtful motives for doing so, it has to go further and continue to oppose the CTBT in its present form until the concerns expressed by India all this while are adequately addressed by the US and other nations supporting the present CTBT. One of the most appropriate ways of doing that would be to bring it up before the Indian parliament.

The parliament could pass a unanimous resolution regarding India's commitment to cease all further nuclear weapon tests and also reaffirm India's unflinching support to the goal of global

nuclear disarmament in a time-bound framework. These goals, which India has time and again supported in the past, have also been reiterated by the present Indian government. Intervening in the general debate in the First Committee of the UN on October 15, 1999, India's ambassador and permanent representative to the UN Savitri Kunadi stated that:

"...there is no dilution of India's commitment to the goal of global nuclear disarmament. India...believes that its security would be enhanced in a nuclear weapons free-world and thus continues to press for negotiations on a Nuclear Weapons Convention that will prohibit forever the development. Production, stockpiling use and threat of use of nuclear weapons and provide for the elimination of all existing weapons under international verification".

No First-Use Pledge

The very first step by nuclear weapon states towards the goal of global nuclear disarmament has to begin with a no-use (of nuclear weapons) pledge against non- nuclear weapon states and a no-first-use (of nuclear weapons) pledge against other nuclear weapon powers. A no-first-use pledge, at the very least, is just a hypothetical guarantee - merely an expression of good faith. It does not involve verification, dismantling or freezing of nuclear weapons stockpile. But still it is the key element in advancing the cause of nuclear disarmament because it significantly contributes to de-freezing all rigid and inflexible mental attitudes regarding the issue. It also helps a great deal in adopting a saner approach towards the problem. All previous governments in India have staunchly supported this proposal. The BJP government too has reiterated the unilateral pledge. Making a statement before the lower house of the Indian parliament on 4 August, 1998, the then prime minister Atal Bihari Vajpayee said:

"We have stated that we will not be the first to use nuclear weapons. We are also willing to strengthen this by entering into bilateral agreements on no-first use or multilateral negotiations on a global no-first-use. Having stated that we shall not be the first to use nuclear weapons, there remains no basis for their use against countries which do not have nuclear weapons".

India has been one of the consistent champions of the abolition of nuclear weapons since the 1950s. For India, nuclear disarmament was almost a matter of national faith. As part of that campaign India has been strongly supportive of the idea of no-first-use and non-use of nuclear weapons as valuable milestones on the way towards the longer term goal of total nuclear disarmament. India has the only one among the states in possession of nuclear weapons to adopt a nuclear strategy is based on no-first-use of nuclear weapons. Unlike some of the five NPT nuclear weapon powers that have declared supported to the concept of no-first-use, for India it is an integral part of its doctrine. This is rooted in a variety of considerations, including survivability, safety and the costs of managing its nuclear arsenal. India has also strongly supported international efforts to reduced reliance on nuclear weapons as well as the institution of a norm among the nuclear weapon powers in favour of a collective understanding on no-first-use, which in effect would also become a non-use pledge against non-nuclear weapon states. Yet, paradoxically, despite this record in favour of nuclear abolition and no-first-use, there are strong indications that India's political enthusiasm for these ideas is beginning to wane.

India has a declared nuclear no-first-use policy and is in the process of developing a nuclear doctrine based on "credible minimum deterrence." In August 1999, the Indian government released a draft of doctrine which asserts that nuclear weapons are solely for deterrence and that India will pursue a policy of "retaliation" only. The document also maintains that India "will not

be the first to initiate a nuclear strike, but will respond with punitive retaliation should deterrence fail" and that decisions to authorize the use of nuclear weapons would be made by the Prime Minister or his 'designated successor.

The importance of a no-first-use pledge also lies in the fact that once all the nuclear weapon states have given a similar pledge, it automatically attains the form of a no-use pledge. This would in turn help the adoption of measures for the prohibition of use of nuclear weapons and for the prevention of nuclear war. Once this stage is reached, progress towards nuclear disarmament would proceed at a rapid pace. Precisely because of its inherent potential to advance the cause of nuclear disarmament, the proposal for a no-first-use pledge is inflexibly resisted by the US. While Russia, Great Britain, France, Israel and Pakistan have chosen to follow the US lead, China's position on the issue is very similar to that of India. A no-use pledge by the US way back in 1946 could have, in all probability, averted the nuclear arms race, but it was its obstinacy that thwarted such a possibility. It is its obsession with the policy of first-use of nuclear weapons that has forced the world to witness a costly and mindless nuclear arms race. It may seem shocking that the US has not formally given a no-first-use pledge even to its nuclear allies - Great Britain and France. Such a policy is becoming unpalatable to some of the closest allies of the US. For example, at the NATO Foreign Ministers' Meeting in Brussels on December 8, 1998, Germany and Canada questioned the NATO policy of first-use¹. However, the differences within NATO over this issue for the time being at least have been brushed under the carpet. Despite this latest development, India has been reticent in its criticism of the US policy. All that it has stated regarding the policy of first-use and the decision of the US to continue to station nuclear weapons abroad is the following:

Doctrines of first use of nuclear weapons have been revalidated even though the threat perceptions that originally gave rise to those doctrines which have long disappeared. The only remaining military alliance with transcontinental dimensions continues to assign nuclear weapons the highest priority, with several of its member's ostensibly non-nuclear weapon states, permitting peace-time deployment of nuclear weapons on their territories and given war-time access to those very weapons, in violation of treaty obligations undertaken by them.

India has to forthrightly condemn this adamant stand of the US. If, as per its professed policy, the Indian government is genuinely committed to achieving the goal of global nuclear disarmament, and also if it is seriously concerned about preventing nuclear war, and if it firmly stands by its no-first-use pledge, it has to demonstrate its commitment by actively campaigning for that cause. To begin with, India has to insist that all other nuclear weapon powers too have to give a no-first-use pledge forthwith. By giving a no-first-use pledge the other nuclear weapon powers stand to lose nothing materially, all they would have to sacrifice is their aggressive intentions. Now it is appropriate time for India to make its move. It has to assert that India's acceptance of the CTBT shall be linked to a decision by all nuclear weapon states to give a no-first-use pledge as an initial step towards prevention of nuclear war and a time-bound global nuclear disarmament programme. Once this condition is accepted, the problems with the present CTBT can be sorted out without much difficulty. Until and unless the nuclear weapon powers lower their aggressive posturing, the threat of nuclear war will remain ever imminent. If it is not possible for them to take the very first step towards nuclear disarmament, how will they ever take the next one? So, if at all India makes any move to accede to the CTBT without this simple and least difficult

condition being conceded, it would be to a betrayal of India's own vital security interests and the cause of global nuclear disarmament and peace.

Thus, a no-first-use pledge can no longer remain a cover for building a so-called second-strike capability. Adherence to a no-use pledge would also necessarily lead to adoption of steps for prevention of nuclear war. India had not only supported a no-first-use pledge but it had also vociferously pleaded for taking all steps for prevention of nuclear war. India's stand was that: "The use of nuclear weapons will be violation of the Charter of the United Nations and a crime against humanity; the use of nuclear weapons should therefore be prohibited pending nuclear disarmament. In addition, India was of the view that the member-states of the UN should "solemnly undertake not to use or threaten nuclear weapons under any circumstances. Even the present Indian government has not been found in upholding this stand.

When as early as 1973 there was a bilateral agreement between the US and the USSR to prevent nuclear war, it is incomprehensible, why no progress has been achieved till date in broadening that agreement into a multilateral one. The past attempts by India and several other countries to do so have met with little success so far. At the General Debate in the First Committee of the UN on October 15, 1999, India has again placed its views before the Committee on this issue. While doing so India's representative said:

India has viewed the Convention on the Prohibition of the Use of Nuclear Weapons as the bedrock of Negative Security Assurances (NSA) which is comprehensive, legally binding and irreversible step towards delegitimising nuclear weapons. India along with several co-sponsors, who extended invaluable support as in previous years, intends to table a resolution on this subject.

According to the National Research Development Corporation (NRDC) despite the escalation of tensions between India and Pakistan in 2001-2002, India remains committed to its nuclear no-first-use policy. But an Indian foreign ministry official told Defense News in 2000 that a "no-first-strike" policy does not mean India will not have a first-strike capability."

Conventional Nuclear Disarmament and Peace (CNDP)

November 11, 2000, the 600-plus delegates to India's first ever National Convention for Nuclear Disarmament in Peace held in New Delhi. Comprised, as former chief of naval staff L Ramdas put it, "a veritable peace fest..... and an altogether exciting historic landmark". The convention was the culmination of one-year-long process of meeting and consultations involving nearly 120 groups and organizations, as well as individual peace activists, in more than 10 Indian cities, it was also the beginning of new phase in India broad based movement for nuclear weapons abolition. The convention offered Indian peace activists the first national-level opportunities to debate a range of theoretical and political issues, exchange experiences, and achieve a degree of clarity on aims and methods. It established India's first-ever Coalition for Nuclear Disarmament and Peace (CNDP), a network with a 50-members coordination on committee.

The coalition gives India's peace movement an organized national presence and profile. This fills a major void. Since the 1998 nuclear tests, there have been sustained-and growing-protests in more than 40 cities against weapons of mass destruction and India's nuclear policy volte-face. These tended to be discrete, and unconnected to a coalition structure with a national (International) presence, profile and perspective. Matters change with networking among

different groups early in 2000 and the holding of preparatory meetings in Nagpur and Delhi. Three fourths of the convention delegates came from outside Delhi. There were 50 delegates from Pakistan, 15 for the rest of South Asia, and about 20 peace activists from Australia, North-East and South-East Asia, Africa, Europe and America. They include experienced campaigners from the British Campaign for Nuclear Disarmament (CND), representatives of the abolition 2000 network, and Japanese activists besides the Pakistan peace coalition.

The plenary established a Coalition for Nuclear Disarmament for Peace (CNDP) based on the principle contained in the draft chapter and plan of action. The Coalition for Nuclear Disarmament and Peace has undertaken the implemented over the coming year ending December 31, 2001, the following programme:

- Establish a central clearing house for information to help individuals and group wishing to get necessary materials to generate popular awareness about nuclear weapons and lack of safety and transparency of the nuclear power sector.
- Coordinate ongoing efforts towards regional and national convention of anti nuclear weapon activists. Such regional meeting in the north, south, east, west and central India to be convened over the next six months. There will be separate conventions for trade unions Scientists, doctors, journalist, artists, lawyers, musicians.
- Will press for institutionalization of “Nuclear Disarmament and Peace Week” during August 4-11 every year in as many schools and colleges as possible.
- Will actively engage in dialogue at an official level with all political parties and mass organizations as well as with professional associations of all kinds, including industry, religious bodies.
- Undertaken to support organization in Jharkhand fighting the cause of victims of nuclear radiation in whatever way possible to highlight their plight including official dialogue with the new state government of Jharkhand.
- Will support of efforts of concerned people in Rajasthan regarding secretive government nuclear-related activity including possible dumping of radioactive wastes in their areas.
- Liaise with the Pakistan Peace Coalition (PPC) to bring out with in a few months a report on joint Indo-Pakistan civil society initiatives that should be carried out to highlight the dangers posed by nuclearisation of South Asia.
- Help to set up within one year a national federation of radiation victims.
- Work with the PPC to identify 10 schools and 10 colleges in India and Pakistan which will be termed as “sister schools and sister colleges”.
- Work fraternally with all other genuine nuclear disarmament groups and individuals globally as well as establishing links of mutual support with the Indian and South Asian Diaspora in Europe, North America and elsewhere

In this first convention for nuclear disarmament and peace in New Delhi, US President Bill Clinton has warned India that Indo-US relations cannot reach their full potential without progress on non-proliferation and regional concerns. In a letter addressed to the house speaker, covering US policies in various regions and dealing with nuclear and missile issues, mainly relating to

India and Pakistan, President Clinton said Washington feels that there are no encouraging signs of resumption of talks between India and Pakistan soon.

Towards Nuclear-Weapon-Free and Non-Violent World Order:

India is now a Nuclear Weapon State (NWS). Further, it has affirmed its intention to maintain a credible minimum nuclear deterrent. How does it affect the Action Plan for a Nuclear-Weapon-Free and Non-Violence World Order submitted by the Prime Minister Rajiv Gandhi to the third special Session on Disarmament of the United General Assembly at New York on 19 June 1988? Soon after the nuclear weapons test Pokharan-II in May 1998, the Indian National Congress affirmed that the Rajiv Gandhi Action Plan remained the “sheet anchor” of the external dimension of the party’s nuclear weapon policy. The party then undertook an exercise to update and present in treaty language a draft convention incorporating the Rajiv Gandhi Action Plan. This draft was formally submitted to the Secretary General of the United Nations by the congress president in 2001.

Prime Minister Dr. Manmohan Singh in his statement on 29 July 2005, said that “our committed to work for nuclear disarmament, so passionately espoused by Prime Minister Rajiv Gandhi, in the long run remain our core concern”. August 17, 2005, Prime Minister Dr. Manmohan Singh subsequently, replying to a debate in the Rajya Sabha (upper house) said that “our commitment towards non-discriminatory global nuclear disarmament remain unwavering in line in the Rajiv Gandhi Action Plan. There is no dilution on this count. We do not accept proposals put forward from time to time for regional non-proliferation or regional disarmament. Pending nuclear disarmament, there is no question of India joining the NPT and non-nuclear weapons state, or accepting full scope safeguards as a requirement for nuclear supplies to India, now or in the future”. He further added:

“Our support for global nuclear disarmament remains unwavering. Prime Minister Rajiv Gandhi had put forward an Action Plan in the 1988 United Nation General Assembly (UNGA) Special Session on Disarmament. We remain committed to the central goal of this Action Plan that is complete elimination of nuclear weapons leading to global nuclear disarmament in the time-bound frame work”.

Minister of External Affairs, Shri Pranab Mukherjee, in an interview to the Hindu, 21st November 2006, said that we were committed to non-proliferation and disarmament. What Rajiv Gandhi said that special session on disarmament of the United Nations (9 June 1988) is the guiding principle of our foreign policy. He told that we would not graduate ourselves from the threshold level-that was our position then before 1998. We want that those who have nuclear weapons should stop proliferation-vertically, horizontally-reduce stockpiles and a time-bound action plan (for disarmament). In between, of course, we have gone for the (May 1998 nuclear) explosions. There have been development and that can’t be erased. It has already taken place-but even in that context we are serious and we are engaging ourselves. In this United Nations Session, we are going to move a resolution to this effect (for time-bound disarmament)”. He also said that it will thus be seen for Sixty Years, India has been consistent is pleading for universal disarmament. This is the sought for the 27 years between 1947 to 1974 when India had not undertaken nuclear tests. It remains so after the first serious test at Pokhran in 1974 which established India as a threshold NWS. And it has remained so since India became an NWS in 1998.

Nuclear Disarmament and Peace: The Recent Initiatives:

The Third National Convention of the Coalition for Nuclear Disarmament and Peace (CNDP), India was held from 1st to 3rd February 2008 in Nagpur, which has a glorious tradition of mobilising for peace and justice. In a landmark declaration, India as a nuclear weapons state formally proposed two multilateral agreements and two global conventions in a detailed framework for nuclear disarmament at the Conference on Disarmament in February 2008. India's seven point's agenda for disarmament was delineated as the following:

- ❖ Reduction of the salience of nuclear weapons in security doctrines
- ❖ Negotiation of an agreement on no-first use of nuclear weapons among nuclear weapon states
- ❖ Negotiation of a universal and legally binding agreement on non-use of nuclear weapons against non-nuclear weapon states
- ❖ Negotiation of a convention on the complete prohibition of the use or threat of use of nuclear weapons
- ❖ Negotiation of a nuclear convention prohibiting development, stockpiling and production of nuclear weapons, moving towards a global, non-discriminatory and verifiable elimination of these weapons.
- ❖ Unequivocal commitment of all nuclear weapon states to reduce risks and dangers arising from possibility of accidental use of these weapons.
- ❖ Adoption of additional measures by nuclear states to reduce risks and dangers arising from possibility of accidental use of these weapons.

Towards a World Free of Nuclear Weapons

Indian Council of World Affairs and the Centre for Strategic and International Studies were jointly organized an International conference on "Towards a World Free of Nuclear Weapons" at New Delhi, on 9-10 June 2008. It commemorated the 20th anniversary of the presentation by Indian Prime Minister Rajiv Gandhi of a proposal on "A world Free of nuclear weapons" at the United Nations General Assembly, New York, on 9 June 1998. It took place against the backdrop of heartening development that after twenty long years of Indian's presentation of an Action Plan towards a nuclear weapons free world; strategic thinkers from the U.S.A. and other have revived the debate on nuclear weapons and are willing to envisage a nuclear weapons free world. The conference was inaugurated by Prime minister of India Dr. Manomohan Singh who in his inaugural address spoke that disarmament, in particular nuclear disarmament, was essential to usher in a safe and non-violent world. He said that Rajiv Gandhi Action Plan was a comprehensive exposition of India's approach towards global nuclear disarmament and continuity in India's thinking since 1954 when India pioneered the call for a complete ban on nuclear testing. He emphasized that the essential feature of the Action Plan continued to be valid even today and India as a nuclear weapon state now it fully committed to the nuclear disarmament that is global, universal and non-discriminatory in nature. The pursuit of this goal will enhance not only India's security but the security of all other countries. He cautioned that this objective can't be achieved through partial method and approaches and it is not possible to

“regionalize” nuclear disarmament. He drew attention to the working paper on Nuclear Disarmament proposals submitted to the conference Disarmament in Geneva.

In the International conference Prime Minister Dr. Manomohan Singh delivered the inaugural speech and said that we take great pride in hosting this International conference on a subject that touches upon the very survival of humankind. Twenty years ago, on this day, our former Prime Minister, Shri Rajiv Gandhi addressed the third special session on Disarmament of the UN General Assembly. He is speaking on the theme of “A World Free of Nuclear Weapons”, he introduced an Action Plan calling on the International community to negotiate a binding agreement on general and complete disarmament. As the heart of the Action Plan was a commitment to eliminate all nuclear weapons in three stages by 2010. Rajiv Gandhi believed that disarmament, in particular nuclear disarmament, was essential to usher in a safe and Non-Violent world. He had the deep insight in to the nature of the evolution of technology; it is potential for advancing human welfare as also for unleashing destruction. In this context he was actively aware of the power of the atom. He wished that it should again never be used for destructive purposes.

The keynote address of the conference was delivered by H.E. Sergio Duarte, High Representative for Disarmament Affairs, United Nations. He shared the view of Rajiv Gandhi Action Plan which deserves to be remembered both for its wisdom and for the abiding relevance of its powerful vision of a path towards a safer and more peaceful world. He reminded the audience that this year also marks the youth anniversary of the signing of the NPT which included a legal commitment “to pursue negotiations in good faith on effective measures relating to cessation of the nuclear arms race at an early date and to nuclear disarmament and on a Treaty on general and complete disarmament under strict and effective International control”.

He expressed the view that disarmament was not just a dream, but a practical means to achieve security—one that is more reliable than its alternatives including deterrence, the balance of power or self help. He added that nuclear disarmament unites what is right with what works and that is why and it is “strategic necessity of our times” and stated in the initiation letter by the organizers of the conference. He concludes that there was need to reshape human perception on the inherent dangers in possessing nuclear weapons and perception of the concrete security benefits that would flow from their global elimination. He called upon the participants to recommit and to achieve the great and historical goal of nuclear disarmament.

The vice president of India Dr. Mohammad H. Ansari delivering his valedictory address he referred to General Omar Bradley’s view that “the only way to win an atomic war is to make it never starts”. He said that Rajiv Gandhi sought “not a marginal adjustment in the machinery of nuclear conformation, nor a partial or temporary scaling down of the arm race “but “a world which is aid of nuclear weapons”. He expressed the regret that the argument for outlawing chemical weapons under the universal and non-discriminatory chemical weapons convention has not been extended to nuclear weapons. Alluding to the change in the nuclear matters which the world has witnessed over the past decades and a half, he mentioned of UN General Assembly resolutions which reaffirm that use of nuclear weapons is a crime against humanity and proliferation of nuclear weapons is a threat against International peace and security. However, it was ironic that the production, possession and threat to use nuclear weapons have so far not been perceived to constitute a threat to International peace and security. He conclude that hither to nuclear disarmament has become almost synonymous with nuclear non-proliferation and the

transform the vision of nuclear disarmament in to reality, a plan and a timely approach on the Rajiv Gandhi plan would be essential.

CONCLUSION:

The destructiveness of nuclear weapons is immense. Any use would be catastrophic. However, the more recent events indicate that nuclear weapons are being endowed with strategic-rational roles. Considering the peace of major global development, the coming decade of the new millennium would be really indecisive with regards to Nuclear Disarmament. International relations would be stratified on power and force. National interest will continue to override international interests. Whether are likes it or not, WMD capabilities will remain the essence of military power. Unless and until, the military utility and the political role of nuclear weapons get diminished, nothing would be achieved and the question of realizing of NFWF does not arise.

Recent developments are a wake-up call to the world on nuclear disarmament. India still can play meaningful role in the movement for nuclear disarmament. It is being suggested that the need of hour is to revise the version of 1988 Action Plan for ushering in a nuclear-weapon-free and non-violent world order and then table it before the UNGA. The Rajiv Gandhi Action Plan needs to be updated, time table needs to be updated and the technical aspect to be worked out in greater detail². It is now strongly believed among analysis and researchers that a revised action plan may finally help in creating a nuclear-weapon-free and non-violent planet.

Historically, India's nuclear narrative has moved back and forth between Nehru's idealistic world view and the realistic-driven international system. New Delhi has been unable to resist the temptation to assert its states as a nuclear weapon power, while campaigning the case of global disarmament. Hence, India has positioned itself as a "reluctant nuclear power". The process of developing an ideology is part of the evolutionary process of a nation state; hence there is nothing wrong with India's struggle to locate itself within Nehru's idealism or the West's realism. The problem, however, is that by claiming to be a reluctant nuclear power, India cannot become a global power. Does this mean India should unequivocally clarify its position? There are two ways possible. The classic response would be for India to give up its call for disarmament and commit to it in real terms rather than follow a dual policy. Another way to consider is that perhaps in India's rhetoric lies it's real politic.

In Post-1998, however, there has not been any serious domestic political debate on disarmament. The debate countered largely around the CTBT. While there was strong consensus before the 1998 tests against joining the CTBT, after pokhran this debate has fragmented. Now, one thing is clear that India should sign the CTBT provided by the US and China ratifies the treaty. A variant is that India should oppose the CTBT because it aims at non-proliferation rather than disarmament, while providing a technological edge to the P-5 states especially the United States.

It is in keeping with this view that India has recently submitted a working paper on nuclear disarmament to the UN General Assembly, containing concrete initiatives on nuclear disarmament. India hopes to stimulate a debate and promote consensus on the way forward. These proposals were also submitted before the Conference in Disarmament in Geneva. They are a set of practical measures for working towards the goal of a nuclear weapons free world. Hence, based on this study, the following suggestions may be made for attaining nuclear weapon free world:

1. All people in India must come together and spread knowledge relating to the process of nuclearization process either for peaceful purpose or for defense;
2. It should be our primary goal to know in details about the hazardous effects of nuclear power plants, the plan for the disposal of nuclear waste, the effects of nuclear tests on the lives of the people of the region;
3. Formulation of a time bound program not exceeding a decade for gradual reduction of the stockpile with a view to achieving total elimination of all nuclear weapons;
4. There is an urgent need for all of us to learn from the experiences of other countries, e.g. the downfall of Russian economy due to nuclear arm-race during the cold war;
5. Reaffirmation of the unequivocal commitments of all nuclear weapons states to the goals of complete elimination of nuclear weapons;
6. Reduction nuclear weapons to reduce nuclear danger, including the risk of accidental use of nuclear weapons;
7. Adoptions of measures by nuclear weapons states to reduce nuclear danger, including the risk of accidental use of nuclear weapons;
8. Negotiation on a global agreement among nuclear weapon states and on 'no-first-use' of nuclear weapons;
9. Negotiation of a universal and a legally-binding agreement on non-use of nuclear weapons against non-nuclear weapons states;
10. Negotiations for a convention on the complete prohibition of the use or threat of use of nuclear weapons;
11. Negotiation for a nuclear weapons convention to prohibit the development, production, stockpiling and use of nuclear weapons leading to the global, non-discriminatory and verifiable elimination of nuclear weapons with in a specified timeframe; and
12. The last but not the least if at all India needs to match the West, it should do so in the field of medical research, social awareness, and education and it should not let its people victims of the same mistakes community during the cold war period of former superpowers.

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DOI: **10.5958/2249-7137.2021.00770.9**

TEACHING ACTIVITIES FROM ANCIENT TIMES TO XII CENTURIES

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ABSTRACT

What should a modern teacher look like? Today's global changes, the daily development of science and technology and information and communication technologies require a teacher of the XXI century pedagogical skills, sharp will, pedagogical and psychological knowledge, in-depth knowledge of their subject and high thinking, political literacy and reasoning. Educating a person at the level of a well-rounded person is a very complex process, and from time immemorial, mature people of the society have been involved in this activity, especially Abu Nasr Farobi, Yusuf Khas Hajib, Saadi Sherazi, Abu Rayhan Beruni, Abu Ali ibn Sino, Alisher Navoi, In their works, Hussein Wazir Kashifi, Abdullah Avloni and others provided valuable information about the teaching profession, its hardships, as well as the qualities that need to be reflected in the personality of a teacher. Therefore, this article provides information on teaching activities from ancient times to the XII century AD.

KEYWORDS: Teacher, Educator, Pedagogical skills, Education, Upbringing, Personal qualities, Avesto, Etiquette.

INTRODUCTION

When we study the history of education and upbringing, we see that its development, its formation over the years, depends on the activities of teachers and students. From the earliest times, teachers began to look for effective ways of teaching and educating. As a result, the demand for teachers to achieve educational effectiveness has increased since prehistoric times. Various ideas, theories and recommendations for improving the skills of teachers began to emerge.

In the VII-VI centuries BC, with the growth of productive forces in Central Asia, there were also positive changes in social life. Mutual cultural ties have developed between the Turkic and Persian-speaking peoples. Unique methods and tools, forms of education and upbringing, which have been used for centuries to prepare the younger generation for independent life and in accordance with the specific customs and traditions of the local people, began to emerge. The wisdom and methods of the members of the tribe in the fields of diligence, decency, delicacy, friendship, kindness, and humanity, even before school and pedagogical thought, were refined and perfected over the years as the noble fruit of that period. it's our time [1].

By the seventh century, the development of science and culture in Central Asia was marked by the active work of direct educators and the great variety and diversity of requirements for them. From the earliest times of primitive society and slavery, the scribes and teachers responsible for the education and upbringing of children used methods such as admonishing, explaining, encouraging, praising, setting an example, reprimanding, forbidding, coercing, threatening, intimidating. However, the teachers themselves had to have perfect practical and theoretical knowledge in order to educate the child. For this reason, the teachers were selected from among the educated madrassa students and trained for some time [2].

The Avesto, the most ancient and sacred book of Zoroastrianism, "... one of the strongest religions of the past," formed in the land of Khorezm in Central Asia, contains interesting information about the education of children. The Avesto emphasizes that knowledge and education are the most important pillars of life. It is necessary to bring up every young man in such a way that he must first acquire knowledge on the basis of learning to write, and then rise to the highest level with morality. The priestly teachers were selected by the Council of Elders and taught and educated the youth according to strict rules. The rules of teaching and educating children in Avesto are recommended in the following order:

- a) religious and moral education;
- b) physical education;
- c) teaching to read and write [1].

Specially trained teachers enrolled children in schools based on religious education from the age of seven.

After the ceremony of wearing the "holy green dress" in schools, the priestly teachers worshiped the goddess of goodness and kindness, glorifying the supporting forces mentioned in the Avesto. The prayers began with the words: "I promise to remain faithful to Zoroastrianism, **I believe in good thoughts, good words, good deeds** ..." [3]. After the ceremony, teachers handed out gifts to the children. In the course of the lessons, the teachers taught the children to believe in their religion more than corporal punishment, to worship the divine Ahuramazda, the creator of all good and goodness in the world, and to hate Ahriman, who showers evil and wickedness.

As the children grew up healthy and energetic, the priestly teachers were responsible for the complete observance of all the rites of their religion, for a thorough knowledge of the subjects studied, for moral purity, and for possessing such qualities as industriousness, honesty, and generosity. In the Avesto, land, water, and air were declared sacred, and anyone who polluted the environment and violated the rules of conservation was punished with 400 lashes. Preserving and beautifying nature has been ingrained in their minds since their youth [1].

The set of universal values promoted in the teachings of Zoroastrianism had a tremendous pedagogical influence with its ideas of good and evil, ignorance and knowledge, education and upbringing.

At the same time, it is necessary to emphasize the commitment of educators to their profession.

In their works, our great scholars highlighted the subtlety, responsibility and complexity of the teaching profession, as well as its honor, and expressed their views on the skills of the teacher, the requirements for them, views on their qualities, communication skills with students. The creative heritage of the mature representatives of the Renaissance Abu Nasr Farabi, Sheikh Saadi Sherazi, Al Khorezmi, Abu Rayhan Beruni, Abu Ali Ibn Sino, Alisher Navoi, Abdurahman Jami, Davani is an important source for future coaches in the formation of pedagogical thinking [2]. They have been passed down from generation to generation, generalizing and enriching the experience of training teachers and educators who have not lost their value. Indeed, the great thinkers deeply felt that the future of mankind and the prosperity of the kurrai land depended only on education and upbringing. Therefore, educating the harmoniously developed generation with the strength and enthusiasm of teachers has always been their brightest dream. Scientists who lived in our great land called Uzbekistan have a place and respect in this regard. We can cite many examples from the creative heritage of our scholars about the role of the teacher in the upbringing of a harmoniously developed generation.

Abu Nasr al-Farabi (873-930) was a scholar who made a great contribution to the development of the culture of the peoples of Central Asia. Farabi was the first to classify science in the Middle Ages. He called arithmetic, geometry, astronomy and music important educational sciences. The teacher of these subjects emphasizes that the teacher must have perfect knowledge and experience in all aspects. For example, in his works, "... the teacher should not be cruel to his students, nor should he be overly enthusiastic. Because excessive oppression arouses hatred in the heart of the student, and if the teacher is too soft-spoken, the student will ignore him and cool off from the knowledge he is imparting. That's why a teacher can use "hard" or "soft" methods of education, depending on the behavior of the children. In this case, the teacher sets the following requirements for the teacher:

- If students are eager to read and learn, soft methods are used in the educational process;
- If the pupils are arbitrary, disobedient, strict methods are used [1].

Unsurul Maoli Kaikovus's "Nightmare" was the first to describe the history of the development of oratory schools in the East and to provide information about the speakers of that period. This work plays an important role in the spiritual development of man in the current era of global change.

This unique work has been translated into many eastern and western languages.

In the play, Kaikovus says that life experience plays an important role in the mental, moral, and physical education of every age. He described his ways and means that only a good teacher can bring up children by connecting them with life. The book provides a theory of education in the following areas, which should be mastered by young men:

1. Kaikovus on knowledge.
2. About professions and various professions.

3. About marriage and rules of conduct.

4. About physical maturity.

Kaikovus sees teachers as the first sign of morality in his eloquence, and says, "The best of all abilities is the ability to speak." Sukhandon emphasizes to the students that they need to tell the truth in their speeches. There are four types of words:

The first is unknown and unspoken, the second is said and known, the third is both known and unspoken, there is no need to know, but it can be said. The fourth is that he knows and is not told unless necessary. The best is the fourth, that is, the one who knows and the one who does not say. Emphasizes the etiquette of being thoughtful when speaking, not being cold-spoken, humble, not boasting, listening carefully to someone's word. There are also four types of people: the first kind of people know a lot and the more knowledge comes. He says that these are scholars and nobles and that they should be obeyed. The second is trying to know what they don't know, they are capable people and such people need to be taught and educated. The third, unaware of what he knows, needs to be woken up as if he were asleep. Fourth, he does not know and does not even admit that he does not know [1]. He says that these are ignorant people and it is useless to teach them and they should be avoided.

Sheikh Muslihiddin Saadi Sherazi is a great poet and thinker who lived and worked in Iran in the 13th century. He was an experienced coach as well as a philosopher-poet. In "Gulistan" the poet divides the teachers of his time into different categories and describes them. Strict teachers are called "... hard-working, poisonous, bad-tempered, offensive, beggarly nature, greedy, and when they see it, their students are in a bad mood." Another category of teachers is "... a simple, good and gentle volunteer. He would not speak in vain, and words that offended the children would not come out of his mouth. Seeing his angelic morality and kindness, the children ignored the coach. Knowing that he was a gentle nature, they did not even study science. Sheikh Muslihiddin Saadi Shirazi is a great poet and thinker who lived and worked in Iran in the 13th century. He was an experienced coach as well as a philosopher-poet. In "Gulistan" the poet divides the teachers of his time into different categories and describes them. Strict teachers are called "... hard-working, poisonous, bad-tempered, offensive, beggarly nature, greedy, and when they see it, their students are in a bad mood." Another category of teachers is "... a simple, good and gentle volunteer. He would not speak in vain, and words that offended the children would not come out of his mouth. Seeing his angelic morality and kindness, the children ignored the coach. Knowing that he was a gentle nature, they did not even study science. Alkissa wasted no time in games and riots. "

Byte: If the teacher is polite,

The boy plays rock in the market [1].

Sheikh Sa'di gives two different descriptions of this situation. First, both in Saadi's time and in later periods, students were taught harshly in school. Secondly, Sheikh Sa'di saw this with his own eyes and did not object to a harsh teacher, preferring to be strict in teaching and learning:

Abu Ali ibn Sina (980-1037) emphasized in his works that three things play an important role in human development - heredity, environment, upbringing, in which teachers play a responsible role in educating children, approaching these three situations with a sense of responsibility and teachers are the key to success. gives the following recommendations:

- 1) Be calm and serious in dealing with children.
- 2) Focus on the acquisition of knowledge by students.
- 3) The use of different forms and methods in education.
- 4) Control of the student's memory, ability to acquire knowledge, personal characteristics.
- 5) To get children interested in science.
- 6) To be able to distinguish the most important of the given knowledge.
- 7) Carrying knowledge in accordance with the age and mental level of students.
- 8) Achieving that every word is at the level of arousing children's emotions [2].

The great mashayik of the 4th century, Abu Nasir Tusi, in his book *On the Education of Teachers*, wrote: A coach's speech can never be poisonous, rude, and harsh. His inability to behave during the lesson spoils the lesson. "

The great thinker Abdurahman Jami's book "Alexander's Excerpt" states the following about teachers: A coach who behaves inappropriately will never be able to educate children. " The poet describes the role of the teacher in life in the following verse:

If the world were without a teacher,
The world would be black with ignorance.

In the works of Alisher Navoi (1441-1501) special attention is paid to teachers. According to him, everyone should respect and honor his teacher, who has taught and nurtured him, for a lifetime. The work of a teacher cannot be measured by any treasure:

Who in the way of truth has taught you a letter of suffering,
It is an inescapable reward, with a real treasure [1].

Alisher Navoi puts high demands on the teacher, saying that the upbringing of the younger generation can not be entrusted to any random coach. To raise and educate a child, to develop his abilities, it is necessary to be an extremely literate teacher and a skilled educator. Alisher Navoi emphasizes that science and etiquette go hand in hand, that the two processes are inseparable, that a teacher should not only be a teacher, an educator, but also a skilled educator.

Kamoliddin Husayn Waz Kashifi (1440-1505) in his work focused on the teacher-student relationship. He appreciates every teaching that teachers give to their students, and in his work he points out 8 virtues of discipleship:

- greet first;
- speak less in front of the teacher;
- tilt the head forward;
- do not roll your eyes in all directions;
- If you want to talk, first ask permission from the teacher;
- not to object to the teacher's answer;

- not to gossip in front of the teacher;
- Respect while sitting [1].

Speaking about the special role of school and teacher in the upbringing of a child, Kashifi believes that teachers should be wise, educated, sweet-spoken, fair. In his book Akhlaqi Muhsini, the scholar writes about coaches: “A coach must follow the rules of grace and etiquette when instructing and teaching a child. It is not good to give him a reason in public, but it is necessary to talk to a child in a secluded place. If (the coach) knows that the time has come to give advice, he should approach him politely, because in our time it is expedient to be polite and kind. ”

Az Zamakhshari says: “A coach can only be a coach if he works on himself, If he stops studying, then coaching dies.”

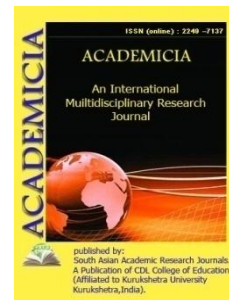
It is advisable for all teachers to follow this wise idea, regardless of age, pedagogical skills, or how they teach.

Based on the above information, the following can be concluded:

1. In the upbringing of children it is necessary to use wisely the spiritual heritage left by our great scholars.
2. In the process of education, along with softness, calmness, sweetness, and rigor when appropriate, also ensures the effectiveness of education.
3. It is not in vain that it is said that upbringing begins with the family, upbringing should begin with everyone.
4. The rich creative heritage of the mature representatives of the Renaissance will serve as an important source in the future development of professional and methodological skills of teachers.

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DOI: **10.5958/2249-7137.2021.00771.0**

ARTILLERY INTELLIGENCE IN THE ARMY OF THE XXI CENTURY

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ABSTRACT

The experience of modern military conflicts shows that artillery intelligence plays an important role in the reliable and effective destruction of enemy targets. To do this, a number of requirements are placed on artillery intelligence. Therefore, this article presents the modern means of artillery intelligence, the requirements for them and relevant suggestions for its improvement in the interests of casualties. Modern military conflicts are characterized by speed, rapid change of the situation and the need to make non-standard decisions. By meeting such requirements, the battle can be won. This will require the correct application of the methods and techniques of effective use of means of loss transmission.

KEYWORDS: *Intelligence, Artillery intelligence, Radar station, Unmanned aerial vehicles, Casualties, Data area, Automated fire control system.*

INTRODUCTION

In modern military conflicts in recent decades, artillery has evolved to the point where it has the ability to inflict casualties on the enemy from a long distance in a short period of time. As a result, new concepts such as "Long-range firefight", "Long-distance casualties" have emerged[1].

Direct artillery intelligence plays a key role in the acquisition of such a feature of artillery.

The experience of armed conflict and the analysis of the capabilities of artillery intelligence tools place a number of demands on artillery intelligence in modern combat, in particular:

Reconnaissance capabilities currently cannot detect 35-40% of enemy objects that are primarily to be destroyed at long distances, can not correct firing, so it is necessary to increase the reconnaissance distance;

Increase the accuracy of finding the coordinates of targets in order to reduce the amount of ammunition used to inflict casualties on the enemy. In this case, the error should not exceed 10-30 m for mortar and barrel artillery, 50-60 m for jet artillery;

It is necessary to reduce the transmission time of detected intelligence by 2-3 times [2].

The average range of artillery damage to the enemy is 10-25 km. At such depths, unmanned aerial vehicles can detect enemy objects, obtain reliable information about them and transmit them in a short time (Figure 1).

During the hostilities in the Syrian Arab Republic, the parties made extensive use of unmanned aerial vehicles to obtain information about the location and nature of the target. Unmanned aerial vehicles performed a number of tasks [3].

In particular, it performed tasks such as searching for and identifying enemy objects on the routes of movement, in the area of concentration, in combat mode, determining their coordinates in familiar and high accuracy, transmitting intelligence to state and supporting artillery casualties.

We can also see in the example of Nagorno-Karabakh the use of unmanned aerial vehicles in the interests of casualties. From the videos posted by the parties on the Internet, we can see that the means that led to a radical turn in the tactics of combat were unmanned aerial vehicles.

One of the most effective means of conducting intelligence in the interests of inflicting casualties on the enemy is radar reconnaissance. In recent years, a number of developed countries have been arming their armies with modern radar reconnaissance [1, 4].

The army of the Russian Federation currently has radar systems 1L261, 1L271 and 1L277 (Figures 2,3,4), which have a number of capabilities for reconnaissance of enemy objects, in particular:

Detection and tracking of flying tactical missiles, jet and artillery shells;

High-precision marking of projectile take-off and landing points;

Determine the caliber and category of artillery in the enemy firing position;



Figure 1. Modern artillery reconnaissance vehicle, unmanned aerial vehicle (UAV)



Figure 2. Modern artillery reconnaissance vehicle, 1L261 radar station (RS)

Simultaneous intelligence and surveillance;

To operate even in the conditions of passive exposure of enemy radios;

Capable of detecting, locating and performing other tasks against radar missiles;

Figure 3. Modern artillery reconnaissance vehicle, 1L271 radar station (RS)

The station detects the enemy's firing position in "Intelligence" mode, and in "service" mode determines the point of landing of the shells fired by our artillery vehicles [5].

Equipped with special software, these radar stations were able to operate in an automatic system. These radar stations can monitor twelve to thirty-six targets at a time.

Another advantage of this type of radar stations is that they are light and convenient to carry. For example, the 1L271, 1L277 radar stations have the ability to reconnoiter the firing positions of enemy mortars and other artillery weapons, even immobile targets. Radar stations of this type are currently the only ones.

Modern military conflicts are characterized by speed, rapid change of the situation and the need to make non-standard decisions. By meeting such requirements, the battle can be won. This will require the correct application of the methods and techniques of effective use of means of loss transmission.

Modern military conflicts are characterized by speed, rapid change of the situation and the need to make non-standard decisions. By meeting such requirements, the battle can be won. This will require the correct application of the methods and techniques of effective use of means of loss transmission [4, 5].

Figure 4. Modern artillery reconnaissance vehicle, 1L277 radar station (RS)

It is a complex process to transfer the found intelligence to the relevant authorities, and the decision of the commanders (chiefs) to inflict casualties on the received intelligence is a complex process.

During this time, in most cases, the identified signs have time to change their location. The only way to solve this problem is to have a program that performs

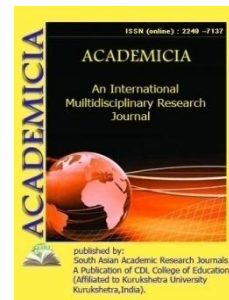
the tasks of creating a data field and deciding on the loss.

Based on the generalization of the above information, the analysis of the experience of organizing and conducting artillery intelligence in armed conflicts, the following can be concluded:

1. Artillery reconnaissance vehicles must be able to detect enemy objects at the depth of impact of the means of destruction.
2. It is necessary to use a complex of types of artillery intelligence (air, optical, radar, sound), as they complement each other.
3. It is necessary to create a software program that offers options for the collection, processing and decision-making of intelligence.
4. Through this proposed program it is possible to gain the advantage of intelligence and firing on the enemy.

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DOI: **10.5958/2249-7137.2021.00772.2**

THE ROLE AND ROLE OF WATER NETWORKS IN THE DEVELOPMENT OF SURKHAN-SHEROBOD OAKH

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ABSTRACT

The history of irrigated agriculture in the Surkhan-Sherabad oasis goes back a long way. Extensive scientific research in the oasis, as well as material sources found during archeological excavations provide the necessary information. The role of the Southern Surkhan Reservoir is especially significant in the prosperity of the Surkhan-Sherabad oasis. This article deals with the history of the formation and saturation of the Southern Surkhan Reservoir (Topolangdarya, Karatogdarya, Sangardakdarya, Khojaipokdarya), which has been operating for half a century.

KEYWORDS: *Massif, "Sherabad JSC", agro-industrial complex, water resources, Surkhan-Sherabad oasis, South Surkhan reservoir, water saturation.*

INTRODUCTION

"Every drop of water is worth it, and life itself requires the development of effective technologies for the efficient use of water resources."

The history of irrigation farming in the Surkhan-Sherabad oasis goes back a long way. In geographical sources, the territory of our region is called Surkhan-Sherabad oasis. This is because both rivers have been the main source of irrigation in the area. This means that the issue of water supply to the Sherabad desert is not on the agenda today. The territory of Surkhandarya region, as well as the south of the Sherabad oasis, had a very perfect irrigation network four thousand years ago. Archaeological excavations in Jarqotan show that the region was highly developed, science and culture flourished, our ancestors were engaged in agriculture, animal husbandry, blacksmithing, as well as jewelry, pottery and handicrafts, at that time people weaved

various fabrics from silk, today the remains of wheat grains. Surprising pottery and the discovery of the remains of well-finished water pipes show that the Surkhan-Sherabad oasis is one of the most developed areas in ancient times.

According to available sources, the Kayron-Angor massif (now the Mustaqillik farm and Angor village in Termez district) was a flourishing oasis of orchards, and crops in the south of the region were irrigated by a canal from the Sangardak spring. The Macedonian (Iskandar) bridge, which runs between the Surkhandarya and Komsomol 30th Anniversary areas (now the BeshKahramon farm), was built as a culvert for the Bandikhan River and was used for this purpose only.

According to the testimony of Arab writers and geographers, the water of the Surkhan River (then called Chaganrud) was used in such a way that it did not reach the Amudarya at all times of the year. Spanish and Chinese tourists and traders say farming is booming in the oasis.

In the V-VIII centuries the water of Sherabad, Topalang, Sangardak, Karatag, Xonaqa, Khojaipok rivers was widely used for irrigation of oasis lands. However, by the 13th century, after the Mongol invasion, the oasis's irrigation system was completely destroyed. Droughts and droughts often affected the lives of the population. Deforestation in the Gissar and Boysun Mountains has led to a decrease in river water. The main occupation of the people of the oasis, who suffered from drought, was cattle breeding and sowing of grain on arable lands.

As a result of the invasion of Central Asia by Tsarist Russia, life in the Emirate of Bukhara changed dramatically. On the instructions of the leaders of the Russian government and with the consent of the Emir of Bukhara Abdul Ahadkhan, a military engineer, Captain B. Kastalsky, in 1898 developed his own project for the extraction of water in the territory of Termez. In 1905, the canal was dug and put into operation. The waterworks were taken from the upper part of the village of Salavot, allowing the city of Termez, its environs, and 40,000 acres of arable land to be irrigated.

In 1909-1911, another Russian military engineer, AG Ananov, developed a project to develop the Surkhan-Sherabad desert. With the consent of the Emir of Bukhara Amir Alimkhan, on February 23, 1912, an agreement was signed between AG Ananov and the Emir of Bukhara MirzoNasrullobov. According to him, 72,000 decares of land in the Sherabad desert were approved for 99 years to draw water from the Surkhan River. 1,200 acres of land around Karakamar, 30,000 acres around Beshkotan, 30,000 acres around Angor, and 6,000 acres around Yangiarik were included in the agreement. Engineer AG Ananov will pay 100,000 soums to the Emirate of Bukhara in December every year for water.

Not only the Russians but also the British were interested in the desire to make a profit by pumping water to fertile lands. So they ask the Tsarist government to lease East Bukhara (as our region is called). This culminated in the formation of the Sherabad Joint Stock Company by the Russians and the British. The main task of the society is to study the subsoil and natural resources of the region. But the war of plunder that has begun will force these things to stop.

As a result of the commissioning of the Zang Canal in 1910-1911, by 1915, the cotton area in the entire Sherabad oasis had reached 4,400 hectares. The area of irrigated lands is about 20,000 hectares, including 1,200 hectares of irrigated land in the Sherabad desert and 850 hectares of cotton fields.

Interest and efforts to study the Surkhan-Sherabad oasis continued after the October Revolution. In 1922, leading scientists from the Central Asian State University (SAGU) conducted research on 300,000 hectares. As a result, in 1927, under the editorship of Professor N.A. Dimo, his book "Soils of the Sherabad oasis, the right bank of the Qizirikdara and Surkhandarya rivers" was published. In carrying out this scientific work, it was used in the design and organization of the state farm "Kumkurgan" (now these areas are transformed into farms "Surkhan" and "BeshKahramon"). During the former Soviet era, more attention was paid to the development of the Surkhan-Sherabad oasis. Hazarbog (1927), Kakaydi(1931), Kumkurgan (1932) canals were dug. The aim was to get the necessary benefits from the fertile lands of the Surkhan-Sherabad oasis, especially the large-scale cultivation of raw cotton, which is valuable in agriculture. Over time, until the independence of our country, the agrarian policy pursued by the former Soviet government has borne fruit, and agricultural crops grown in our oasis have always had to provide the center.

It is thirty years since our native land, Uzbekistan, went down in history as an independent state. In this short period of time, our country has become widespread in the world. It is no exaggeration to say that today there is no nation left on earth that does not know our country, its President and its people.

The reforms being carried out in our country in all spheres are bearing fruit, and today our free and prosperous Motherland is rapidly advancing along the path of its development, as a result of which the Uzbek people are taking their rightful place in the world community with their prestige and high spirituality. Undoubtedly, the basis of these achievements lies in the devotion, kindness, love and, most importantly, diligence of each of our compatriots.

This can be seen in the words of President ShavkatMirziyoyev at the pre-election meeting with the workers of the Surkhandarya oasis: "It is known that Surkhandarya region has a special role in the development of our country with its economic potential, important geographical location and natural resources. It is well known that the Surkhandarya oasis has long been famous for its fertile soil, hard-working farmers who harvest two or three times a year. Personally, I consider the people living in the Surkhandarya oasis to be courageous people who are not afraid of any trials and problems, who believe in themselves, in their own strength, who keep their word. Such a noble, tolerant nation is, without a doubt, able to create its own destiny, its own happiness with its own hands. You have always proved this truth in your recent and distant history, and you are proving it today. " Indeed, if we turn to historical sources, the Surkhandarya oasis is a major material and spiritual center of Uzbekistan and Central Asia at all stages of socio-economic life, the convenience of artificial irrigation is due to the fact that such rivers as the Amudarya, Surkhandarya and Sherabaddarya always bring important minerals to the country. The early and rapid development of agriculture, animal husbandry and handicrafts brought new achievements not only to the oasis, but also to the development of our country, especially due to the thirst for labor, creativity and ingenuity of the local population, as well as the socio-economic, material and cultural development of the country. We will witness. Of course, the role of water, which is considered a generous resource of nature, in achieving such great achievements is incomparable. In this regard, the great philosopher and scientist, one of the seven sages, Fales was right a thousand times when he said, "The beginning of all things is water," "The earth floats on water."

Indeed, water occupies a special place among natural resources. Because the main source of life for all living things is water. There can be no life without water. Our ancestors paid special

attention to keeping water clean and using it wisely. That is why they say, "Where the water runs out, the ground runs out. It is not for nothing that they say, "The struggle for water is the struggle for life." It is said that in Arabia, which is considered to be a hot country, a person who is going on a journey is asked for clear water in the form of a white wish. The hosts were very upset to see that the travelers, who were visiting one of the tribes in the Sahara Desert, were bathing excessively in water. Because they instantly ran out of water that would last the whole tribe a few days. This shows that in countries that need water, the need and respect of the population for water is very high. All their lives they dreamed of bringing water to the deserts and turning all sides into gardens. Indeed, water is the epitome of life. The beloved Uzbek national poet ErkinVahidov writes about this in his poem:

"If you go, there's life in the wide oasis."

So be on the lips of the country, there is novvot,

You are cotton, apple, pomegranate and nursery,

You are proud to drive for Uzbek,

You drop yourself on the ground - drop by drop,

You are the symbol of the people, not the river.

Keep flowing, don't dry up Mother!

Indeed, in our land, the centuries-old dream of our ancestors for water began to be realized by his descendants. They are supplying water to the new lands of our oasis, turning the deserts into gardens and orchards, and contributing unceasingly to the further development of agriculture. In this regard, the South Surkhan Reservoir, which is a dam in the very center of our region, in the Surkhandarya River, has innumerable services.

The construction of this reservoir plays an important role not only in our oasis, but also in the development of Kumkurgan district. It has been 50 years, or half a century, since the dam was built and put into operation last year, saving the necessary water.

It is known that Surkhandarya region is located in the south of the country, the central part of which is the Surkhandarya oasis. The oasis is the main agricultural area in the region. The oasis is bordered on the northwest by the Gissar mountain range and on the east by the Babatag mountain range. Between the Gissar and Babatag mountain ranges are the oases of the Surkhan and Sherabad rivers. Surkhandarya natural-geographical region is rich in water resources. The main rivers of this country are Surkhandarya and Sherabaddarya. The upper reaches of the rivers in the Surkhandarya region flow rapidly in a narrow stream. When it reaches the plain, the core expands and the flow rate slows down. The rivers in the Surkhandarya oasis are mainly fed by melting snow and glaciers and groundwater. The most important river in the country is Surkhandarya.

Surkhandarya is named after the confluence of the Karatag and Topalang rivers (in the Uzun district). The length of the river is about 200 kilometers and the catchment area is 13,610 square kilometers. The Surkhan oasis is located on the right bank of the Surkhandarya River, and its left bank is adjacent to the foothills of the ancient Babatag peaks. The South Surkhan Reservoir was built on the Surkhandarya River. Surkhandarya used to irrigate the Surkhandarya oasis, and the

Sherabad River irrigated the Sherabad oasis. However, during the years of mass desertification, the water of the Sherabad River could not meet the demand. In the village of Darband, which belongs to the Boysun district, located in the upper reaches of the Sherabad River, the project to build the Darband Reservoir has not been implemented. As a result, the water of Surkhandarya was transported through the Sherabad main canal and was widely used in the development of the Sherabad oasis. Thus, the Surkhandarya River reached the lower reaches of the Sherabad River and provided water to the newly developed lands.

The South Surkhandarya reservoir, built in the 1960s and with a design capacity of 800 million cubic meters, is fed by the following rivers:

The Topalang River is a wet and fast-flowing river that forms the Surkhandarya River and is the right tributary of the Surkhandarya River. The length of the river is 124 kilometers, the basin is 5217 square kilometers, and the catchment area is 2200 square kilometers. The Topalangdarya begins with snow and glaciers in the Hazrat Sultan massif, located at an altitude of 3800 meters above sea level in the Gissar Mountains. It is saturated with snow (65 percent of total water), rain (3 percent), ice (6 percent), and groundwater (26 percent). The accumulation increases the volume of water at the expense of dozens of rivers, streams, springs along its flow. The oasis in the mountainous zone of the river is very narrow, inconspicuously small (5-10 and sometimes 20-30 meters). Starting from the village of Zarchob, the river is clearly visible, and its oasis is 150-200 meters, and when it reaches the plain - the village of Sariosiyo, the oasis is up to 2 kilometers. The water consumption of the Topalang River varies depending on its saturation nature. Its water consumption increases from early spring to summer, after which the river's water consumption gradually decreases. In January, the river's water consumption is 11.5 cubic meters per second, in February - 13.8, in March - 28.8, in April - 78.4, in May - 136 cubic meters, in June - in the peak period of the river water consumption reaches 144 cubic meters per second. . The average annual water consumption of the river is 52.5 cubic meters per second. Even before the construction of the Topalang Reservoir on the river, it was an important water resource for the agro-industrial complex of the oasis. The water from the riverbed joins the Karatag River below and turns into the Surkhandarya River, which flows into the South Surkhandarya Reservoir and makes a significant contribution to the southern zone.

The Karatag River is the left tributary of the Surkhandarya River, with a length of 95 kilometers, a basin of 2,424 square kilometers, and a catchment area of 684 square kilometers. The Karatag River begins with an unnamed glacier on the southern slope of Mount Gissar, 4,688 meters above sea level. It is saturated with snow, rain, ice and groundwater. The river increases its water from small rivers in the high mountains, springs in streams and ravines, snow, ice, and its width increases from 60 meters to 300 meters along the stream. Its largest constituent rivers are Sarbin (13 km), Shirkent (65 km), Jalsin (13 km), Payron (23 km) and Saburgan (24 km) on the left.

The Sangardak River is one of the largest right tributaries of the Surkhandarya River, with a length of 114 kilometers and a catchment area of 948 square kilometers. The river begins with groundwater in the Chor-Aigul Mountains at an altitude of 3800 meters above sea level, which is the ridge of the Gissar Mountains. Later along the stream it is joined by many rivers and streams, streams and springs from the right and left streams. The beginning of the Sangardak River from the high mountains ensures that it generates a lot of energy at great speed from the narrow gorges. The river oasis widens to 470 meters near the mountain village of Sangardak. Then the oasis narrows again and widens to 350 meters in the village of Yangakli, and its exit from the

mountain to 500 meters in the village of Kenguzar. Its right tributaries are the Kyzylsay, the Shurab, the Molan-Gur, the Khanjiza, and others. The Sangardak River takes the name of Kizilsuv in the territory of Denau district and flows into Surkhandarya under the same name. The river is wet, fast. It is of great importance in irrigation work. Several canals are dug to get water from it.

The Khojaipok River is the second largest tributary on the right bank of the Surkhandarya River. The length of the river is 97 kilometers. The catchment area is 765 square kilometers, located at an altitude of 3,500 meters above sea level. The starting point of the Khojaipok River is Khoja Bozbarak Mountain. It is saturated with snow, rain and groundwater. The river flows between mountainous and wavy relief forms. To it is added the healing sulfur water from the Khojaipok cave. The Khojaipok River widens its oasis between Khojaipok Cave and the village of Qorliq from 150 meters to 1,000 meters. Starting from the territory of Qorliq village, Yangiariq and Ovchiaryk canals were passed through it. After passing through this village, the river is called the Golden River. The water regime of the Khojaipok River is suitable for mountain rivers. Its annual water consumption varies from 1.82 cubic meters per second to 22.7 cubic meters. The Surkhandarya, formed by the confluence of the above-mentioned rivers and streams, passed through the center of the oasis without any resistance for almost half a century and flowed into the Amudarya. The desire to subdue the flowing water to the human footsteps, to turn it into a barren desert in search of water and life, overwhelmed the people.

During the transition to peaceful post-war construction, Uzbekistan has ample opportunities for the development of cotton, melons, horticulture and animal husbandry in the country through the development of agriculture, efficient use of water resources, accelerated construction of reservoirs and canals. Shortly afterwards, on February 11, 1954, the USSR Council of Ministers adopted a special resolution "On further development of cotton growing in the Uzbek SSR, including the expansion of arable land in Surkhandarya region, especially to increase the area of fine-fiber cotton to 70,000 hectares." On the basis of this decision, on April 12, 1954 in Moscow, the heads of the Department of the Ministry of Agriculture and Water Resources of the USSR A. N. Askochenskiy, V. V. At the meeting, chaired by Poslovsky, the issue of construction and design of the South Surkhandarya reservoir in the south of the Uzbek SSR will be on the agenda.

According to the decision № 22 adopted on the same day, the scientific staff of the Sredazgiprovodkhlopok Design Institute will be responsible for the implementation of this project. The technical design of the South Surkhandarya reservoir is made by the technical control department of water management of the Ministry of Agriculture of the USSR on March 8, 1956 by the order № 29 and on March 30, 1956 by the decision № 2 by the USSR Ministry of Agriculture under the signature of AN Askochensky confirmed.

According to the instructions of the government, the staff of the Institute "Sredazgiprovodkhlopok" will carry out exploration and design work in the upper part of the present-day city of Kumkurgan, on the right bank of the Surkhandarya River, where it is advisable to build a reservoir. During the study of archival sources, it became clear that the project plan had previously included the possibility of building this reservoir in the upper part of Shurchi district and in the area of the current hydropower plant in Jarkurgan district. Of course, people may be interested in why the construction of the reservoir in question was chosen from the Kumkurgan region. This is due, firstly, to the ease of water supply from the territory of Kumkurgan district to the Surkhan-Sherabad deserts through the Bandikhan deserts, and

secondly, to the fact that the reservoir area used to consist of deep ravines, which allows to collect more water in a timely manner. - the creation of conditions is taken into account.

Indeed, water is the soul and blood of all living beings in the world. Where there is water, there is life, there is fruit, and there is blessing. But mastering, landscaping and gardening is not an easy task. How much work is required for this. Probably for this reason, our people have wise sayings such as "One person digs a ditch, a thousand people drink water", "When you drink water, do not forget to dig a ditch", "The water that flows in front of you is worthless".

This reservoir, which for half a century has changed the Surkhan-Sherabad oasis beyond recognition, today has its own achievements and a number of problems. There is no need to hide this fact, of course. What is the problem?

- First of all, it should be noted that at the time of construction and commissioning of the reservoir, it held 800 million cubic meters of water, but today this figure is slightly higher than 350 million cubic meters. This is due to the fact that rain, floods and flood waters, which occur in the spring of each year, flow into the reservoir basin, causing mud and sand to flow along the road. As a result, the reservoir basin has so far lost the capacity to hold almost 450 million cubic meters of water;

- Therefore, secondly, to compensate for the lost water, it is necessary to re-dig the reservoir in order to clear it of mud, or to raise the dam dam?

- and thirdly, settlements, organizations and enterprises located near the riverbed, as well as the discharge of various wastes and garbage into the water by farms, lead to unpredictable pollution of the dam basin. If this process continues, it will be difficult to imagine the condition of this dam in the next hundred years. According to experts, once the Topalang Reservoir, located in Sariosiya district and capable of holding 500 million cubic meters of water, is fully operational, it is likely to release enough water into the South Surkhan Reservoir and turn it into a flowing river like the Jarkurgan hydropower plant. Is this the future of the reservoir, which has been providing invaluable services to the development of our oasis for almost half a century? Therefore, this issue should be resolved not only by the Ministry of Water and Agriculture, but also by the general public with positive results, so that in the end this work will bear fruit. Today, in addition to this reservoir, there are four other reservoirs in the oasis (Topalang, UchqizilOktepa, Namuna-Degrez), but the role and services of the South Surkhan reservoir in the development of the Sherabad oasis should not be forgotten. For example, if at the time of construction and commissioning of this reservoir it was planned to supply water to 122 thousand hectares of arid and arid lands of the oasis, including 45 thousand hectares of newly developed lands, this figure was 142 thousand 448 hectares in 1986, 325 thousand hectares in 1995. to date, it has surpassed about 330,000 hectares. In this regard, we must not forget about the services of the canals that receive water through the Amudarya in our oasis.

It should be noted that today it is expedient to strengthen control over the technical condition of all reservoirs operating in the country and, if necessary, to carry out repair work. The cause of negligence and the consequences of unforeseen events can be seen in the recent floods in the Sardoba reservoir in the Syrdarya region.

In conclusion, we can say that the history of irrigated agriculture in our oasis has its own substantive path, which goes back a long way. Today, knowing and studying the past and history testifies to the love, respect and attention of each of our compatriots to their Motherland.

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DOI: **10.5958/2249-7137.2021.00883.1**

THE ISSUE OF PUBLIC ADMINISTRATION IN NIZAMULMULK'S "POLICY"

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ABSTRACT

This article reflects the ideas of the Eastern thinker Nizamulmulk on the issues of public administration in his work "Politics". Politics is one of the main sources in the history of socio-political thought in the Middle East. This work was recognized by political scientists as a political program of the Seljuk state. In this work, the thinker gave a detailed analysis of the role of the ruler in building a just society. Although it was difficult to draw the line between the state and society during the time of the Nizamulmulk, the wise man was able to distinguish society from the kingdom.

KEYWORDS: *Nizamulmulk - an Eastern thinker who lived in the XI century; "Siyar ul-muluk" or "Life of kings" - another name for the work "Politics"; "Elite" is a French term meaning select, selected; ummol-zakatchi; consensus agreement.*

INTRODUCTION

Abu Ali Hasan ibn Ali Tusi Nizamulmulk is one of the Eastern thinkers who made a great contribution to the development of the elements of the political system of society. He served the Seljuk kings for 30 years. During this period, he fought for a strong centralized state and, compiling and summarizing his observations in this regard, created the world-famous work "Siyasatnoma" ("Siyar ul-muluk") as a guide for many emirs, statesmen and politicians. This work was written in 1091. During his reign, Malikshah Seljuk wrote a treatise on the rules, procedures and methods of governing the state to the nobles and scholars of the palace, instructing them to cite examples from the history and life experience of past kings. This pamphlet emphasizes that it must first and foremost serve as a program in public administration. This work, which is still a program for the heads of state, was written by Nizamulmulk on the orders of Malikshah Seljuk. The first chapter of the work is entitled "On the situation of modern people and the praise of the sultan, the just, the great king, the king." It is in this chapter that the

thinker concludes: "The Lord, in order to test the servants of the king and to know their intellect and knowledge by the pattern of the situation, commanded me to tell them about the virtues and virtues that kings need, the rules that are not obligatory now, and the good and bad deeds. Write a book, and I wrote it, remembering what I saw, what I knew, what I heard, and what I read." He calls this book *Siyar ul-Muluk* (The Life of Kings). The book originally consisted of 39 chapters, was presented to the king, and was pleasing to the king. Nizamulmulk copied it in 1092 and handed it over to the special secretary of the palace, Muhammad Maghribi an-Nasih, to give it to Sultan Malikshah, and set out on his own journey to Baghdad. After Malikshah's death, a struggle for the throne began among his descendants, and Nizamulmulk was removed from the ministry in the presence of the king's wife, Turkonkhotun. Nizamulmulk, who resigned from the ministry, was killed on October 14, 1092, by a hired assassin named Abu Tahir on his way to Baghdad. Muhammad Maghribi managed to publish Nizamulmulk in 1105, during the reign of Ghiyas ud-din Muhammad bini Malikshah.

Politics is one of the main sources in the history of socio-political thought in the Middle East. This work was recognized by political scientists as a political program of the Seljuk state. In this work, the thinker gave a detailed analysis of the role of the ruler in building a just society. Although it was difficult to draw the line between the state and society during the time of the Nizamulmulk, the wise man was able to distinguish society from the kingdom. He knew that the justice of the society depended on the political elite — the ruler, the palace officials, the governors. Because in the medieval monarchy based on feudal relations, where the thinker lived, the task of organizing the activities of society was mainly in the hands of state power. The "Policy" contains information on the management of the state, society, purity of religion and belief, protection of the integrity and inviolability of the country, protection of the rights and peace of citizens for all periods.

In this work, Nizamulmulk discusses the origin of the state, the goals of state-building. First of all, he tries to prove by various rules that one of its main tasks is to establish a just society, in addition to revealing the divine aspects of the origin of the state. In his political and legal views, first, the theocratic approach; second, consensus, that is, adherence to an agreement; third, it focuses on the distribution of responsibilities to everyone according to their abilities.

The thinker considers the existence of the state and its governance as a social necessity. According to him, "Allah subhanahu wa ta'ala raises a man from the people to the throne in every age and era, gives him crafts and pleasant virtues, gives him world peace and tranquility, closes the door through him, and his signature and luxury are the hearts of the people. and spreads it in their eyes, so that people may take refuge in the shadow of his justice, see a day of peace, and wish his kingdom to last forever in peace." The rule of the Nizamulmulk people and the state is also a gift of Allah to the kings, it shows the power of one of the people and gives the state and iqbal. The king, on the other hand, treats the people of his country with knowledge and wisdom, gives them careers, separates his servants from the people, provides them with the necessity and importance of religion and the world, protects the people, and wishes the people to live forever if kings rule the country with justice. he thinks. If one of the servants or mahrams behaves unworthily and realizes his mistake, he should be reinstated, and if he does not change his ways, he should be replaced by another worthy person. He said that if a person does not know the value of blessings, peace and tranquility, he should be betrayed, betrayed, betrayed, exaggerated, put to death, punished accordingly, and abandoned.

In his work "Politics" the thinker said: "Another requirement of governing the state is to dig a sewer and bring water from abroad, to dig large canals for the beautification of villages and fields, to build castles, to build cities, to build beautiful buildings, wide streets and rabots." It is also necessary to open madrassas for Taliban scholars, because in this case the name of the king will remain forever and peace and tranquility will be established in his property. By the power of Allah, these days will remain in the past and will decorate the lives of the previous queens, and will give the people a blessing that no one else has yet received. "

In this way, the king will carry out large-scale creative work in the country, focusing on landscaping, landscaping, construction and education, so that the name of the king and the country he rules will be engraved in the annals of history.

Malikshah's name has gone down in history because of the wise and just rule of the Nizamulmulk. At that time, he built madrassas called "Nizamiya" in Baghdad, Basra and Isfahan. Muhammad Ghazzali taught at the world-famous Nizamiya Madrasa, built by Nizamulmulk in 1067. Well-known astronomer Umar Khayyam was sponsored by Nizamulmulk. Umar Khayyam was invited in 1074 to lead a group formed by the Sassanids to reform the solar calendar. Umar Khayyam did this work and was invited to the scientific and public affairs of the devon. Although Umar Khayyam rejected the offer, Nizamulmulk paid him 1,200 districts a year and created conditions for his scientific and literary activities.

The second chapter of the work is entitled "On the appreciation of the blessings of God by kings." In this chapter, the thinker says: "If the prayers of the people are combined with goodness, the property will become stronger and stronger day by day, and this property will enjoy its state and peace, which will give it a good name in the world and mercy in the world."

Through these thoughts, the author notes that if kings do justice, give alms to the people, do good deeds, receive the blessing of the people, both the property and the state will be peaceful, so that he will make a good name and receive mercy.

The third chapter is entitled "On the King's Acceptance of the Oppressed, His Righteousness and Goodwill." It begins: "The king must receive the oppressed two days a week, punish the oppressors, and listen directly to the words of the people. It must accept and respond to important applications. "

This attitude, expressed by Nizamulmulk in the 11th century, has not lost its significance today, in the 21st century. According to him, if the news spreads in the country that the king will summon the complainants and listen to them twice a week and punish the oppressors, then the oppressors will not be afraid to think about the consequences of their actions. In this chapter, the thinker gives exemplary stories. For example, according to a story, when the Ajam kings built a shop, loaded it on a horse and took it to the desert, its purpose was to go to places to find out the condition of the people, to see the oppressed and to hear their complaints. The story goes that if the king sits in one place, there will be a corridor, a corridor, a door and a curtain. Selfish people and oppressors take advantage of this and do not put the oppressors before the king.

In one of the stories in Nizamulmulk's "Policy", he cites the tradition of the Eastern Muslim states and peoples. It says that the Ajam kings established a procedure for the king to receive the people on the days of Mehrjan and Navruz, which no one opposed. The king made a jar and summoned to him the people who had their affairs, appeals, and complaints. In those days,

people finished their work by agreeing with their statements, evidence if necessary, and witnesses. One day the herald announced to the people another additional decree of the king. The decree said: "Whoever blocks the way of the needy, the king will shed his blood." This means that the king pursued a just policy to ensure social stability in the country at that time, listened to the problems of the people, and had an equal right to appeal to all strata.

According to another story, a more deaf king thought, "Those who translate do not convey the words of the oppressed to me correctly, and I may give orders that do not suit their deeds, without knowing their condition." Let those who see it wear red, and let no one else wear it, so that I may recognize it. " The king himself, sitting on an elephant, wandered in the desert, summoned the red-robed men to his presence, heard their sorrows, and set out to solve the problems of the people by this means. Through this, every citizen who has seen oppression and injustice from thoughtful officials should have the opportunity to file a direct complaint with the governor, the minister, and even the king himself.

The fourth chapter is entitled "On the Status of Officials, Ministers, and Munshis." This chapter deals with the king's knowledge of the condition of officials, ministers, and monks, his control, and his observance of certain procedures in the collection of taxes and levies. The king said, "When giving a deed to the Ummah (zakat), they guide him to live well with the people, to treat them well, and not to ask for taxes other than rent. He should also demand the tribute in such a way that it does not harm the people. "If the tax is taken too early, the people will suffer. They will be forced to sell their property at half price, leave their homes, and become destitute and destitute." Nizamulmulk warns against the destruction of the people through taxes, and the destruction of the people, and for this the king inspects the work of his officials, dismissing them if they fail to perform their duties properly, and therefore entrusts the work to worthy and worthy people. He stressed that if the goods were forcibly confiscated from the citizen, they must be returned to their owners. If an official forcibly confiscates property from a citizen, his wealth should be confiscated and handed over to the treasury, and such an official should be punished so that others do not see the situation and oppress the people, and such an official is not given another job.

In addition, the rulers of the kingdom said, "Ministers and proxies secretly check their condition and how they are doing, because the peace and harmony of the kingdom and the country, as well as their corruption, depend on those ministers. "If the minister is good, if his intentions are not good, the country will be damaged, there will be no way to fix it, and the king will always be upset, upset and distressed." In this way, the Nizamulmulk must pay attention to the activities of the king's ministers in governing the state, and monitor their activities from time to time from the outside, indicating that the king could suffer greatly from such a minister if the minister does not justify the king's trust.

There are several stories from this chapter, one of which states that the king should not forgive the sins of the following four categories of people:

The first is those who committed suicide in his country;

The second is those who look at its harem;

The third is those who revealed his secrets;

The fourth was that they were strangers to the king and secretly plotted against the king with their enemies.

Nizamulmulk, therefore, the king must be vigilant, so that nothing is out of his control.

The fifth chapter of the "Policy" deals with "the question of the owners of iqta (property) and the state of the people." It reads: "The muqattas who have iqta (muqatti-iqta-chek, the owner of property) should know that they have the right to receive the reward from the people only for good, and that people must be safe with their bodies, children and equipment. If people want to come to the palace and report their situation, then they should not resist, and if any muqatta does so, he should cut off his hand, withdraw his iqta, punish himself, and set an example for others." Thus, the thinker emphasizes the need to prevent property owners from harming the public, to ensure their safety in all respects, not to prevent citizens from informing palace officials of their situation, and to take action against property owners if they violate the rules. In his view, property owners should understand that both property and citizenship belong to the sultan. Righteous kings must always care for the weak and inspect the affairs of the property owners every two or three years for the necessity of the country, so that the property owners do not look down on the rights of the subjects. Then the region will be prosperous and administrative.

The sixth chapter of the work is entitled "On the relationship between judges, preachers and muhtasibs and the development of their work." It explains that the king should be fully aware of the situation of the judges of the country, who of them are scholars, ascetics, poor, but humble, should be educated and dealt with. If they do not meet these requirements, they should be fired and replaced by other deserving people, paid to each of them at the required level, and not allowed to betray them. If a ruler rules with anger and oppression, they should be removed from office and punished.

The play even states that provincial governors are obliged to follow the rules of the judge and the Sharia, that those invited to their meetings must attend, that no one should renounce their judgment, so that justice can be done and the state can prosper. It is said in this regard: "The governors of the provinces should follow the rulings of the judge and the Shari'ah, and they should gather such scholars in the palace and not harm their orders and decisions. If a person does not want to go to the meeting of the Shariah governor, he is forcibly brought so that the truth becomes clear and no one refuses the verdict. Since the time of Adam (peace be upon him), there have been many cases in the world where justice has been done in every nation and property, and justice has been done. That is why their property and state have been prosperous for many years."

"Policy" is a work that serves as an example for various aspects of society. It also contains information about the various strata, the duties in the field of religion, or the duties to be performed by the king in matters of religion, sharia. The seventh chapter deals with the study and practice of religion, the Shari'ah, and the like. It is said in this regard: "It is obligatory for the king to study the work of religion, to perform the sunnah of the Messenger, to give his share from the treasury, and to honor and respect the zahid and dervishes." Nizamulmulk also advised the kings to summon the clerics once or twice a week and listen to their interpretations of the Qur'an and the hadiths. One of the stories in this chapter says that the best virtues of kings are piety, and according to another narration, the best sultan is the one who sits with the clergy, and the worst of the scholars is the one who sits with the sultan. He hopes that a just approach will be

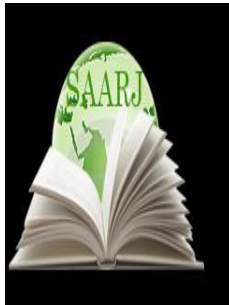
formed in the king, who is aware of this religion, and on this basis he believes that any misconduct or actions contrary to the norms of society will not take place.

In his work, Nizamulmulk emphasized moral concepts such as justice, fairness, correctness and honesty, interpreted the political phenomenon in relation to real life, and firmly defended the idea of a centralized state. He put forward the idea that the king should be brave, wise, enterprising and determined. The thinker states that if the centralized government (executive power) is strong in the state, then peace and justice will be stable, the people will achieve their goal, the society will live in peace and justice, mercy.

From the views of the state on public administration in relation to the organization of the political system of society, it can be concluded that knowledge of all aspects of politics and public administration, as well as human life and understanding of their relationship does not belong only to the official or ruler. They apply to all members of society. Therefore, it is possible to ensure the stability of the whole society and to establish justice and build a prosperous life only by making political and administrative decisions on the basis of councils and consultations with experienced, wise and noble people. The main ideas of the work call on kings and governors to justice, peace and kindness, to establish strict rules and regulations in governing the state and society, to honest and faithful officials in various positions, to ensure the prosperity of the country, peace and harmony of the people.

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DOI: **10.5958/2249-7137.2021.00774.6**

THE ROLE OF EDUCATION IN THE UPBRINDING OF CHILDREN

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ABSTRACT

*The scientific article contains theoretical and practical views on the issue of ensuring the ideological and ideological security of the Uzbek people in the transition from national revival to the national upsurge. Concepts are given a philosophical definition and their current development trends are shown. The ideas of ancient philosophers on a systematic understanding of the issue of interest helped to create a unique philosophical paradigm about the "Benefit" of the philosophers of the XVIII century. For example, the French philosopher Paul Henri Golbach, in his book *On the System of Nature or the Laws of the Material and Spiritual Worlds*, said: "Interest is the idea of one's own happiness according to one's character and ideas; are things that one of us thinks are necessary for our happiness."*

KEYWORDS: *Security, Moral security, National ideological and security, Public interest, State interest.*

INTRODUCTION

Over the past 30 years, the people of Uzbekistan have come a long way, consisting of endless struggles and hard work. This path, by its very nature and content, is: the attainment of independence, the struggle to preserve it, and the longing for dependence by some; maintaining peace and igniting the flames of civil war by enemies; justice and injustice; democracy and bureaucracy; finding a bite of honesty and amassing wealth with dishonesty; to think of the fate of the ordinary working man and to dishonestly pursue them in their own interests; adoption of laws and non-enforcement; disobedience to the people's grievances and increased aspiration for power; the rise of corruption in all spheres and the failure to combat it; the destruction of the people's trust in the government by their actions; lack of unity between word and deed; limited access to higher education for gifted ordinary children in higher education as a result of growing corruption in the education system; rising unemployment from year to year; the rise of ignorance

of reality, arrogance, laziness, and bigotry, especially "god-making" of leaders; the deterioration of good neighborliness and, finally, the launch of comprehensive reforms to radically change the economic, political and spiritual situation in the country in the interests of the people (Kuzmina, 2018; Song & Lin, 2010; Survey & 2008, n.d.).

Because if such conflicts are not prevented, the independence of our country will be lost. Because the effective use of such a country with rich natural resources (underground and aboveground), favorable weather conditions, skilled cheap labor, hardworking, educated children is in the interests of the most developed countries in the world.

METHODOLOGY

Therefore, countries such as Russia, China, the United States, Germany, Britain, and France are trying to attract Uzbekistan to their interests by any means, means and methods.

So, what is the benefit? A number of philosophers who lived in Ancient Rome were among the first to answer this question and tried to understand and explain the role of interests in the life of society and the state. As a result, in ancient times, ideas were formed that understood the existence of interests and needs of people working in various spheres of life in relation to social institutions and norms, the decisive role of their satisfaction. For example, Aristotle "believes that the highest goal of human life is prosperity, and that it is achieved by satisfying one's own interests is the result of the need and emerging interests in society through causes" [1.371]. Thus, although ancient scholars did not define the concept of "interest" as a philosophical category, they also had an idea of its origin and formation, its role in social life (Bendini, 2013; Hench, 1998; Schools, 2010).

Thus, the ideas of ancient philosophers on a systematic understanding of the issue of interest helped to create a unique philosophical paradigm about the "Benefit" of the philosophers of the XVIII century. For example, the French philosopher Paul Henri Golbach, in his book *On the System of Nature or the Laws of the Material and Spiritual Worlds*, said: "Interest is the idea of one's own happiness according to one's character and ideas; are things that one of us thinks are necessary for our happiness. So the conclusion that follows from this is that no human being is completely deprived of his or her interests. For example, the interest of the trader is to accumulate wealth. Thus, the object that binds everyone to the idea of their happiness is called interest" [2.311], and another French philosopher, Claude Adrian Helvetius, in his book *On Man, His Mental Ability and Upbringing*: "Interest is the basis of all our thoughts and views." [3.346.], - described and described. It is clear from this that they tried to solve the problem of the object and subject of interest in terms of the human factor living in the existing reality.

MAIN PART

Thus P. Golbach, R. Diderot, K. Helvetius and others saw in the interest the real foundations of morality, politics, social order. In our view, it is not surprising that when they understood the nature of interests as a leading activity, they suddenly came to the correct conclusion that "interests change people's lives".

The famous Uzbek poet and thinker Alisher Navoi (1441-1501), thinking about the driving forces of history, believed that material interests and reason are the main factors determining the actions of people. In doing so, he argues, the first factor prevails, with some rare exceptions. Thus, he said, people's actions are determined by material gain, not spirituality concluded. In one of his

works, Navoi says: "People do not act unless they feel the need. People act out of self-interest, striving for something that benefits. Know that a person does not do what is the result. " Although he was not an economist, Navoi was well aware that material gain was a decisive factor in the actions of not only individual people but of society as a whole. He said: "Satisfaction of the people is a blessing that solves any other complex problems. According to him, it is possible to conquer the whole world" [4.26.].

Many such examples can be cited from the history of social philosophy. However, today we are talking about ensuring the national interests of the people of independent Uzbekistan, the protection of their ideological and ideological security, prepared by a group of Uzbek scholars in the book "National interests and management responsibilities. Principles of Awareness and Vigilance": "Interest is aimed at changing the objects of existence, bringing them closer to the needs of the social subject, that is, it acts as an active force that encourages people to consciously work to change beings. That is why interest acts as the motive of human activity.....interests arise in the process of practical activity of people and under its influence act as a necessary link in the transition of objective and subjective things. Both the reflection and change of social existence in the mind always takes place through interests" [5.12.], In the book "Legitimacy of Reforms" by H.F. Khaydarov: "By interest we mean the subject's satisfaction with the conditions, that is, his various needs we understand the set of attitudes and activities. " [6.49.], although they are correct in terms of the rational essence of these ideas, but they do not clearly define it as a philosophical category.

To clarify the matter, it is first necessary to know what the lexical meaning of the word means. In this regard, the "Explanatory Dictionary of the Uzbek language" states: "Manfaat [Arabic - profit, income] - means material, spiritual, physical and other (visible) benefit, naf" [7.540.]. Based on this word, the concepts of "Beneficiary - has an interest in something, who is interested", "Beneficial - has an interest, has a benefit; useful", "Beneficial - a pursuit of personal interests", "Uninterested - an interest, useless, useless, useless" They are deeply rooted in the language and way of thinking of the Uzbek people in their daily lives. Of course, this lexical concept does not claim a philosophical definition. However, based on the meaning of the word, it can be philosophically defined as follows. Benefit is a system of activities carried out by an individual, person, people, nation, people, state and society for the benefit of any material, spiritual, physical and other benefits, based on the requirements of the necessary objective and subjective factors in reality (Fangel, 1984).

Interests can be divided into several types depending on the object and subject, place in space and time, mode of operation, satisfaction of needs, moral content, and place in politics, social structure of society and other aspects. Among them is the issue of national interest. Because as long as there is a social group, association, organization, national statehood, which represents their legal unity, the national interest also exists as a system of activities of individuals, communities, states, which have their own ontological and epistemological nature.

Finding an answer to the question of what the national interests of the Uzbek people are reflected in the transition from national revival to national uplift is one of the most pressing issues. In this regard, the President of the Republic of Uzbekistan Sh.M.Mirziyov said: "By national progress, we mean the development of our country, raising the living standards and quality of life of our people to a higher level in all respects. No matter what reforms, what changes, what new projects we are implementing today, they are all aimed at a single, great goal. And it is to please our hard-

working, hard-working, noble people, to justify the trust of our compatriots, who are courageously overcoming all the trials of life, to alleviate their burdens." [8.] Based on the rational essence of these views, the concept of "national interests of the Uzbek people" can be philosophically defined as follows.

The national interest of the people of Uzbekistan is a system of activities carried out in order to gain some material and spiritual benefits, based on the requirements of the necessary objective and subjective factors arising in the existing reality in accordance with their national and universal characteristics. At the heart of this are a number of moral and spiritual qualities of the Uzbek people, such as diligence, honesty, gratitude, sharing and justice. When the national interest is not based on the high moral and spiritual qualities of the nation and universal moral norms, it loses its moral basis and leads to a weakening of the implementation of the principles of legitimacy in domestic and foreign policy. This, in turn, ends up disrupting the system of national interests.

In the context of globalization, efforts are being made to ensure the national interests of the people of Uzbekistan, firstly, in the broadest human interest, and secondly, in the relatively narrow sense, the interests of the state, by ensuring their ideological and ideological security (BOBUR et al., 2015).

As the head of our state Sh.M.Mirziyoev said: "Today, the main goal of our life, embodied in our Constitution, is to ensure the full protection of human interests. In order to ensure the interests of the people, first of all, it is necessary to communicate with the people, to know their concerns, aspirations, problems and needs. " [9.114] based on this idea, in order to know the interests and needs of the people, the President Extensive dialogue with the people has been established at the initiative of the people." People's receptions" have been established in all districts and regions. In the past three years, from March 2017 to 2020, the virtual reception of the President received 3644701 applications from citizens. Mutual compassion 3592502 considered [10].

GOVERNMENTAL STRUCTURE

The first direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to establish open dialogue with the people. The basis of ideological and ideological security in this area is that the communicating official does not lie, does not promise impossible things, acts at the level of authority given to him. It is clear from life experience that the official's "filling the sheep of the people with false promises" has always led to ideological confusion and paved the way for the formation of ideological consciousness, such as a confident view of state power.

The second direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to protect their interests in housing, food, clothing, etc., which are necessary for their vital needs. Thousands of houses are being built in this area, and significant work is being done to meet their needs for food and clothing. For example, in 2019 alone, 17,100 houses were built in rural areas, 17,600 in cities, and a total of 34,700 cheap and comfortable houses [11.]. Ensuring ideological security in this area is primarily seen in the organization of work to provide housing to needy, low-income families, lonely disabled elderly people. Bordiu, who actually owns several houses and fraudulently bought a cheap house in order to profit from the sale of the house, is also one of the ideological perverts. Because they are first and foremost ordinary people, and then "self-interested people" who put their personal

interests above the national interests of the state. Such people are "secular-materialist" who ideologically strikes at the roots of the response of our internal national interests.

The third direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to ensure the interests of people in entrepreneurial activities in accordance with the requirements of a socially oriented market economy. As the head of our state Sh.M.Mirziyoev noted: "Entrepreneur feeds not only himself and his family, but also the people and the state. Obstruction of business development is considered to be an obstacle to the state policy, the policy of the President"[12.148.]. So, it is an objective necessity to fully protect the interests of entrepreneurs, who are the "driver" of the development of our country, to ideologically and ideologically protect the policy pursued by the state in this regard. After all, today a lot of work is being done to protect the legitimate interests of entrepreneurs. Among the arsenals of ideological protection of the entrepreneur from the attacks of the "hidden economy" are the values passed down from ancestors to generations as a spiritual heritage. For example, not to overestimate the value of the goods, not to weigh, not to engage in usury, to fulfill the contract on time, to help the widows from the proceeds, and so on.

The fourth direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to bring up children who are committed to the noble idea that "the interests of man are paramount." Because, "...our children will either bring us anxiety or benefit tomorrow"[13.91.]

It is well known that in today's world, the conflict of interests for the possession of material and spiritual resources is becoming more and more dangerous. At the same time, the main focus is on the ideological struggle to capture the minds and hearts of more than 2 billion young people in the world. Young people are becoming victims of conflicts of interest. That is why international organizations with great financial resources are trying to attract the youth of Uzbekistan, who make up about 60% of the population, to various conflicts of interest in the world under various pretexts (training abroad, employment, etc.).

The fifth direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to ensure the ideological and ideological security of anti-corruption work, which is a hidden force that prevents the full realization of human interests. In this regard, President Sh.M.Mirziyoev said: "Unless all segments of the population, the best specialists are involved in the fight against corruption, all members of our society will not be able to achieve our goals without being vaccinated with the "honesty vaccine". We must move to early prevention of corruption before dealing with its consequences. " [14] This is the worst ideological violation in the implementation of work in this area, which is the fact that in its past and present activities, officials directly or indirectly involved in corruption in large-scale meetings and gatherings on the fight against corruption.

CONCLUSIONS

In conclusion, it can be said that the main national interest of the people of Uzbekistan is to live a free and prosperous life in an independent, free and prosperous homeland. The common national interests of our country today and the commonality of national ideas and ideologies as a matter

of law; "Most importantly, everyone living in our country, every family must feel the effects of our reforms in their lives today. To do this, leaders at all levels must work to ensure the vital interests of every citizen, without chasing interest, numbers, paper. Then our enlightened elders, honorable fathers and mothers, honorable women, dear children, great-grandchildren, and all our multinational people will be pleased with us." [15]

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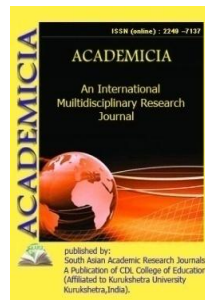
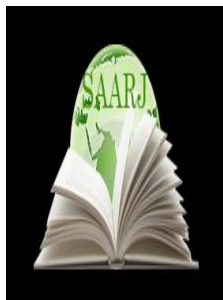
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DOI: **10.5958/2249-7137.2021.00940.X**

THE ROLE OF IMAM TERMIZI IN THE UPBRINGING OF, SUNANI TERMIZI”

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ABSTRACT

Expand the religious, scientific, legal, philosophical worldview in the education of the younger generation by explaining the essence of the works of Imam Termiziy, SunaniTermiziy”, Upbringing a morally mature person by developing an aspiration to national values, National spirituality, the study of the material spiritual heritage of ancestors.

KEYWORDS: *Man, spirituality, Islam, religion, sect, purpose, life, child, upbringing, morality, Hadith, perfection. The study of Imam Termisiy Hadiths should start from the school period”*

INTRODUCTION

A person lives by setting Great Goals for himself in his life. Thoughtful intellect requires patience from man, to strive towards the goal in the owners. In the hearts of ambitious young people aspiring to science, there is an increasing interest in studying the works of great scientists, scholars of Hadith, as a result of the scientific study of the works of Imam Termizi, hadiths recognized by the world, the worldview of the younger generation is growing, the culture of circulation, the culture of speech, moral qualities are of. Describing the books of Abdullah Holidi's Imam at-Termizi, Jome ' as - Sahih, they say that whoever has this book in his house will be as the Prophet is speaking at the House of them.” The president of the Republic of Uzbekistan ShavkatMirziyoyev has initiated creative work with the aim of restoring Imam Termizi's spiritual heritage. On February 14, 2017, Imam Termizi made a decision to open the International Research Center.

METHODS AND METHODS

Philosophical, legal, scientific methods adopted for the article, historical, scientific, impartial and consistent principles are reflected in it, which is an important source in the study of the works of the great Hadith scholar Imam Termizi from the national values of the Uzbek people, in the formation of moral qualities in the field of education. The order of writing hadiths came into being in Iraq in the VIII century of Islam.

In a nutshell, the world of hadiths forms the basis of human rights, spiritual and educational. In it, scientists from various fields of Medicine, biologists, chemists, or literary scientists will undoubtedly discover the field of their field of study. After the Republic of Uzbekistan gained independence, our national values were restored. In the National spirituality, a wide way was opened to study the rich experience of the treasure of ancestors. We began to understand ourselves. In the science of Imam Termizi of compatriot because Sunan is one of the scholars who founded the direction of

“Al Jami-Al sahih” is called, Sunan” Termizi of a convincing collection. The Prophet (S.A.V):” One faqih is better than a thousand ignorant monuments,” those who have been blessed. Because when a person is a faqih, nothing distracts him, he does not hit himself with any currents and groups. On the contrary, he becomes a fixed man in his own way. The greatest of fiqh is healthy. The founder of hanafiya described the science of Imam Khazratiam (rahmatillahialayh) as “fiqhi Akbar”. On Earth, the main majority of Muslims follow the Imam A’zham. In the book” SunanTermiziy, “ these aspects are taken into account (1.6) In the education of Islam Karimov, the first president of the Republic of Uzbekistan, we educate our children on the basis of secular knowledge, as well as the hadiths of Imam Bukhari, the teachings of Naqshbandiya, the termiziyO’gith, the wisdom of Yassawi.” (2. 2 p) „Authentic hadiths, narrated by those who are right and intelligent people, those who are right and intelligent people, are intensive without interruption from beginning to end (without interruption and defect) is a Musnad Hadith.

And Musnad Hadith is just a hadith raised from the Prophet Akram himself. Types of authentic Hadith: An authentic hadith narrated from a church that cannot be reconciled mentally and usually on something false, a church that has the same quality at the beginning, between and at the end of the ticker. Various anti-religious views have been put forward regarding the setting of this church's census. Ahad the news of every single one of such hadiths is called Vahid. , habariVahid “the hadith narrated by one person in the literal sense means the hadith narrated by one person. The famous Sikha (trustworthy) is a hadith narrated by the congregation (more than two) from one imam in common. The Hadith scholars up to Imam Termizi divided the hadiths into two parts. The order of dividing the hadiths into three parts was initiated by Imam Termiziy. Authentic, Khasan, divided into weak species.” 3. (.33)

Alloma Tashkent Prince Jesus has presented several works in the field of at-Termis science of Hadith. His This „ Al Jami'assahih ' (The Book of Sune) has assessed that the most numerous of the benefits among these works, the most compact of the order, is the least work of repetition.

Research results:

Once the Republic of Uzbekistan achieved independence, our national values were restored. The national spirituality opened a wide range of studying the ancestral treasury experience. The understanding of our identity began. Our great compatriot Imam al-Tirmidhi founded the

direction of hadith, Sunan Since they are from muddids, the trustworthy collection is called SunanTermezi. Our Prophet (saas): It is blessed, "It's a one favner better than a thousand Obeds." Because if man is favih, nothing can distract him, he does not hit himself any current and groups. On the contrary, it will be steadfast in its honor. The greatest of jurisprudence is a healthy genuine. Hanafi's founder, Azam (thanks for thanks), described the science of honor, Fiqihi Akbar. On earth, the main Muslims apply to ImamiaAzam. In the book of SunanTermezi, these aspects are taken into account (1 page 6) About the First President of the Republic of Uzbekistan Islam Karimov, we are among our children along with worldly knowledge Hadiths collected by Imam Bukhari, Naqshband teaching, Termez' sities, wisdom of Yassaviya. "(2.2 page), Sahih hadiths narrated that intelligent and intelligent person is narrated from the intelligent and intelligent person, and the council was constantly and is not convenient to the end, a sho (unavailable and without moths) is a muscular hadith. The parn'ad hadith is a hadith as a result of Messenger.

TYPES OF AUTHENTIC HADITH

An Authentic hadith narrated on a church that cannot be allegedly, in the midst and in the end, which cannot be allegedly in the middle and in the end of the circumstances of the false lies. This is a variety of views on how to mark the number of the church. Each of such hadiths of Ahad is called messenger vahid. According to the message of the news, hadith narrated by one person. It is a hadith narrated from one imam in common church (more than two people). "The hadithsters to Imam al-Tarzidi divided the hadiths in two parts. The hadiths were divided into three parts order of the sahih, Hassan, weak. "3. (. 33)

Profounder Tashkent offers a number of works in the field of al-Toshki, which is the best of these works, and the order is the most chorter, the most cheat. The Imam Termizi made special attention to gathering himself of self-interest in the field of hadith science. He endured any difficulties in this regard. After examining the hadiths that read or heard that he recorded them on separate papers. Thus sacrificial hadiths are sahih and dubious hadiths to classes. Hasan. Weak. Divided into adjectives and kinds such as stranger. Imam al-Termizi was powerful to memorize Termizi. Used to meet with the hadithistMuhaddid to Makkah, during communication and conversations. He asks the scholars to learn from hadith. Paper if not a scientist. Take a pen by his brother, Jesus will not be able to find a pencil. Scientist tells the hadiths close to the sixmicTermiziyy is as described as writing on the papers. Behasan involves the scholar to the actions of the Imam Termizi. The scholar purers to seeing that nothing is written on the paper and what you want to take me my time and wanna waste. Imam Termezi said, calming, "Shall I forget the hadiths you spoke" Teacher, on the other hand, holds on the cross to the sense of at-Tiribus by acknowledging the strength of the memory. Imam al-Termizi created in the ninitary century AD during the III century AD during the gold of the hadithology. The first match between Imam Bukhari and Imam Termezi was held in Nalipur, and we will talk about the unparalleled friendship of teacher disciple. Because this attitude and friendship is a great enlightenment, Islam has given great fruit to the world of hadith. Sahih. Two scientists discuss the mostaditions of Hasan hadiths. Imam Bukhari accurately accepts criticism of the Imam Termizi's criticisms and appreciates his knowledge of his knowledge and appreciates it with the following thoughts. , humbly you are me. I enjoyed me more than you, even though you enjoyed. " (3. Page 125) Our samples of Imam al-Termizi Hadiths provide a person who knows man „Search to grave to grave from crowns " „if a person is a man with knowledge”, „May Allah be

cursed to the fatherly weeping "paradise under the legs of mothers" Parent is to respect mother, divinity, and patience, and child upbringing, honesty, straightness, courage, loyalty, courage, loyalty, Orphans - being merciful to Esdays, humility, generous play an important role in the development of the qualities. By explaining the content of hadiths, moral is formed human qualities on the basis of religious - scientific knowledge. Children also study the discipline of Islamic discipline as well as a sense of respect for national values. He embodies oriental qualities. After all, the person who has forgotten his self-spirituality is steadfast in the faith. The independence of the Republic of Uzbekistan has created the opportunity to study national and religious values for our people. The renewal of Islam, which formed in the former Soviet era in our country, has allowed the grantity of religious freedom as a national value as a national value, publishing the works of spiritualitudes in Islam. From the Treasure of Legal Heritage the SunnaiTermizi book of Termizi guides the Muslims to Muslims in the conduct of Islam. Using the cause of the work, one of the reasons for this name is that fiqh, the rules, the hadiths of the rules of the rules. Along with, we are not commenting to say that there is a lot of advice, geniifts, the qualities of such a commentary, and the qualities of this levels, not in the work of the author. The work is divided into several chapters. It performs ablution, salmon, prayer, zakat, fast, and sanction, consent, consent, and consent, jihad, vows, faith, biography, jihad, clothing, clothing. Foods, Beverages, Charms Goods, and Mosts, Tongler, Fardors. Cuts.Hayrihi, and satellite Abranches, prophecies, testimon, permission, and etiquette, etiquette, etc. The qualities of the Qur'an have brought recitation, demursing, prayers, evils, "(4. 53page)

CONCLUSION

In conclusion, it is appropriate to focus on the following. 413 manuscripts of Imam Termezi and Termezi are being studied in libraries around the world and in international research centers. We have 43 manuscripts of Termez scholars in various libraries of Uzbekistan, which are scientific sources in the field of medicine, philosophy, jurisprudence. These sources are currently studied in more than 34 international research centers in foreign countries. President of the Republic of Uzbekistan Sh. Mirziyoyev noted that young scientists and researchers should be brought to the Imam Termizi International Research Center in Surkhandarya to study the heritage of scholars. History teachers, ATM teachers, Imam Khatibs advised to be a primary school in hadith studies, which educates the younger generation. The President instructed the scholars to study history and build a school for religious education near the center.

The Imam Bukhari School of Hadith Studies in Bukhara is intended to be a basic primary school. The hadiths written by our ancestors are of great importance in terms of education, and if they are inculcated in the minds of young people, they will be brought up as mature people with a broad spiritual worldview.

RECOMMENDATIONS

The order of dividing the hadiths into three parts was initiated by Imam al-Termizi, Sahih, Hasan, and Zaif. Species. " 3. (. 33) The scholar Tashkopirzoda Isa at-Termizi has presented a number of works in the field of hadith science, and this "Al-Jami 'as-Sahih" (Book of Sunan) is the most useful, the most concise, and the least repetitive. He assessed. Imam al-Termizi paid special attention to the collection of hadiths that interested him from a young age in the field of hadith science. Imam Termezi and Imam Bukhari have established sincere friendly relations. They describe the books of Imam al-Termizi, Jame 'al-Sahih, and say, "Whoever has this book in

his house, it will be as if the Prophet was speaking in his house." It is necessary to have Termizi's works in every family, to teach children about Imam Termizi and his hadiths, and to inculcate their educational significance in accordance with the child's mind. Man lives life with great goals in mind. It required a person with deep intellect to strive for a goal, to act, to be patient, to seek faith. There is a growing interest in the study of the works of great scholars, hadith scholars in the hearts of young people aspiring to science. As a result of studying the works of Imam Termezi, a world-renowned hadith scholar, the scientific and religious context of his hadiths, the worldview of the younger generation expands and grows, the culture of behavior, speech culture, moral qualities, beautiful meaning in life. A person leaves a good name, a successor of his life during his lifetime, righteous, righteous, throughout the life of his children. There is a similar proverb among our people. It is not for nothing that it is said, "A good man leaves a stain on a garden." The Uzbek people have their own vital roots, spiritual and scientific heritage, material and spiritual resources. Ancestor blood flows in our veins. Our people are knowledgeable, hospitable, tolerant, generous, noble, virtuous, who find themselves with a cocktail of honest bread and share it with their friends. The transmission of such habits from generation to generation relies on the ancestral heritage as spiritual and material food. The content of the works of Imam Termezi is one of the greatest sources of education in human life. Sunan Termezi is an invaluable source in the legal heritage treasury. Every family should love books in order to use the spiritual heritage of their ancestors in the upbringing of their children. If the parents are readers, the children will follow suit. In this regard, Abu Ali Mansur ibn Abdullah al-Khalidi described the books of Imam al-Tirmidhi, Jame 'al-Sahih, and said, "Whoever has this book in his house, it will be as if the Prophet was speaking in his house." It is necessary to have Termizi's works in every family, to teach children about Imam Termizi and his hadiths, and to inculcate their educational significance in accordance with the child's mind. In the child's mind is formed a sense of attention to the spiritual resources left by our ancestors. He strives to be a perfect person to follow the example of great people. A person who is perfect to follow the example of great people. Compare a child to a sapling. Family upbringing, spiritual outlook, moral qualities in relationships, conscientiousness, diligence, entrepreneurship, honesty, integrity are important factors in the upbringing of a child. According to the hadiths, if you feed your child honestly in the process of raising a child, he will grow up to be a pure body, strong in spirit, a believer, a gentle heart, a person who values his parents, a grateful person, and a patient, hardworking and thrifty person. Explaining to the child the moral, religious, philosophical, and legal aspects of the benefits of the hadiths in our way of life as spiritual nourishment, he will grow up to be a perfect human being and develop mentally. The order of writing hadiths in Islam originated in Iraq in the 8th century. In essence, the world of hadith is the basis of jurisprudence, human rights, spirituality and enlightenment. In it, scientists of various fields, such as medicine, biology, chemistry, or literature, will undoubtedly discover the horizons of their fields. After the independence of the Republic of Uzbekistan, our national values were restored. In the national spirituality, a wide way was opened to study the rich experience of the ancestral treasury. We began to understand ourselves. Our great compatriot Imam Termezi founded the Sunan School of hadith. Being a hadith scholar, the convincing collection of Al-Jami 'al-Sahih is called Sunan al-Tirmidhi. The Prophet (peace and blessings of Allaah be upon him) said: "One faqih is better than a thousand ignorant monuments." The Prophet (peace and blessings of Allaah be upon him) said: "If a person is a faqih, nothing can distract him, he will not strike himself into any sects or groups. One faqih is better." On the contrary, he is steadfast in his beliefs. The greatest of

jurisprudence is sound faith. The founder of the Hanafi faith, Imam A'zam (May God bless him and grant him peace), described the science of faith as "great jurisprudence." The vast majority of Muslims in the world follow the school of Imam Azam. These aspects are taken into account in the book Sunan al-Tirmidhi (p. 1.). On education, the first President of the Republic of Uzbekistan Islam Karimov said, "We bring up our children along with secular knowledge on the basis of the hadiths collected by Imam Bukhari, the teachings of Naqshbandi, the teachings of Termez, the wisdom of Yassavia." (p2: 2-) The authentic hadiths are narrated by a person who is correct and intelligent, narrated by people from a person who is correct and intelligent, who is constantly informed from the beginning to the end of the hadith, and who is a shawl and a mulal (uninterrupted and perfect). The Musnad hadith is a hadith that was narrated only by the Noble Messenger himself. Types of authentic hadith: A consensus is a congregation, which cannot be united on the basis of reason and what is usually false. It is a saheeh hadeeth narrated from a congregation of the same quality at the beginning, middle, and end. Ahad Each of these hadiths is called a single message. According to the lexical meaning of "Khabari Wahid", a hadith narrated by one person means a hadith narrated by one person. It is a hadith narrated jointly by a congregation (more than two people) from a well-known imam. Hadith scholars before Imam al-Tirmidhi divided the hadiths into two parts. The order of dividing the hadiths into three parts was initiated by Imam al-Tirmidhi. Sahih, Hassan, Zaif. Species. " 3. (. 33) AllomaTashkopirzoda Isa at-Tirmidhi presented a number of works in the field of hadith. He considered this "Al-Jami 'as-Sahih" (the Book of Sunan) to be the most useful, the most concise, and the least repetitive. Imam al-Tirmidhi paid special attention to the collection of hadiths that interested him from a young age in the field of hadith science. He endured any hardships in this regard. After checking the hadiths he had read or heard from the book and making sure that they were correct, he recorded them on separate papers. Thus the hadiths are sahih and the doubtful hadiths are saheeh. Hasan. Weak. Divided into qualities and varieties like a stranger. Imam Termezi's memory was strong. ,, On his way to Mecca for Hajj, the hadith scholar will meet and talk with the hadith scholars. He asks one of the scholars to teach him a hadith. If you don't have a scientist, take a pen and paper. On the contrary, Jesus will not be able to find the pen. The scholar narrates about sixty hadiths. Termizi moves his hand as if writing on paper. Unexpectedly, the scholar's actions caught the eye of the scholar. The scientist gets upset when he sees that nothing is written on the paper and scolds me as to what you want to take my time and waste.

Imam al-Tirmidhi said calmly, "Shall I recite the hadiths you have narrated from memory?" and has just heard from a scientist. Narrates all the hadiths one by one. The master-scholar, on the other hand, recognizes the strength of At-Termizi's memory and holds his collar. Imam al-Tirmidhi wrote in the third century AH, in the ninth century AD, in the golden age of hadith studies. The first meeting between Imam Bukhari and Imam Termezi took place in Nishapur. We will focus on the unique friendships of teacher discipleship. Because this relationship and friendship has had a great impact on the world of science, enlightenment, Islam and hadith. Sahih. The two scholars discuss the hadiths of hasan a lot. Imam Bukhari correctly accepts the criticisms of Imam Termezi, acknowledges the breadth of his knowledge, and appreciates him with the following thoughts. "With humility, you are from me." I have enjoyed you more than you have enjoyed me. " (3. 125) here are some examples from the hadiths of Imam al-Tirmidhi."From the cradle to the grave - seek knowledge""A man of knowledge will not be humiliated""May God curse the one who cried for his parents." "Paradise under the feet of mothers" diligence, honesty, truthfulness, courage, loyalty, kindness to orphans, humility,

generosity play an important role in the upbringing of children by promoting respect for parents, knowledge, patience, gratitude, family, character. By explaining the content of the hadiths, moral and educational human qualities are formed on the basis of religious and scientific knowledge. Children also learn Islamic discipline and develop a sense of respect for national values. It embodies Eastern qualities. For a person who has not forgotten his spiritual identity is steadfast in faith. The independence of the Republic of Uzbekistan has created an opportunity for our people to study national and religious values. The revival of Islam, which was violated in the former Soviet Union, has given freedom of religion as a national value as a result of independence, and the spiritual heritage of Islam has allowed the publication of works by hadith scholars. Imam al-Tirmidhi's book, *Sunan al-Tirmidhi*, from the Treasury of Legal Heritage, shows Muslims the right path to follow in performing the deeds of Islam. One of the reasons why the work is called by this name is that it contains a lot of rulings and hadiths on the subject of fiqh. It is not an exaggeration to say that there are many hadiths in the play about discipline, morality, and good manners, which are not found in any other author's work. The work is structurally divided into several chapters. It includes ablution, salawat, prayer, zakat, fasting, pilgrimage, funeral, marriage, breastfeeding, divorce, trade, compensation, norm, sayd, sacrifice, vow, faith, verses, jihad, clothing, food, drink, charity, and generosity, medicine, benevolence, and the onslaught of destiny, conspiracies, prophecies, testimony, and the attributes of heaven, the attributes of hell, faith, knowledge, permission, and manners. The virtues of the Qur'an are recited, commentary, supplications, manaqibs, and vices are mentioned. (4. 53p)

The Sunnah is narrated from the Messenger of Allaah (peace and blessings of Allaah be upon him) in explaining the rules of prayer in *al-Tirmidhi*, in the chapters on ablution, and in imparting religious knowledge. "Prayer and almsgiving from unclean money are not accepted from an unclean person." and teaches people to be clean. He states that the key to prayer is ablution, and the analysis of takbeer is salaam.

The five daily prayers and righteous deeds are taught. Jalaliddin Suyuti narrates in his *Qut al-Mughthazi*: Imam al-Tirmidhi's *Sunan* is divided into chapters. This is also a science. Fiqh and jurisprudence are also a science. It is also a science to say the ilal that separates the sahih and the sagim. Mentioning the types of hadith between them is also a science. The names and nicknames of the narrators are also a separate science. Jarh and modification. Determining the narrators who found the Messenger of Allah and those who did not find him is an isnad narration. The names of those who quoted it are all forms of social science. But the details are too many. So the benefits of this work are many. "It is obvious that the works of Imam Termez paid great attention. Because it contains the benefits and qualities that should convey to Muslims. It is no secret that there are important new problems in the eyes of modern people. Among them has a problem that remains available to all nations in centuries. He is also the foundation of this life and strengthening peaceful peace, the guarantee. Peace is one of the most important assignments of God's. For no one can save life and creatures that are the main duty without Him. Imam al-Termizi's work, and *Sunan*, is the same ummahs to live in peace, to be a mutual love, oppression, fighting, boo, rebellion, envy, encouraging such qualities as far as. The Messenger is full of blessed hadiths. I want to bring samples from the wikmathom's hadith of the Prophet (peace and blessings of Allaah be upon him, So that the believing Muslims, who fear God, listen carefully to the hope of the Hereafter, narrate these hadiths of the Messenger of Allah. And I will obey in the name of Allah that you will not enter Paradise until you are believers. You cannot be

believers until you have granted love. The way to form love is to introduce the path of greeting in your middle. They considered the habit of greeting the Messenger of Allah, may Allah bless him and grant him peace, Fortunity to mutual love, on the other hand, interpreted as a guarantee of all deeds and prayers. Another hadith narrated by Imam Thirmazi, our Prophet (saas) blesses, it is also charity to feed the brother's face with a smile. AmbingAmruuMa'ruf, Nahalah Marking is also a charity. It is also charity that the lost person is right. Removing the stone or thorn lying on the ground, they say that your brothers in your chelagen is also under the verdict". President of the Republic of Uzbekistan Sh. Mirziyoyev. Learn the precious heritage of the great scholar who has made a huge contribution to the development of Islam, The Committee on Religious Affairs in the heart of the Middleist of Our Holy Religious values in the spirit of noble ideas of our holy saints in the spirit of good ideas of the Republic of Uzbekistan in order to further develop the younger generation in his heart Muslim Board Surkhandarya Region Khokimiyat In Surkhandarya region, Uzbekistan is in the founder of Muslims, The Imam Termizi is the spirituality of his inheritance He began his creative work for the development of development. On February 14, 2017, he decided to open an international research center of the Imam Termizi. The main tasks of the International City Center of the Imam Termizi include: Textbooks for use in the work of religious education, scientific spiritual education of Islamic education, and religious values in the system of the sources of religious education, and the sources of religious values of Islamic studies, to study the scientific spiritual framework of the sources of religious education, and the religion of the sources of religious values of Islam in the essence of the sources of religious values. Training guides, popular publications, scientific affairs, training, training of scientific affairs, training of scientific affairs, training of scientific practices, development of ancestors, in the spirit of national values in the spirit of loyalty to national values.

The study of the rich spiritual heritage of Imam Termizi should be held in the study of international conferences, mints, exhibitions, trainings, seminars, scientific papers, competitions. (5. PQ 2774. February 14, 2017 y) it is found that the Termez have more than a hundred Termisits. Learning the spiritual heritage of Islam Manuscripts The manuscripts, stony works are studied on the basis of literature. 413 works by German Termizi and 413 Termizis are being studied in the Centers of the World Countries in the Centers of Scientific Publishing. We have 43 manuscripts in various sciences of Termez in various science libraries in Uzbekistan, and the teachings of various sciences are scientific sources in terms of teachings, phisyophies, objective areas, These sources are also studied at the centers of international scientific schooling centers today. President of the Republic of Uzbekistan Sh. Mirziyoyev said the young scientists at the Imam Termizshi Imam Termezi in Surkhandarya needed to study the inheritance. History advised the teachers of history, university teachers, teaching aids in educating the younger generation in educating the younger generation. Scholars gave history of history, presentation on our presentation on the organization of religious education. The school of 'Imam Bukhari School of Hadith in Bukhorum is meant to be a basic school. Hadiths written by our ancestors Education is of great importance and is broken into the mind of young people, and the worldview is raised as a mature, a perfect man.

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DOI: **10.5958/2249-7137.2021.00941.1**

ON THE ROLE OF BUKHARA IN THE DEVELOPMENT OF SCIENCE AND CULTURE DURING THE REIGN OF AMIR TEMUR AND THE TEMURIDS

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ABSTRACT

This article examines the development of various branches of science in Bukhara during the reign of Amir Temur and the Timurids, the contribution of MirzoUlugbek to the development of science in Bukhara, as well as the development of the history of culture and art in the Timurid period. During the reign of Amir Temur and the Timurids, Bukhara became one of the cultural and scientific centers of Movarounnahr. Scholars, poets, and artists who grew up in Bukhara contributed to the second renaissance in Central Asia during the Timurid period.

KEYWORDS: Science, Metalworking, Glazed pottery, Darwishism, Madrasa, infrastructure, library, foundation, Poet, Devon, Creation, Even a traveling troupe.

INTRODUCTION

As a result of the transformation of Movarounnahr into a centralized kingdom by Amir Temur, special attention was paid to the development of the central cities of the region. Samarkand, Bukhara, Shakhrisabz and others, which were the central cities of Transoxiana, were to be the centers of economic, political, cultural and scientific development of the kingdom and to be the mainstay of the kingdom. First of all, it was necessary to pay attention to the development of secular knowledge. Amir Temur as an educated man, valued scientific scholars and those who possessed them, and invited educated people from all over the world to his country. Bukhara was the second largest city of Transoxiana during the reign of Amir Temur and the Timurids. In the historical literature, during the reign of Amir Temur, Muhammad ibn Ali ibn Mubarakshah

Bukhari (1340) and Ibrahim ibn al-Mahbubi al-Bukhari on the role of Bukhara in the development of science and culture during the reign of Amir Temur and the Timurids.

MATERIALS AND METHODS

During the reign of Amir Temur and the Timurids, innovations were invented in a number of fields of science. This is especially true of paints and their use. Archaeological excavations in Bukhara have uncovered many types of pottery typical of the Timurid period. When painting the surface of the vessels of the Timurid period, the color of the earlier periods was abandoned, and in a new direction, that is, painting on a bright background of the vessel in blue (cobalt), or painting on a vessel painted in black, began to paint [2, 167]. Due to this color of the vessels of Amir Temur and the Timurids can be easily distinguished from other vessels of the period. This was a sign of the development of chemistry in the period we are witnessing. During the reign of Amir Temur, Bukhara became one of the centers of metal processing. The development of bronze vessels and various metal products is often noted in the historical literature. We can also see that historical sources state that Bukhara was the most advanced in the Movarounnahr in terms of gold extraction and quality [3, 177].

His grandson MirzoUlugbek, who imitated Amir Temur in the field of state and public administration, is distinguished by his significant contribution to the development of science in Movarounnahr. During the Timurid period, Naqshbandiyya (Darwishism) gained political power and took root among the broad strata of society. Under such circumstances, it was natural for religious fanatics to oppose the rule of MirzoUlugbek. Dervishism spread widely in Bukhara. MirzoUlugbek even built a madrasah in Bukhara before the capital, Samarkand, and paid great attention to the promotion of secular knowledge in Bukhara. Because in the time of Ulugbek, madrassas mainly promoted literary subjects. Darwishism, on the other hand, did not recognize anything other than religious books. In particular, he did not recognize the biblical sciences [5, 100]. MirzoUlugbek is well aware that this will lead to a one-sided development in the society and eventually to the collapse. Therefore, it can be concluded that the purpose of building a madrasah in Bukhara was to promote and develop secular sciences.

With the above considerations, we are far from calling MirzoUlugbek against religious knowledge. There are many historical facts and evidences that he mastered religious sciences, including jurisprudence. This made Ulugbek famous among the general public for his education and justice. His knowledge of jurisprudence amazed the scholars of his time in this field. For example, Alouddin al-Bukhari (850/1447) narrated that Abu Hanifa an-Nu'man b. Sabit b. We consider it sufficient to cite the opinion of Zuga (150/767) that Sharhala al-fiqh, al-Akbar is a commentary on the great jurisprudence dedicated to Ulugbek [14, 44].

Ulugbek tried to turn the cities of Movarounnahr, such as Samarkand and Bukhara, into centers of knowledge and enlightenment. By his order he built madrassas in Bukhara in 1417, in Samarkand in 1420, and in Gijduvan in 1433. In madrassas, along with religious sciences, great attention was paid to the teaching of secular (biblical) subjects. We can see that the main subjects taught in madrassas during the Ulugbek period were mathematics (mathematics), geometry (geometry), astronomy (scientific board), medicine (medicine), history, geography, science, Arabic language [2, 83]. MirzoUlugbek paid special attention to the construction of madrassas, where he tried not only to develop science, but also to form a number of infrastructures and solve some problems of the population. For example, the construction of Bukhara madrassahs in

Bukhara in 1417 and Gijduvan madrassas in 1432-33 was one of the measures to form the infrastructure organized by the state and was to serve the beautification of towns and villages [1, 6]. There is some information in the historical literature about the library of Khoja Muhammad Porso, which existed in Bukhara during the Timurid period. The library of Hodja Muhammad Porso was a library built during the Timurid period, which included the Harun, Dunkak, Lake Jafar sites in the Mirabad district; Lands in Kharkash village of Shafirkan district and Uris village in Khutfar have been waqfed. The fact that the foundation document was approved by the Bukhara judge in 810 / 1407-1408 has been preserved in the historical literature [8, 119].

The fact that a number of poets emerged from Bukhara in the field of literature during the reign of Amir Temur and the Temurids can be seen in historical sources and literature. A. Vamberi also provided information about the poetic activity of Hodja Ismat Bukhari and mainly in the palace of Khalil Sultan [7, 268]. Sh.D. According to Mahkamov, Khuja Ismat Bukhari lived in the palace of Khalil Mirzo Temuridzoda and taught him literature. Commenting on his death, he noted that the sources indicate that he was born in 1425 and 1436 [9, 91]. The poems of Hodja Ismat Bukhari (1365-1426) were popularly read even during the reign of the Timurid ruler Shahrukh Mirzo, but when Mirzo Ulugbek came to power, Hodja Ismat did not write a poem, even calling himself a lion by the name of Mirzo Ulugbek. It can be seen that he did not write a poem and later even gave information that he did not write a poem [14, 46]. However, the information in the historical literature is not always consistent. There is every reason to say that ordinary people are satisfied with the state and administration of Ulugbek Mirzo, as well as the beautification activities carried out in the country. The fact that there was no armed uprising against the central government during the reign of Mirzo Ulugbek is the basis for such a conclusion. For this reason, taking into account the fact that the mature poets of his time, the people lived with pain, we can say that Hodja Ismat Bukhari also wrote Mirzo Ulugbek in an honorable poem. He was the scholar who studied Uzbek poetry in the first half of the 15th century. The fact that Rustamov quoted the statement that Ulugbek was also praised by Ismatullo Bukhari, citing the information of Davlatshah Samarkand, serves as a basis for our conclusion [12, 66].

Undoubtedly, Hodja Ismat Bukhari was one of the most mature poets of his time. And for mature people, there are always a lot of people who want to become students. In the historical literature, it is mentioned in the historical literature that the disciples of Hodja Ismat Bukhari, Mavlon Khayoli and Mavlon Kavsari, worked in Bukhara. Babur and Hondamir also report on Saifi Bukhari. He composed a divan of ghazals dedicated to various fields of handicrafts. It is also known that the problem is popular in the genre [12, 19]. The poet Saifi Bukhari, who was a student of Khoja Ismat, is also mentioned by Zahiriddin Muhammad Babur in "Boburnoma" [16, 69]. Babur Saifi gives information about Bukhari and states that he had two divans consisting of ghazals, but he was not engaged in Masnavi writing [12, 48]. Another student of Hodja Ismat Bukhari mentions Qori-Niazi Khayoli Bukhari (d. 1449) as one of the poets who lived and worked during the reign of Ulugbek Mirzo [14, 25]. However, so far we have not found any information about the direction in which he created, the Devon or any of his works. Information about the imaginary Bukhari was provided by B.J. Eshov and A.A. We can see that the Adilovs also mentioned it in general [13, 465]. Mavlon Tohir Bukhari is one of the poets who lived in the 15th century and was born in Bukhara. His real name was Sheikhzoda Tohir and he lived in Herat, the capital of Khorasan, during the reign of Abulqasim Babur, a Timurid. Mavlon Tahir

Bukhari became one of the most famous poets of his time as a result of his poems being read by the people [4, 77].

During the reign of Amir Temur and the Timurids, Bukhara rightly became one of the centers of science in Movarounnahr. In Bukhara, many scientific works were written, copied and donated to libraries. The services of calligraphers in Bukhara are invaluable in carrying out this work. We can see in historical sources and literature that the activities of the calligraphers who grew up in Bukhara are discussed. One of them is the Bukhara calligrapher (even the Nizam). According to his contemporaries, Nizam was unique in seven ways of writing, and his contemporaries even wrote that he could write with his finger more beautifully than a pen [11, 15]. Mir Ali Hirawi is also considered to be one of the most unique contemporaries of his time. In the historical literature about Mir Ali Hiravi, he first served at the court of HusaynMirza in Herat, and later, when Herat became a battleground between the Safavids and the Shaybanis of Iran, he served ShaibaniAbdulaziz Khan in Bukhara and it can be seen that related data have been preserved [16, 44].

The last calligrapher we meet in the historical literature of the time of Amir Temur and the Timurids was Mawlana Mir Ali Kotib, who was born in Bukhara in 1476 and was an incomparable man of his time, as is the case with Nazm. In addition, the death of Mawlana Mir Ali Kotib dates back to 1546 [8, 123]. The art of music reached its stage of development in Bukhara, as it was in all corners of the kingdom during the reign of both Amir Temur and the Timurids. Speaking about the development of music in Bukhara, it can be concluded that during the reign of Amir Temur and the Timurids in all corners of the kingdom, music developed in a unique general direction. The development of music can be considered as a stage of development since the 70s of the XIV century [10, 7]. There was no doubt that the art of music flourished in Bukhara, one of the largest cities in the centralized country. In addition, we believe that there is no doubt that military music, ceremonies, feasts and receptions are different. There is no doubt that one of the tasks of the state is to educate such musicians and their performers. In the historical literature, Bukhara is mentioned as one of the centers of music development during the reign of Amir Temur and the Timurids [2, 187]. There is every reason to say that during the reign of Amir Temur and the Timurids there were groups of traveling artists. They toured towns and villages. Historical literature preserves that a traveling troupe of 9 people led by MaksudaliMirjon Hafiz set out from Herat and performed in Termez, Shahrisabz, Samarkand and Bukhara [2, 195].

CONCLUSION

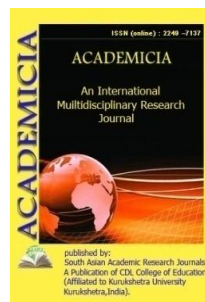
It can be concluded that the traveling troupes, which make a living through theatrical performances, often come to Bukhara as well as other cities, and on the contrary, the traveling troupes organized in Bukhara enjoy the art of the people of other cities with their crafts. In conclusion, during the reign of Amir Temur and the Timurids, Bukhara became one of the cultural and scientific centers of Movarounnahr. Scholars, poets, and artists who grew up in Bukhara contributed to the second renaissance in Central Asia during the Timurid period.

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DOI: **10.5958/2249-7137.2021.00942.3**

THE ROLE OF THE BAKSHI ART IN OUR NATIONAL SPIRITUAL VALUES

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ABSTRACT

This article deals with discussing the role and importance of the art of bakshi in further strengthening and developing the centuries-old national spiritual values of the Uzbek people. Also, a scientific analysis of the importance of large-scale reforms in the country since the early days of independence to further develop the art of bakshi, which is the most unique form of folk art.

KEYWORDS: *Folklore, Bakshi art, Alpomish, Gorogly, National values, Spiritual maturity, Heroic Epics, Education.*

INTRODUCTION

Today, one of the important issues in our country is the formation of a generation of national pride, honor and dignity to comprehensively protect the interests of the nation, people and the state. Only a country that embraces and shares such universal values as humanity, goodness, and integrity can be close and understandable to the peoples of the world and be accepted by the world community. Human freedom, his glory and dignity are the highest values of our society, and these high values are enshrined as the most important aspects in our basic encyclopedia [1.8]. Sh. Mirziyoyev, President of the Republic of Uzbekistan paid special attention to the role of folklore, which is our ancient national values, culture and unique art, in the spiritual development of a harmoniously developed generation. "If we do not work together today to preserve this unique art, tomorrow, unfortunately, it will be too late, future generations, history will not forgive us." [2].

In particular, we are very pleased that today in our press, radio and television, literature, cinema and theater, in general, the immortal history of our ancestors, who made a great contribution to

human development, is widely covered, and on this basis a sense of pride in their spiritual heritage. And it should be noted with pride that the centuries-old examples of folklore (the art of bakshi) have a special place in the education of the younger generation and the further strengthening of our spiritual values [4.2].

MATERIALS AND METHODS

When we talk about the creation and importance of Uzbek national folklore (folklore, bakshichilik), it is worth noting the views on the creation of this art form and its branches. Folklore - (English) -folklore, folk-folk, lore-knowledge, science, i.e. folk art [5; 47] and includes works created by the people and common among the people (fairy tales, epics, songs, lapar, parables, proverbs, parables, riddles, etc.). When we say folklore, we mean the oldest works of art that are equal to humanity and grew with it, and they have certainly played an important role in the national and spiritual education of the Uzbek people for centuries. Examples of folklore have a special place in the development of patriotic ideas. We have always been accompanied by the heroic people of such a great country as Alpomish, Tomaris, Shirak, Jaloliddin Manguberdi, Temur Malik, who are considered to be the great heroic epics of the Uzbek people. [6; 47] It has also found expression in the history and national customs of our people, in proverbs, songs, fairy tales, epics and other genres. It was customary for the people to call their oral creativity national values. Folklore is called folklore in science. The term was coined in 1846 by the English scientist William Thoms, meaning "folk wisdom" [7; 147]. In fact, folklore means all works of art created by the people.

RESULTS AND DISCUSSIONS

The art of bakshi also has a special role in the oral art of the Uzbek people. The special significance of this type of art is that the role of representatives of folklore (bakhshis and schools of bakshi art) in the transmission of such a spiritual heritage from generation to generation is great. Through their efforts, our invaluable spiritual heritage has survived to this day, and the younger generation is enjoying it. In particular, if we talk about the history of the Alpomish epic, the role of the Bakhchisarai art in the transmission of the thousand-year-old epic from generation to generation as an example of oral creation (written in 1932 by linguist Khodi Zaripov) is invaluable. Bakhshi and epic words, in essence, are twin words, and just as they are inseparable from each other, these words also complement each other in content. The word bakshi (bakshi) is a Turkish word in dictionaries, meaning coach and teacher, and in general, such interpretations as educator, leader, guide are also embodied in it [8; 69]. The term epic is broad, a voluminous work composed of poetry and prose with a specific semantic system, with a series of protagonists, attention to detail, and coherence of events. This means that the terms bakhshi and doston, or bakhshi and dostonchilik, have a predominant status in the world of applause in the form of bakshi, which interprets the meanings of the bakhshi and reaches the heart of the people.

We should note that the leading bakhshis and the schools they created played an important role in the good development of the art of bakshi in the Surkhandarya oasis. In particular, in the early twentieth century, schools of bakshichi, such as Sherabad, Boysun, became famous for their style of performance. The fact that the bakshi poets who studied in these schools amazed many listeners with their works testifies to the importance of these bakshi schools [9, 14]. Boysun-Sherabad bakshi school is located in Surkhandarya region: Sherabad, Boysun, Jarkurgan and

Denau districts, Guzar, Dehkanabad districts of Kashkadarya region, Chorshangi district of Turkmenistan, Qabadion and Shartuz districts of Tajikistan. [10; 124] These were Bakhshi Shernazar Berdinazar, popularly known as Sherka bakhshi (1855-1915), who in turn was educated by Kosimkor bakhshi (who lived in the second half of the 19th century), and Kasimkur bakhshi is a student of the poet Bobo bakhshi. Bobo Bakhshi lived and created in the first half of the XIX century. Students of Shernazar Bakhshi: Mardonakul Avliyokul oğlu, Ahmad captain, Saodat centurion, Chori centurion, Normurad Shernazar oğlu, Jora Eshmirzo oğlu, Khudoykul Laqay, Eson Shomurod oğlu and others. Khaliyar Abdunazar Karim oğlu, a student of the centurion, was born in 1897 in the village of Padang.

The folklorist Hodi Zarif visited Boysun and wrote the epic "Amir fled" from Abdunazar Bakhshi and several other poems in 1929. Umar, the son of the poet Safar, one of the founders of the Boysun-Sherabad school of bakshi, recited about 20 epics and hundreds of poems. The current Sherabad-Boysun bakshi school teachers are the successors of Sherka bakshi, Kholyor bakshi and Umur bakshi. Abdunazar Poyonovs from Munchok village and Shoberdi Bakhshi Boltaev from Khamkon village are among them. Their students Shodmon Egamberdi, Ural Rakhimov, Yuldash Suvonov, Bakhtigul Boboeva [11; 124] also contribute to the development of the art of bakshi. The history of generosity and epic poetry we are talking about, its spiritual foundations, as well as its place in our national values and its historical significance is closely related. Only a country that embraces and shares such universal values as humanity, goodness, and integrity can be close and understandable to the peoples of the world and be accepted by the world community. Only equal, mutually beneficial relations can be established with them. "A person's perception of what nation he or she belongs to is not just an idea, but an emotion. This feeling is embodied in a person in the form of understanding, feeling the history, psyche, current state and characteristics of the nation. If a person does not have national consciousness and pride, it is difficult to imagine that he will understand his national values unless he/she feels that he/she belongs to any nation. As long as nations, national ideologies exist, national relations, national feelings and national values will be preserved [12.59]. Attempting to deprive a nation of national values is the greatest crime before history and humanity.

Values are the wealth of our society, our national pride, and respect for national values is the key to a nation's self-respect. Our national values, formed over thousands of years, together with the cultural and spiritual riches created in the present, accelerate our development and help to ensure ideological and spiritual purification. Therefore, the careful preservation, protection and promotion of values is of great importance both in the life of the individual and in the development of society.

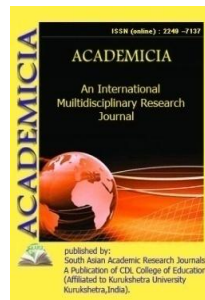
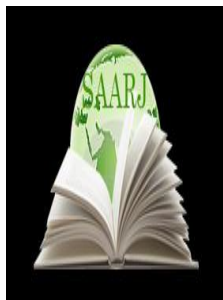
CONCLUSION

In conclusion we can say that above, we have focused only on the main types of values. Values are not limited. Most importantly, one of the most important tasks is to convey the role and important educational value of our national spiritual values in the upbringing of the younger generation.

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DOI: **10.5958/2249-7137.2021.00943.5**

THE ROLE OF THE NATIONAL VALUES IN THE HISTORY OF PEDAGOGICAL EDUCATION

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ABSTRACT

Tradition is a material and spiritual value that is inherited from the past to the future, passed down from generation to generation, and manifested in various spheres of society. There are national, cultural, domestic, socio-political, religious and other traditions. This article deals with the overview of the national values, especially about morality in upbringing young people over centuries and based on the views in the history of pedagogical education.

KEYWORDS: *National values, Traditions, Material value, Spiritual value, History, Pedagogical education.*

INTRODUCTION

Tradition is a material and spiritual value that is inherited from the past to the future, passed down from generation to generation, and manifested in various spheres of society. There are national, cultural, domestic, socio-political, religious and other traditions. Values are formed in the process of historical development of nations. People's lifestyles and material conditions affect the formation of various values. Certain social rules, morals, customs, rituals, etc. are manifested as values: a) socio-historical phenomenon; b) an integral part of the processes of public life; c) criteria for determining the lives and activities of people; g) can be described as one of the spiritual factors in the management of society and people. National values are also a means of educating the young, teaching them the experiences of the older generation. Each epoch has its own values, which change over time, become richer in content, some disappear, and new ones emerge. Also, the A.s of one time may not correspond to the second time. National values that do not meet the requirements of the period are forgotten. The national values of each nation also reflect the way of life, level of cultural maturity, national consciousness and image of that nation. It is wrong to approach the national values of one region or people from different ideological and

partisan points of view, to evaluate them from the point of view of another region or people. The Uzbek people have ancient national values, which are still widely used today. These include respect for the elderly, kinship, closeness to the community, loyalty to the people, hashar, hospitality, respect for bread, and more. In Uzbekistan, Navruz, Independence Day, Constitution Day, Eid al-Fitr, Eid Ramadan and other national holidays have become popular.

MATERIALS AND METHODS

A Spanish philosopher has devoted his entire life to the study of the customs, values and morals of the peoples of the world. He visited our country and visited Tashkent, Samarkand, Bukhara. When he returned to his homeland, he said, "I have agreed to exchange all the work I have studied so far for the etiquette, material and spiritual values, and courtesy of a fifteen-year-old Uzbek girl who gets up and puts her hand on her chest." His impressions identify that we should be proud of the fact that we are the children of such a high moral, civilized nation. Indeed, our people have always been rich in moral qualities and values. When raising our children, our ancestors paid great attention to their behavior, speech, how to behave in front of people, what to think about, and how to explain their goals in words. They did not allow their children to be rude, to interfere in the conversations of adults, to do anything wrong. These things were considered the most important aspect of child rearing. In our recent history, we have abandoned the thousand-year experience of oriental upbringing and morality as a "legacy of antiquity", forgetting our own permission. A "new morality" based on immorality, shamelessness, drunkenness, hatred of our ancient heritage was forcibly promoted. Today we all see the results of this "European etiquette", the tragedies that befell our people, the damage they did to our spirituality.

Types of values:

1. Values related to the material environment in which a person lives.
2. Morality reflected in traditions, customs and ceremonies Values.
3. Labor formed on the basis of human intellect and practical activity

Skills and abilities, knowledge and experience, abilities and talents

Values.

4. Community, cooperation, goodwill, solidarity between people values that are reflected in the relationship.
5. Related to people's age, occupation, and sex and race values.

Values can be studied in different forms and types:

1. Universal values.
2. Regional values.
3. National values.
4. Religious values.

It is known from history that the Eastern etiquette has been formed and perfected for thousands of years on the basis of the rules of Islamic education. For example, the content of the verses of

the Qur'an, the hadiths of the Prophet Muhammad, the books of oriental scholars and philosophers have served as the source of our education. Islamic education covers all aspects of Muslim life, even the smallest details. It covers everything from breastfeeding babies to how they dress, to how they eat, to how they behave on the streets, in the presence of adults. Most importantly, Islamic etiquette stipulates that children should be brought up in the spirit of honesty, purity, diligence, knowledge, and respect for adults, especially parents. The hadiths of the Messenger of Allah, (may Allah bless him and grant him peace), says: "In addition to honoring your children, improve their morals." It is no coincidence that another hadith states: "The best of what is given to a believer is good behavior." Our ancestors have always strived to bring up a well-rounded human personality and to educate their children, the youth of the neighborhood and the whole society. In raising young people, they were not divided into "my child" and "your child". Discipline was seen as a conscientious duty of all. Mankind was born, always looking for the perfect emblem, striving for perfection; seeks the path of spiritual salvation. As a result of this aspiration, incomparable sacrifices have been made in the field of spirituality.

The idea of the perfect person implies the Uzbek people pay great attention to the development of people who are perfect in their culture and spirituality. As a result, such perfect people as Al-Zamahshari, Abu RayhanBeruni and Al-Farabi, Abu Ali ibn Sino and Al-Khwarizmi, Amir Timur and Ulugbek, AlisherNavoi and Babur, Ogahi, who had intelligence, encyclopedic knowledge and ability for centuries, emerged and known to the world. As our people lived proudly, worked, constantly strived for freedom and liberty. We know that Abu Ali ibn Sina as a great encyclopedic scientist in medicine, mathematics, astronomy, physics, chemistry, biology, pharmacy, psychology, physiology, philology, was a mature scholar of many disciplines such as philosophy, ethics, aesthetics and physical education. His intellect and the works he created are the greatest not only in Central Asia, but also in the countries of Eastern and Western Europe. In the face of his perfection, the mind marvels, because man thinks deeply about the truth. In order to embark on the path of perfection, he seeks the identity recognizes the world. When AlisherNavoi called for "perfection of my profession", he meant many qualities necessary for perfection. If a person does not purify himself from such inclinations as greed, lust, ignorance, ignorance, he will never be perfect. AlisherNavoi wanted man to rise to the status of a world child. Hudtsi considered this position to be the highest peak of perfection. Navoi in his time called perfect people "people of meaning". "All meaningful" are these like-minded people. There is no depth of meaning in the minds of thoughtless people. To think is to understand the truth. By "all meaning" we mean those who are wise and prudent, humble and noble, truthful and selfless. People with such qualities will be broad-minded. For in them the intellect is not developed from ordinary words and concepts, but from the gifts of religion, justice, fairness, faith, and love. According to AlisherNavoi, the meaning of the covenant, that is, meaningful people, are spiritually mature individuals. The epic "Hayratulabor" describes the qualities of a mature person in the spirituality, such as goodness, generosity, purity, modesty, kindness, kindness, modesty, humility, loyalty, contentment, honesty, generosity, and the ways of spiritual maturity. According to Navoi, bringing up the younger generation meant that cultivating them as people-oriented and educated people with the best qualities. Upbringing plays a leading role in this, but Navoi says that just as there are gifted children who are influenced by upbringing, there are also children with bad behavior who can be corrected. The child repeatedly emphasizes the superiority of upbringing in the development of the individual.

People strive for perfection - perfection, with beautiful qualities, good qualities, and pure hopes like light. By tasting all the bitterness, pleasure and pain, hard work and hardship of life, they acquire the ability to live and create, to learn from them; man has embarked on an enlightened path, drawing conclusions from all the experiences he has experienced over thousands of years. The gift of intellect bestowed on man in the world is such a powerful force that he can educate himself in any way he wants, overcoming and solving any suffering, any evil, even the most complex problems with the gift of intellect. Spiritual perfection creates a lofty abode of goodness in the human heart. The perfection of the intellect is achieved through reading, studying, analyzing, comprehending, believing, and gaining life experience. Just as the transformation of a young sapling into a prosperous tree depends on its care, so that the human child can grow into a perfect human being, care must be taken to bring him up from the ground. Our country is on the path of development with steady steps. This path is a path of national characteristics, of values, restoration, preservation, development, awakening of our national pride, perfection on the basis of ideology based on patriotism and universal values. There is an urgent task to shape the personal qualities of the younger generation such qualities as national etiquette, national beliefs, faith, which could not be studied in the former Soviet theory of education. Thus a new pedagogical direction was born, which included the formation of the above qualities. Indeed, national education is a pedagogical goal and condition of national independence of Uzbekistan. National upbringing serves to strengthen and bring up children who are ready to implement the state independence of Uzbekistan. There are specific theoretical problems of the work to achieve this goal. "What qualities should children who are ready to realize and strengthen the independence of Uzbekistan have?" is a matter of obtaining clear, experience-based answers to the question. All this creates the need for scientific substantiation of the criteria of education of national independence in schools of Uzbekistan. Criteria for the national upbringing of students in schools of Uzbekistan are determined on the basis of the principle of inculcating qualities that are directly related to the nationality of the person, which has become more relevant due to independence. In defining the criteria of national education, it is necessary to develop the ideological qualities of independent Uzbekistan: national pride, patriotism, values, culture of interethnic communication, national etiquette, conscience, faith, ideological consciousness of national independence. Negative qualities that reflect them: national indifference, patriotism, treachery, nationalism, localism, unscrupulousness, ideology, etc., should be aroused only. The integration of these activities should be taken as a special criterion by the teacher-educator. In determining the criteria of national education, the young, intellectual abilities of young people are taken into account. Understanding the natural, spiritual, geographical and national characteristics of Uzbekistan; gaining an understanding of the country's past, present and future; Knowledge of the services of the heroic children of Uzbekistan, the Uzbek people; Knowledge of the state symbols of Uzbekistan. Understanding one's ethnicity; To understand the cultural essence of the concept of "Uzbek people", to understand themselves as children of their own nation, to understand their national duties and values; endless love of the mother tongue, speaking and thinking correctly in that language. First greet, then start the speech; to know the patterns of behavior of the Uzbek people, which are considered "good" and "bad" to "everyone", to respect the elders and the younger ones, to know the duties of friendship; respect for teachers, to understand the differences between good behavior and bad behavior, to express a positive attitude to good behavior, a negative attitude to bad behavior, to learn to speak openly in the heart.

CONCLUSION

In conclusion, one of the inherited traditions of our ancestors is a material and spiritual values passed down from generation to generation, and manifested in various spheres of society from the past to the future. There are national, cultural, domestic, socio-political, religious and other traditions such as the national values, especially about morality in upbringing young people over centuries and based on the views in the history of pedagogical education.

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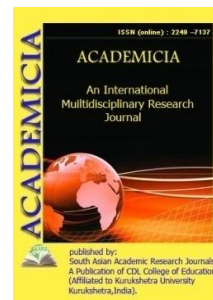
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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00726.6**

UZBEKISTAN AS A LEADING INITIATOR IN CENTRAL ASIA

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ABSTRACT

This article provides a detailed analysis of the projects and initiatives implemented in the foreign policy of the Republic of Uzbekistan, as well as the expected plans. It is proved by important facts that Uzbekistan is one of the leading countries in the Central Asian region as a country with an important geostrategic position. At present, the achievements of Uzbekistan as one of the key players in international relations and its work in establishing cooperation within the region are highlighted. In addition, the initiatives of the President of the Republic of Uzbekistan in the process of consolidating peace in the Islamic Republic of Afghanistan and the new stages of cooperation between the two countries were covered in detail.

KEYWORDS: “Nowruz Summit”, Integration Processes, Economic And Humanitarian Cooperation, Transport Infrastructure, Regional Security, Potential Investors, “Road Map”, “Mazar-I-Sharif-Kabul-Peshawar”.

INTRODUCTION

Located in the heart of Central Asia, Uzbekistan is an important link between all countries in the region and a major catalyst for regional cooperation. As a result of the dialogue that has taken place in recent years, a completely new climate of trust has been created in Central Asia, and relations based on friendship and good neighborliness are strengthening. Since 2017, our country has been pursuing an open foreign policy in all areas in order to ensure mutually beneficial cooperation and security in the region.

First of all, the arrival of ShavkatMirziyoyev as President of Uzbekistan had a positive impact on the environment in Central Asia. In other words, there has been a revival in relations between the countries of the region, which has not left out the attention of other major countries and organizations but has increased their interest in the region.

As a state in Central Asia, Uzbekistan has put forward major initiatives of regional significance, which have been warmly welcomed by neighboring countries. First of all, we have made great strides in resolving the border issues that have accumulated over the years with our neighbors Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Tajikistan. It has also radically changed the environment in the region and strengthened good neighborly relations. It is no exaggeration to say that this, in turn, will serve as a basis for Uzbekistan's initiatives in the region.

First, Uzbekistan has resumed integration processes in Central Asia that were stalled many years ago. President of Uzbekistan ShavkatMirziyoyev proposed to hold regular consultative meetings of Central Asian leaders in November 2017 as an important mechanism for strengthening regional cooperation and mutual trust, as well as for the timely resolution of existing problems, and this initiative was supported by the countries of the region. In particular, the first summit of Central Asian leaders was held on March 15, 2018, in Astana (now Nur-Sultan). The heads of state called the conference a consultative meeting. However, Turkmen President Gurbanguly Berdimuhamedow was unable to attend the meeting due to his visit to Qatar. In fact, it was a protest against Tajik President EmomaliRahmon, who refused to participate in the Turkmenistan-Afghanistan-Tajikistan railway project. The date of the second consultative meeting dubbed the “*Nowruz Summit*”, has been delayed due to similar disputes¹. The summit discussed issues of expanding political, trade, economic and humanitarian cooperation, joint fight against terrorism, extremism, drug trafficking, and arms smuggling, strengthening security and stability. It was recognized that Central Asia is not only a geographical and geopolitical, but also a unique cultural and civilizational space.

One of the important practical steps in the implementation of the initiatives put forward by the President of the Republic of Uzbekistan ShavkatMirziyoyev from the rostrum of the 72nd session of the UN General Assembly is the International Conference “*Central Asia: one past and a common future, cooperation for sustainable development and mutual prosperity*” in Samarkand on November 10-11, 2017. It was attended by delegations led by Central Asian foreign ministers, high-ranking official delegations from the CIS, Europe, Asia, and the Americas, heads of more than 10 international organizations, as well as more than 100 foreign experts and media representatives. At the conference, the President of Uzbekistan proposed the establishment of associations of governors and business circles of the Central Asian border areas. This initiative is currently reflected in the development of interregional cooperation in border areas.

On June 22, 2018, the UN General Assembly adopted a resolution “*Strengthening regional and international cooperation to ensure peace, stability, and sustainable development in the Central Asian Region*” initiated by President ShavkatMirziyoyev. The document was co-authored by 55 countries in Europe, the Americas, Asia, and Africa, and the resolution was unanimously supported by all UN member states.

The resolution recognizes the important role of the Central Asian states in ensuring peace and sustainable development in the region, as well as in strengthening regional and international cooperation.

The document states that the General Assembly will support the efforts and initiatives of the Central Asian states to strengthen stability and economic cooperation in the region.

On November 29, 2019, the Second Consultative Meeting of Central Asian Leaders was held in Tashkent. An important aspect of the meeting was the participation of the leaders of all countries in the region. This will play a special role in addressing the various issues between these countries and finding effective solutions. The Presidents of Central Asian countries discussed issues of transboundary water use, development of transport infrastructure, border regulation, and regional security. During the talks of the Second Summit of the Heads of State of the region, the President of Uzbekistan also put forward an initiative to hold an international tourism conference and create a single tourism brand in Central Asia.

The consultative meeting in Tashkent demonstrated that Uzbekistan continues to pursue the path of renewal and regional cooperation. The next meeting of the region's leaders is scheduled for Bishkek, Kyrgyzstan. However, due to the coronavirus pandemic and the political crisis in Kyrgyzstan, the date is being extended.

Second, to ensure security and stability in Central Asia, Uzbekistan is actively involved in resolving the conflict in neighboring Afghanistan, calling on other countries in the region to cooperate. Significant agreements on mutually beneficial cooperation have been signed with this country, and practical work on new economic projects is underway. Pacific Afghanistan gives Central Asian countries access to ports in the Indian Ocean and the Persian Gulf, and connects Central and South Asia with European markets in a cheaper and more convenient way.

To stabilize the situation in Afghanistan, a high-level Tashkent international conference on "*Peace Process, Security Cooperation, and Regional Partnership*" was held on March 27, 2018, at the initiative of President ShavkatMirziyoyev. The conference was attended by President of the Islamic Republic of Afghanistan Muhammad Ashraf Ghani, UN Special Representative for Afghanistan Tadamichi Yamamoto, as well as the United States, Britain, Germany, Italy, France, Turkey, Russia, China, India, Iran, Pakistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Saudi Arabia, and heads of Foreign Ministers of the United Arab Emirates and representatives of 25 countries and International organizations.

Following the conference, the Tashkent Declaration was signed. This document embodies the noble goals of ensuring peace and security in the region, strengthening cooperation in all areas, and further expanding good neighborly relations.

Uzbekistan will continue to develop relations with Afghanistan and will continue to take an active part in international efforts to resolve the situation in this country peacefully. The Uzbek side supports the recovery of the Afghan economy and the development of its transport, manufacturing, energy, and social infrastructure. Indeed, a stable and prosperous Afghanistan is one of the key factors of regional security and stability in Central Asia.

As the coronavirus pandemic, which is now a global issue, began to enter the region, in mid-March 2020, President ShavkatMirziyoyev spoke by telephone with leaders of neighboring countries. He called for cooperation and close assistance to neighboring Afghanistan².

Third, Uzbekistan is offering new markets to its neighbors. In other words, new opportunities are being sought to connect Central Asia directly with South Asia through transport and communication projects. In this regard, Uzbekistan is scheduled to hold a conference in Tashkent on 15-16 July this year on "*Central and South Asia: Regional Interdependence. Threats and*

Opportunities” was initiated by a high-level international conference. It provides a strong impetus to discuss all issues and put them into practice.

February this year has been rich in high-level meetings on the implementation of the above issues. On February 2, President of the Republic of Uzbekistan Shavkat Mirziyoyev received a delegation of the Islamic Republic of Afghanistan - Minister of Foreign Affairs Muhammad Hanif Atmar and Head of the Presidential Administration Mohammad Shaker Kargar. The parties stressed the importance of speeding up the preparation and implementation of the project, the active involvement of foreign partners and potential investors on the basis of the adopted “road map”³. On the same day, President of Uzbekistan Shavkat Mirziyoyev received Adviser to the Prime Minister of the Islamic Republic of Pakistan Abdul Razak Dawood on 2 February. The Adviser’s initiative to build a railway project that would connect Central and South Asia via Afghanistan as the shortest route, provide access to Pakistan’s seaports and ensure the efficient operation of their infrastructure is evaluated and supported in Pakistan⁴.

After that, the Uzbek Foreign Minister began working trips to Central Asia. On February 17, 2021, the Minister of Foreign Affairs of the Republic of Uzbekistan Abdulaziz Kamilov met with the Deputy Chairman of the Cabinet of Ministers of Turkmenistan, Minister of Foreign Affairs Rashid Meredov. On February 18, the Minister of Foreign Affairs of Uzbekistan was received by the President of the Republic of Kazakhstan Kassym-Jomart Tokayev and met with the Deputy Prime Minister - Minister of Foreign Affairs of Kazakhstan Mukhtar Tileuberdi. On the same day, the Minister was received by the President of Tajikistan Emomali Rahmon⁵. The three-day visit of the Uzbek Foreign Minister to Central Asia has ended in Tajikistan. During the talks with the heads of state, in addition to the bilateral agenda, the issues of developing economic ties with Afghanistan and South Asia were discussed.

The talks in Ashgabat, Nur-Sultan, and Dushanbe focused on the prospects for the development of multilateral cooperation in Central Asia, the implementation of infrastructure and transport, and communication projects to enter new regional markets. This is important for Tashkent, which is developing its products. In addition, it was agreed to launch a new project in the Republic to build a railway from Afghanistan to Pakistan – “Mazar-i-Sharif-Kabul-Peshawar”.

The Minister of Foreign Affairs of the Republic of Uzbekistan Abdulaziz Kamilov, who arrived in Kabul on a working visit on February 23, 2021, was received by the President of the Islamic Republic of Afghanistan Ashraf Ghani and met with the Minister of Foreign Affairs Hanif Atmar. On February 25, in New Delhi, the Minister of Foreign Affairs of Uzbekistan met with the Minister of Foreign Affairs of India Subrahmanyam Jaishankar. On February 27, he held talks with Kyrgyz President Sadyr Japarov and Foreign Minister Ruslan Kazakbayev⁶. The main topic of the meetings was the new opportunities for transport corridors connecting Central and South Asia. This is in the interests not only of Uzbekistan but also of the two neighboring countries, which will increase the diversity of foreign economic relations.

The new trans-Afghan railway will provide access to Pakistan’s seaports of Karachi, Qasim, and Gwadar and connect the South Asian railway system with the Central Asian and Eurasian railway systems. This will help increase Central Asia’s transit capacity, attract significant freight flows, and restore the region’s historic role as a bridge connecting Europe and Asia by the shortest land route.

In short, the initiatives put forward by Uzbekistan serve the interests of all Central Asian states. They also play an important role in the peaceful, mutually beneficial, and long-term development of the region.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00727.8**

CHINGIZ AITMATOV'S PEDAGOGICAL CONCEPT IN THE DEVELOPMENT OF PEDAGOGICAL AND PUBLICISTIC THOUGHT

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ABSTRACT

The article will focus on the prerequisites for the formation of the pedagogical thought of ChingizAitmatov, on the influence on the process of creativity and views of the great thinkers of the East. The study of the pedagogical ideas of Ch. Aitmatov showed that he was greatly influenced by the great humanists of the East Abu Nasr Farabi, AlisherNavoi, Abdulla Avloni, IbraiAltynsaryn, ChokanValikhanov, Abai. Also, the Kyrgyz writer himself in his publicistic articles and works more than once referred to the epic "Manas", which also testifies to the closeness of his views to folk pedagogy.

KEYWORDS: *Pedagogical Concept, Folk Pedagogy, Morality, Spiritual Education, Education, Folk Wisdom, Continuity Of Generations, Culture, Sense Of Duty, Harmony, Socially Positive Behavior, Generosity, Humanity.*

INTRODUCTION

The study of the pedagogical views of Ch. Aitmatov, we believe, should begin with the socio-political life of Kyrgyzstan, the formation and development of culture and art in the country. First of all, we note that until the twentieth century, the Kyrgyz almost did not use writing, although it is known from history that they had runic writing on the Sogdian-Aramaic basis from the early Middle Ages. This was in the 7th - 10th centuries. Then the letter was influenced by Arabic, Farsi and Chagatai. But as we have already noted, the letter has not received wide application for displaying literature. Therefore, the pinnacle of folk art, the encyclopedia of the life of the Kyrgyz "Manas", to which Ch.Aitmatov refers and refers more than once, has an oral basis. Only by 1856 ChokanValikhanov began to write down the epic, which, against a broad socio-historical background, reflects the pages of the centuries-old history, the rich original spiritual life of the Kirghiz.

THE MAIN FINDINGS AND RESULTS

K. Nosirov in his article “Manas and Aitmatov” writes: “Manas” is the embodiment of the mighty national spirit ... saturated with universal human moral experience. A deep sense of duty, a high concept of honor, decency, conscientiousness, devotion in love and friendship, disinterestedness - this is what characterizes the heroes of the epic” [1, p. 7]. The author of the article, referring to the essay by Ch. Aitmatov “Snows on Manas-Ata”, notes with confidence that the heroes of “Manas” could be the prototypes of the AitmatovDuishen, Tanabaa, Edygei, Boston, “which with good reason can be called the spiritual descendants of Manas the Great” [1, p.8]. And the title of his book – “Manas and Aitmatov” K. Nosirov emphasizes the idea of continuity. Regular reference to myths and legends, the definition of the experience of the past as the spiritual support of youth - all this indicates the close connection of Ch. Aitmatov's work with the great epic. In “Manas”, as in “Avesto” and “Alpomys”, the foundations of the pedagogical thought of the countries of Central Asia were reflected.

Folk song, akynsky songwriting and instrumental music, equestrian games - all this, to one degree or another, is reflected in the works of the Kyrgyz writer.

Also, in his publicistic speeches, Ch. Aitmatov repeatedly noted his sympathy for SayakbaiKaralaev (1894 - 1971), a Kyrgyz storyteller who kept in his memory more than half a million lines of the Manas epic and other folk legends and legends. The full version of “Manas” was recorded from his legends. But one epic is not enough to fulfill the main task of education - to bring into harmony various mental movements, to achieve a proper balance between the bodily and mental sides of a human being. It is also necessary to manage socially positive human behavior with the help of a scientifically organized pedagogical process, that is, education.

Like writing, education in Kyrgyzstan developed relatively late: only by 1932 was the first pedagogical institute organized. The fact that Ch. Aitmatov “sends” his heroes to study in Tashkent (for example, Altynai from the story “The First Teacher”, Kazangap from the novel “And the day lasts longer than a century”) suggests that the Kyrgyz had a rather strong craving for higher education. Perhaps that is why every work of the Kyrgyz writer in one way or another touches on the problem of education and upbringing, which was also noticed by prominent researchers of his work.

G. Gachev philosophically defined the prerequisites and purpose of Aitmatov's work: “The feat of creating a new life was accomplished by the fathers ... The feat of war fell on the shoulders of the elder brothers. He also inherited from being an ascetic labor of understanding the past, the present and the future, equal to these great deeds ”[2, p.8]. The deep philosophical nature of the writer's works is explained by the fact that he and his heroes constantly have to think, decide and care about the future.

That is, in fact, Ch. Aitmatov himself also acts as the “first teacher” for readers, especially compatriots, the Kyrgyz people, who in their development jumped from the ancient stage of feudalism to the modern, without a transitional period. G. Gachev described the process most expressively: “Only from the shroud of a sleepy patriarchal state, in which he froze for a millennium, he was plunged into the whirlpool of world history in the twentieth century” [2, p. eleven]. Thus, the history of the people has undergone a sharp leap and left behind the path that European history has traveled for two or three millennia. Were the people ready for these socio-economic changes spiritually? This is what gave rise to many problems related to and

concerning, first of all, upbringing and education. The Kyrgyz enlightenment in its development under these conditions follows the dialectical path tested by history - it begins to absorb the best experience of other peoples. We observe this in the formation of the pedagogical thought of Ch. Aitmatov.

Studying the journalism and literary works of the Kyrgyz writer, it is safe to assume that his pedagogical views were ripened under the influence of the great thinkers of the East.

Thus, the pedagogical ideas of Farabi and Alisher Navoi regarding the requirements for the pedagogical process were reflected in the early journalism and stories about children for adults by Ch. Aitmatov. If Farabi and A. Navoi in their works touched upon the problems of education, the philosophical, physiological and psychological foundations of acquiring knowledge, moral and labor education, then Ch. Aitmatov, developing these thoughts, tries to find their solution in the light of modern conditions, against the background of comprehensive globalization. Farabi and A. Navoi emphasized a number of spiritual and moral requirements for the personality of a teacher, his professional level. The same thoughts find their continuation and development in the works of Ch. Aitmatov, but already regarding the modern requirements for the competence of teachers.

Pedagogical methods that give positive results have been analyzed in detail and allegorically presented in the works of art by Farabi and A. Navoi, which the Kyrgyz writer does not bypass in his works. Farabi notes the love of knowledge, phenomenal memory, logic, eloquence, virtue and justice with the main virtues of the teacher. A. Navoi in his work "Mahbub-ul-Kulub" ("Beloved of Hearts") also calls on the teacher to be generous and humane, to reveal the child's talent, to constantly work on him. At the same time, he exalts the title of teacher, noting that no one can compare with him in spiritual achievement.

Ch. Aitmatov in his works was able not only to synthesize these ideas, but also to show them on life examples. We can observe this in the actions and experiences, the characters of such heroes as Duishen, Tanabai, Boston, Abdutalip, Edigei, Avdiy, etc. Developing A. Navoi's idea that one should not punish the child, but show him the righteous path, Kyrgyz writer noted: "Young people should not be punished. The first thing we are trying to do is to somehow punish, isolate, I don't know, judge, and so on. Apparently, these strict measures are also needed. But what about next? Whether they return from prison re-persuaded and re-educated is a very big question. Therefore, I think that literature has been doing this and will be doing it, the writer said at a meeting in the Ostankino studio. It is about improving pedagogical theory and practice. The writer talks about a social problem, about pedagogical omissions and ill-considered actions in relation to young people. A specific problem is put at the forefront - to punish or educate. Before choosing from two, the writer requires a thorough analysis, namely pedagogical, because punishment does not always mean education. This is one of the most important concepts in the system of pedagogical views of Ch. Aitmatov.

The fact that Ch. Aitmatov is an effective successor of the ideas of the great thinkers of the East was first noted by the famous academician Rustan Rakhmanaliyev: "The Turkic world, almost 500 years after Alisher Navoi, shows the world literary Olympus Chingiz Aitmatov" [4, p. 9].

We will add that the Kyrgyz writer has absorbed the advanced ideas of leading thinkers, generalized and implemented them, put into the lips of his heroes the statements of philosophers

and scientists of the East, thereby serving to revive and “adapt” these ideas to the requirements of modern times.

This choice is due to the fact that each historical period, along with other phenomena, is also marked by the renewal of spiritual principles. In the context of globalization, they acquire special acuteness against the background of the formation of new political, moral and ethical norms, principles and approaches to solving the most pressing issues of life. Modernizing moral and ethical values, thinkers fix the moral pulse of society; give an objective assessment of its spiritual appearance, noting the positive and negative qualities prevailing in the mores of society in a certain period of history.

As we were convinced in the course of the research, the thoughts of great writers - A. Kunanbaev, Ch. Valikhanov, I. Altynsaryn, also had a considerable influence on the formation of the pedagogical views of Ch. Aitmatov. The content of the moral credo of the enlightened enlighteners is a set of ethical norms, which are a moral code and a kind of encyclopedia of pedagogical knowledge.

According to Ibrai Altynsaryn, the main means of moral formation for children are the work and example of parents, and the basis of morality is education and upbringing. The philosophy and pedagogical thoughts of I. Altynsaryn are permeated with reflections on the essence of morality, the meaning of human existence and happiness, moral motives of behavior and relationships, and the upbringing of a highly moral person. In the pedagogical works of I. Altynsaryn, the ideas of nationality, humanism, love for the motherland are clearly traced. Through them, he showed the great importance of work and approved the goal of education - respect for work.

On the way of promoting diligence, I. Altynsarin widely used fiction. In his stories “Kipchak Seytkul”, “The son of a rich and the son of a poor man”, “The harm of lies”, “Ignorance”, “Yurt and a wooden house” [5] and others, important problems of public life are posed: the harm of ignorance, social inequality, the advantage of a sedentary lifestyle, the benefits of knowledge and science. In these stories, industriousness is glorified, it is argued that it is labor that brings up a real person who is able to overcome any obstacles in life, and idleness is the root of vices.

We meet the same motives in almost all the stories and novels of Ch. Aitmatov, who, like I. Altynsarin, by the actions and aspirations of his artistic images shows how important work occupies in the spiritual and moral formation of a person.

I. Altynsaryn and Ch. Aitmatov were connected not only by the line of artistic images, but also by active educational practice. The first of them was the textbook “An initial guide to teaching the Russian language to the Kirghiz” (1879). Thus, I. Altynsaryn made a huge contribution to the formation and development of the educational system of his country. And Ch. Aitmatov in the very first articles analyzes the state of modern textbooks.

I. Altynsaryn's views on upbringing and education make him similar to Ch. Valikhanov, whose works are imbued with the idea that only knowledge and education give person strength and are a great tool in the struggle for enlightenment and well-being of the people. Only enlightenment can lead the people to the path of free and moral perfection. The moral and ethical positions of Ch. Valikhanov are a theoretical and methodological source for the development of the theory of moral education of youth. Considering pedagogical problems from an educational standpoint, he

wrote: “For the normal growth and development of a people, freedom and knowledge are essential first of all. It turns out that first of all it is necessary to teach”[6].

Along with other educators-democrats, he laid down the basic provisions on the laws, principles, goals, objectives, content, forms, methods and means of forming the moral character of a person. In his views on the moral education of young people, he relied on the principles of humanism, democracy, patriotism, optimism, education in work. Valikhanov considered the environment and upbringing to be the main factors in the moral education of the personality. Adhering to the opinion about the defining significance of the experience of the past, Ch. Valikhanov collected materials on history, ethnography, oral folk art of Kazakhs, their life and culture in general. As a result, he wrote a number of articles and notes of scientific and practical value (which, in fact, we observe in the works of Ch. Aitmatov). In them, the enlightener emphasizes the importance of the role of genealogical legends for understanding ethno-genesis, the role of monuments of folk literature for ethnography and historical science, typological similarities in the epics and legends of various peoples. Proceeding from this, the guidelines of the pedagogical thoughts of Ch. Valikhanov are traced, which affirm the principle of the nationality of upbringing, which begins in early childhood and is based on the process of mastering the native speech. He believed that only a folk school with a wide general educational cycle and popular science literature could provide moral food for the Kazakh people. Therefore, along with the works of Russian writers and teachers, it is necessary to include in textbooks samples of Kazakh oral creativity (fairy tales, proverbs, epics).

Among the works written by the Kazakh scientist, one can distinguish “Legends and legends of the great Kirghiz-Kaisak horde”, “Tengri (God)” - about the ancient beliefs of the Kazakhs, “Sample lamentations”, “Song about Abai”, “About the forms of Kazakh folk poetry”, “Kyrgyz genealogy”, “Historical legends about the batyrs of the 18th century”, “Diary of a trip to Issyk-Kul”, “Note about the Kirghiz”.

Ch. Valikhanov collected invaluable material about the life of the Kyrgyz people, wrote down and for the first time translated into Russian a cycle of legends from the pearl of the Kyrgyz oral poem “Manas”. He emphasized that “the assimilation of European, universal human enlightenment and the energetic struggle against obstacles that hinder the achievement of this goal should be the ultimate goal for every people capable of development and culture” [6]. With all this, he called for relying on the past and possessing high self-awareness.

We meet similar motives in another educator AbaiKunanbayev, who, like I. Altynsaryn and Ch. Valikhanov, considered work as one of the main means of education. He emphasized the importance of mastering the knowledge that the spiritual improvement of the individual largely depends on enlightenment. Abai's merit was that he looked for ways to renew a person, tried to raise his spirituality, improve his moral qualities. His call for the affirmation of the ideals of universal human justice “*Adam bol!*” (“Become Human!”) Has become a leading pedagogical idea. Abai attached particular importance to the acquisition of positive moral qualities of people and emphasized the special role of the personal interest of each individual individual in achieving the level of “perfect man”. The path to it lies through knowledge, through moral and spiritual improvement.

As a result of many years of thought, excitement and noble spiritual impulses of the great poet-enlightener are his “Words of edification” [7].

Ch. Aitmatov, whom we have the right to consider the successor of the great enlighteners, is also occupied with thoughts about education, upbringing of civic, moral qualities, patriotism, constant striving for knowledge of the world of his fellow tribesmen. Through all his work, the thought “*Imanduuadambulgun!*” [8, p. 41] - “Be a godly person”, which was the leading idea of his pedagogical system. Remaining faithful to the principles of humanism, he strove to find qualities worthy of imitation among other peoples, and urged the Kyrgyz to adopt them, to study the cultures and languages of other peoples. “Knowledge of a foreign language and culture makes a person equal with this people, he feels at ease, and if the care and struggle of this people are in his heart, then he can never stay on the sidelines. This is the nature of man” [7]. These instructions of Abai imbued all the creativity of Ch. Aitmatov, who did not stop referring to Ch. Valikhanov's “Manas” and was guided by the teachings of I. Altynsaryn about mastering the Russian language.

Ch. Aitmatov's pedagogical views are also close to the ideas of Jadism. This is substantiated by many factors, including the attitude towards education, moral and spiritual education, and the knowledge of modern sciences. A detailed analysis of a number of textbooks, characteristic of the works of the Kyrgyz writer, is also characteristic of the Jadids, who critically evaluated every means of education, were engaged in printing and creating libraries.

Let's refer to specific examples. One of the most prominent representatives of Jadidism, Abdullah Avloni, noted that the levels of education and upbringing of the individual should grow synchronously. The fruitfulness and effective effect of the knowledge gained depends on this. Ch. Aitmatov continued this thought in his journalism: “Now, when our life is becoming more and more complicated, when we must nevertheless come to the fact that the integrity of the perception of the world should become such a planetary principle for us, we must perceive the world in integrity, in its relationship, in its interaction. Such a person is needed now. And if this person is the predominant type of the population, then this is one of the factors that a global catastrophe will not happen. If, on the contrary, we cultivate the consciousness of our exclusivity, separateness, oppose ourselves to others. We will not survive then” [3]. We also hear about the need for high morality in obtaining education from the lips of the heroes of his works of art, such as Tanabai, Abdutalip, Edigey.

CONCLUSION

As you can see, today, when education is a leading social phenomenon that ensures social, cultural, scientific progress, an appeal to the heritage of Ch. Aitmatov, who considered education to be the highest value for a person and society, a deep and thoughtful analysis of his work allows us to comprehend the phenomenon of his pedagogical system. The idea that every writer carries in him a fraction of all the phenomena of life (and pedagogy is nothing but the most important phenomenon of life) sounded from the lips of the Kyrgyz writer himself: “... in the work of every artist of genius there is everything, because it is a whole and whole world, life in its entirety. It's another matter if from a great writer we take some one side or one idea of his work” [9, p.375]. Based on this idea, we decided to investigate the publicistic and artistic works of Ch. Aitmatov for his pedagogical concept.

Thus, we come to the conclusion that the formation of the pedagogical thought of Ch. Aitmatov was influenced by the works of the great enlighteners of the East and the worldviews of Western thinkers. Following his predecessors, the Kyrgyz writer responded to pressing social problems

(including pedagogical), not only stated and determined their nature, but also deeply analyzed, looked for ways to solve them in a dialogue with the public through his journalistic and artistic creativity. This will be discussed in the following sections.

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DOI: **10.5958/2249-7137.2021.00728.X**

THE ROLE OF TAX POTENTIAL IN DETERMINING LOCAL BUDGET INCOME BASE

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ABSTRACT

This article discusses the role of tax potential and methods for determining the revenue base of the local budget, unique scientific approaches of scientists to the concept of tax potential, developed scientific proposals to further increase the role of tax potential in determining the revenue base of the local budget.

KEYWORDS: *Public Finance, Tax, Budget, Local Budget, Revenues, Tax Base, Tax Potential, Taxpayer, Investment Project, Sustainability.*

INTRODUCTION

Special attention has been paid to the reform of the public finance management system aimed at increasing the efficiency of the public finance management process and ensuring the stability of the local budget, ensuring fiscal transparency, the formation of local budget funds. In this regard, the adoption of the Resolution of the President of the Republic of Uzbekistan dated August 22, 2018 No PP-3917 "On measures to ensure transparency of budget information and active participation of citizens in the budget process" [1] was an important step in this direction.

Therefore, today it is important to take measures to ensure the sustainability of local budget revenues, taking a systematic approach to the issue through the widespread use of science-based proposals and recommendations. The concept of tax potential is widely used in foreign countries in determining the revenue base of the local budget. It is essential to note that there is no single scientific approach among scientists on the concept of this tax potential. In the experience of foreign countries, the tax potential refers to the state budget revenues per capita collected by public authorities during the fiscal year, using the conditions of uniform taxation in the regions of the country [2]. It is important to state that opinions on the nature of the tax potential category are one of the current issues at the center of scientific discussion.

LITERATURE REVIEW

The role of tax potential in determining the revenue base of the local budget is important to reveal the essence of the content of the tax potential of the country. Local budgets consist of the tax potential of major, large taxpayers, which serves to shape the tax revenues that make up the revenue base.

In foreign literature and scientific researches, this concept is defined in accordance with the current tax legislation and taking into account the total amount of taxable resources, taking into account the macroeconomic indicators that reflect the level of development.

Tabaeva T.V. and others suggested that the tax potential of a region should be determined by applying the average tax rate to the tax base of taxable income in a particular region of the country [3].

The concept of tax potential is equated with financial potential in most developed countries, where the model of budgetary federalism is widely used [2]. In the foreign literature, the basis of this category is often understood as the tax base, which generates income in the form of tax revenues of a particular region.

Local economists have also commented on the tax potential, some approaches. In particular, F.M Mirzaev in his research proposed a method of assessing the level of tax collection on the basis of the tax potential of the regions [4].

In the research, Z.A Abdullayev used correction factors to assess the tax potential, such as the level of socio-economic development of the regions, including the structure of regional GDP, tax base and taxpayers, transfers between budgets at different levels, depending on the level of tax potential. Its approach to the introduction of the practice of determining the optimal amount is expressed [5].

RESEARCH METHODOLOGY

Comparative analysis as well as induction and deduction assessment methods are used in this manuscript. Using the comparative method, the analysis of data on the tax potential in determining the revenue base of the local budget was carried out and scientific conclusions were given.

Analysis and discussion of results

Important areas of socio-economic development through the effective organization of the revenue base of the local budget are:

- Increasing the capacity of the district in determining the local budget base, collection of taxes in a timely manner;
- Formation of the procedure for the analysis of the structure of the local budget revenues to the district and its definition in relation to the state budget revenues;
- forecasting tax revenues to determine the production capacity of goods and services, new jobs and project value as a result of investment projects;
- Differentiation of taxable income based on the activities of taxpayers of different levels;
- Establishment and analysis of the mechanism of distribution of net profit of taxpayers;

- Determination of budget revenues in terms of tax revenues based on newly created jobs.

The main results to be achieved:

- Implementation of investment projects is provided;
- Increase in production capacity of goods and services;
- new jobs will be created to ensure employment;
- Additional tax payments to the budget will be provided.

The development of measures to ensure the sustainability of growth of local budget revenues, as well as the development of a quarterly network schedule can provide an opportunity to apply proposals and recommendations for the effective organization of budget revenues on a scientific basis.

In determining the revenue base of the local budget, it is important to establish a systemic approach to tax potential and its assessment:

- Tax potential and its assessment;
- Clarification of budget forecasts by studying the internal and external factors influencing the formation of local budget revenues;
- Regulation of mechanisms for distribution of tax revenues between budgets of different levels;
- If the local population operates without registration in other districts (cities), then the centralized transfer of them to the mandatory tax payments, the district tax infection in which they are registered.
- Ensuring that taxes are collected from which enterprise (organization) and their transfer to the budget of the district (income tax, VAT, excise tax) distribution of taxes between the Republican and local budgets based on the budget potential.

The main results to be achieved:

The development of effective recommendations and proposals by analyzing the budget situation in the second month of each quarter will ensure a 0.3-0.4 percent increase in budget revenues. This will increase the amount of budget revenues left to the local budget by 0.12%. Regulates the allocation of funds from the upper budget to the local budget in terms of types of taxes.

As a result of these measures, budgetary discipline will be strengthened through the establishment of effective public control, strategically correct allocation of available resources and quality delivery of public services will be achieved.

In general, the tax potential of a country consists of the sum of the tax potential of local governments; the tax potential of local governments is interpreted as the potential of taxpayers to pay taxes and levies, depending on the status of legal entities and individuals.

The tax potential takes into account macroeconomic indicators, as well as the choice of the taxpayer on the taxation procedure. This, in turn, allows determining the indicators of the effectiveness of tax policy and the effectiveness of tax administration in the country.

CONCLUSIONS AND SUGGESTIONS

In conclusion, it can be said that the views expressed on the tax potential in determining the revenue base of the local budget, summarizing the approaches, can be further expanded based on the classification criteria of the forms, types of tax potential.

In our opinion, it is expedient to attach the income tax from individuals and corporate income tax entirely for local budgets at the local level, and to distribute the value added tax among the different levels of the budget. In the future, Uzbekistan should create a mechanism to ensure inter-budgetary balance, expand the tax base by increasing industrial production to increase local budget revenues, calculate the tax potential of each region by introducing the concept of regional tax potential in the tax legislation.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00729.1**

LOCATION OF THE POPULATION AND ETHNIC COMPOSITION OF SURKHAN OASIS IN THE LATE XIX AND EARLY XX CENTURIES

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ABSTRACT

This article is devoted to the study of the location of the population and ethnic composition in the late XIX and early XX centuries in the Surkhan oasis. As well as some issues were analyzed as the count, national composition of the population in the "beklik" of the oasis, its origin, statistics provided by the Russian Empire military, the cities of the oasis and the proportion of its population. The article provides information about the count of population in Eastern Bukhara and their economy in the second half of the XIX century, as well as about the tribes living in the oasis of Uzbek Chigataids, Tajiks, Kungirats, Hughes (Juzes), Turks, Turkic Karluks, Turkic-Kaltataids, Turkic-Barlas, Durmans. In addition, the article explores the settlement of Russians in the territory of the Bukhara emirate as in other parts of Central Asia after the conquest of the Russian Empire, as well as the arrival of the border troops of the Russian Empire in the region.

KEYWORDS: Surkhan Oasis, Bukhara, Russia, Boysun, Termez, Yurchi, Denau, Sherabad, Sarijoy, Sariosiya, City, Village, Chigatoys, Tajiks, Kungrad, Hundreds, Turks, Turkish Snowmen, Turk-Kaltatoyi, Turkish Barlos, Dormon.

INTRODUCTION

We can blindly say that the population of the Surkhandarya oasis in the late 19th and early 20th centuries was composed of different ethnic groups and ethnic groups with a more complex ethnic composition. Although the settled population of the oasis formed a common ethnic unity of tribes and peoples who migrated in different historical periods, they differed from each other in that they preserved their origins, customs, and some national traditions.

At the end of XIX-XX century, no complete information about the number of people living in the Emirate of Bukhara. In 1926 a registration form being According to the data, which, at the end of XIX-XX centuries Surkhandarya 264863 people, including 13110 people, or 5 per cent in urban areas and the remaining 95 percent of the 251753 people that live in rural areas. 7 largest cities, they Baysun development, YurchiDenov, Sherobod, Sarijo'y, to equip cities [□]. The population of the oasis is 74.5% Uzbeks, 20.2% Tajiks, 3.8% Turkmen and the rest of other nationalities. The population of Sariosia was 38,085, of whom 1,527 lived in cities and the rest in villages. The structure of the population of 55.7 percent, 44.3 percent Tajik Uzbeks [□].

RESULTS AND DISCUSSIONS

42856 people lived in Boysun district, including 3598 people in Boysun and Darband cities, which is 8% of the total population. Uzbeks accounted for 44.1 percent of the population and Tajiks for 55.2 percent. There are 69,932 people registered in Denau district, of which 3,000 live in Denau and 1,101 in Yurchi. The ethnic composition of the population is 83.9% Uzbeks and 16.1% Tajiks. The population of Sherabad district is 64,471 people, of which 2,500 live in Sherabad, 97.8% of the population are Uzbeks and 2.2% are Arabs.

28859 people lived in Jarkurgan estate. The ethnic composition of the population was 97.8% Uzbeks, 2.1% Arabs and 01% Turkmen.

In Pattakesar (Termez and its environs) 20,651 people lived, including 4,284 in Termez. The ethnic composition of the population was 41.1% Uzbeks, 51.2% Turkmen, and 7.7% other nationalities (Jews, Afghans, etc.) [3].

The statistics provided by the military of the Russian Empire describe the location of the population in the principalities of Gissar, Denau and Sarijoi, and their farms. Captain Stetkevich visited the Gissar oasis in the 1980s to provide information on the lifestyle and ethnic persecution of the people living in the Karatag basin.

According to him, the Regar, Sarijoi and Sariosiya estates of the Gissar principality have 6,809 houses, each with 5 people in each yard and more in the cities, with a total population of 35,400 people. There were 1,452 houses in Karatag, 452 of which were inhabited by Uzbeks, 1,000 by Tajiks, and more than 300 by nomads. Of the 1,788 courtyards owned by Regar, 428 were inhabited by Tajiks and 1,360 by Uzbeks.

Sarijo'yamlokligida 315 1545 1230 out of the yard Tajiks, Uzbeks, 1424, to equip amlokligida 140 are Tajiks, Uzbeks in 1284 out of the yard, in the areas Uzbeks and Tajiks who lived more than 1,000 immigrants were [□].

According to Captain Pokotilo, before the annexation of the Gissar principality to Bukhara, its population was estimated at about 180,000 [5]. Captain Liliental, who had studied the territories of the Gissar and Qabodiyon principalities, wrote in his report that the population of the Gissar

principality was much smaller than that of Captain Pokotilo. In the Gissar principality, Uzbeks and Tajiks cover the majority of the population. Barlos, Musabozor, Lakay, and Yuz of Uzbek descent made up a large part of the population.

There are a total of 3,940 courtyards in the Denau principality, of which 2,500 are inhabited by Uzbeks and 1,440 by Tajik families. The Uzbeks of Denau were inhabited by bells, Dormons, Turkmen Juzs, Qarluqs, Kenagas and other tribes. Russian troops gave their information and reports information about the people living in the East Bukhara. In Qabodiyon 20-25 thousand people, which is the seed of the Emirates English Uzbek horse, Tajiks, Turkmens, Arabs and other ethnic groups lived [6].

According to researchers, there were almost no large villages in Eastern Bukhara. On average, there were 30-35 yards in each village. For example, there were about 150 villages in Faizabad, with 15 courtyards in each village. In the last quarter of the XIX century the total population of Kurgantepa principality was 18 thousand people. It was also determined that there were 1,700 migrants. The Emirates Uzbeks, Tajiks, Kyrgyz Khazars, Arabs, Turkmens living [□].

By the second half of the 19th century, the Bukhara principality was reported to be the second most populous in Eastern Bukhara after the Gissar principality. Based on his research in the Baljuvan principality, GA Arandarenko writes that the population of the Kulob principality was much larger than the population of Baljuvan. Kolob (city) itself has 406 yards, with 5 people per yard, while Kulyab itself has a population of more than 2,300 [8].

Topographer V.A. Varygin says that during the First World War the population of the Kulyab principality decreased significantly. In general, the Russian military's research on the population of the Kulob principality does not provide accurate and complete information. The majority of the population of this principality were Uzbeks, Tajiks, Turkmens, Afghans and other nationalities. D. Logofet Kulyab located in the important trade routes expanded in Samarkand on the one hand, on the other hand conducted trade operations with Afghanistan recognizes the main commercial center [9].

In the Emirate of Bukhara, a large part of the population lived in oases. 300-350 thousand people lived in Zarafshan oasis, 500 thousand in Kashkadarya oasis, 200 thousand in Surkhan oasis, 500 thousand in Eastern Bukhara. According to B.X. Karmysheva, at the beginning of the nineteenth century fortress 137 677, in Kulyab 131 869 units, in Kurgan 15, 450, in Sherobod 53, in Denov 54 390 362 in Baysun 26 685 people registered [10].

National composition of the population of the Eastern Bukhara principalities

The name of the principality	Uzbeks	Tajiks	Turkmens	Arabs	Other national representatives	Total	Uzbeks	Tajiks	Turkmens	Arabs	Other national representatives
	Population						In percentage terms				
Hisor	46390	87981	401	-	1032	135287	34.3	65.0	0.3	-	0.2
Kolob	28540	101440	-	400	-	130380	21.9	77.8	-	0.3	-

Qurghont eppa	764 5	118 5	3705	75	-	131 00	58.4	9.0	28.3	0.6	3.7
Boysun	129 57	114 93	-	-	-	244 50	53.0	47.0	-	-	-
Sherobod	376 80	956 5	3985	132	920	522 82	73.0	18.0	7.1	0.7	1.2
Denov	324 42	195 74	165	150	1646	540 57	60.0	36.0 2	0.3	0.3	3.0
Totally	165 654	231 238	8256	625	3598	408 447	40.6	56.6	2.0	0.2	0.6

As in the Central Asian states, the Bukhara Emirate did not have a population census until the early twentieth century. In 1914, under pressure from the Russian government, only certain calculations were made on the area of arable land, settlements and livestock in the Eastern Bukhara principalities.

Sherobod the lower reaches of the river valley and Sherobod Uzbek **Chigatay** three books in a number of areas, as well as the lower reaches of the Surkhandarya: Manguzar, Selliobod and the UAE village. In the villages of Manguzar and Selliobod, Chigatoy Uzbeks coexisted with Uzbek-speaking masters.

In addition to the southern part of the oasis, Uzbek chigatoy seeds are widespread in the northern regions. They are also known to have been in the villages of Big and Small Vakhshuvor. In the Great Vakhsh they coexisted with the Takhchi ethnic group (B. Karmisheva describes the Takhchi ethnic group as mountaineers. Some of them called themselves repressors). Uzbek Chigatoys also lived in the villages of Gazarak and Dashnabad on the banks of the Kulob and Obizarang rivers. In addition to these places, Uzbek chigatoys lived in Shoqqishloq, Ermon and other foothills together with barlos, engaged in farming and handicrafts [11]. According to the data, 1627 people live in Sherabad oasis, 1000 people in Poshhurd, 2160 people in Termez district of the lower Surkhandarya and Amudarya valleys, 9490 people in the upper part of Surkhandarya and 3420 people in the middle part.

The **Tajiks** living in the mountainous parts of the Sariosiya and Denau districts belong to two groups, the former being the ancient Kohistani (taqchi), who consider themselves indigenous, and the second group includes the region or hisori from different places. The first group of ko'hisoniy Tajiks small mountain pride, Shotrut, Qarsh, Tamshush, Chach, nilu, Zebah and other villages, while the second group of regional or hisorilarXufar, testing, training, equip, Yurchi, Dehqalandar and other villages [12].

There are 1,755 people on the eastern slopes of Mount Kohitang, 3,718 in the Sherabad River basin, 4,000 in the Boysun River basin, and 9,490 in the upper Surkhandarya.

Kungrats are the largest Uzbek tribe living in the Surkhandarya oasis. In the early 19th century, they lived in large areas up to the slopes of the Guzar, Termez and Babatag ridges. According to

the data, the calls amounted to 31,148 people. Boysundaryo 3525, 1838 Sheroboddaryo basin, the basin development environment and the Amu Darya River Valley in 3525, 9375 people lived in the valley of Surkhandarya [13].

In addition to the Sherabad oasis, Kungrad seeds are scattered throughout the Surkhandarya oasis. There are 13,140 bells in the Karatagdarya basin, 9375 bells in the upper Surkhandarya oasis and 9375 in the Bobotag part. They came to Sariosiya and Denau districts 170-180 years ago from Dehkanabad. The bells were mixed with the Tajiks in the upper part of the Surkhandarya oasis, in the mountainous areas of Sangardak, Changlak, Baghcha, and other villages. Sariosiyodenov, Dashnobod, Sarijo'y, Yurchida they lived in rural areas [14].

Representatives of the **Hundred** (Juz) clan lived in the villages of Kholchayon, Boqati, Khursand, Chimildiq, Bibichakka, Fayzova and others of Sariosiya and Denau districts. According to the data, the faces came from Samarkand to Shurchi 250-300 years ago. Later, they began to move to Denau and Sariosiya districts. Hundreds are also known to have lived in Altynsay and Sherabad districts [15]. According to B.X. Karmysheva, the Juzs lived in the Surkhandarya oasis in the Denau, Shurchi, Altynsay and Sherabad districts. The faces living in the oasis are divided into two parts, Vakhtamgali and Jilantamgali. They are divided into 8 parts in their place: Vakhtamgali Qazoyakli, kuztamgali, kazak, jarikbash, kesauli, hammer, alonli and batash. The lilac is divided into childish, kosa, patas, torga, yas, combed and saddles.

One of the Uzbek people living in the oasis of **the Turks**, for they, in turn, three sons, qarluq Turks, divided Barlas Turks and the Turks kaltatoyi [16]. A large group of Turks can be found in various parts of the Boysun principality and the Sherabad oasis. The number of Turks in the southern districts of Uzbekistan was 23,212. There are Surxon 3641, Qoratog' upper reaches of the river basin 12003 people registered [17]. The Turks lived in and around the town of Boysun, in the villages of Saraytosh and Turk, as well as in the village of Yukori Machay in the Inqabad, Omonkhana, and Machay river basins. Research Sherobod oasis near the city of SherobodGegirdak and Navubog' lived in the villages of Afghan and Uzbek-language chig'atoylar mixed data on common [18].

Turkish Qarluqs Denov, equip, Sho'rchi districts Tog'chion, Dashnobod Some other villages lived [19]. Snowflakes are more common in Tagchion, one of the mountain villages. The Qarluqs came to the Shurchi and Sariosiya regions in the middle of the 18th century. Some studies say that there are more than 500 snow families in [□ □ □ □ □ □ □ □]. 20

The Qarluqs are one of the tribes that have lived in Eastern Bukhara since ancient times. Most of the Qarluqs lived on the southern slopes of the Gissar Mountains and were called Turkish Qarluqs. Turkish snowmen are divided into several groups depending on their habitat. The snowmen living in the upper reaches of the present-day Kofirnihon River were called Ramiti. The snowmen living on the right bank of the Vorzab River called themselves Vorzabi. The snowmen living in the territory of Regar district are called kalluk-regari. The snowmen living on the banks of the Vakhsh, Javan, and Nurek rivers were called Hisori snowballs.

In the Surkhandarya oasis, the Qarluqs living in the Shargun and Topalangdarya basins are called Togchiyon Qarluqs. It is acknowledged that the mountain gorges are divided into Lolaki, Mozorchopti, Sultan Muhammad, Karayasak, Karabuyun, Pirmahmud and Adjirgani.

The Turkic-Kaltatoyi tribe formed the majority in the **Kenagas** guzar in the Denau district. The population of the Kaltatoy clan also lived in the Sarijoi and Yurchi principalities. In addition, kaltatoySherabadAkkurgan village and Sangardak and Obizarang the lower reaches of the rivers, Chontosh, Satan, Jonbaxti, Jarqishloq, looking Telpakchinor and the charred remains of the villages (the main part of this village has long lived in the district) [21].

Turk-barlos made up the majority of the population in the present - day village of Namuna in Uzun district. The Barlos also lived in the village of Dashnabad, mixed with the Chigatoys, in the villages of Shonsoy and Sangardak near the Hazarbog Canal in the west, and in the village of Chimtepa in the east. The arrival of barlas in the Sariosiya and Uzun districts of the present-day Surkhandarya region in the early 16th century can be attributed to the mass migration of Uzbek tribes to Central Asia, led by Muhammad Shaibanikhan. In addition to the village of Dashnabad in Sariosiyo, they also lived in the villages of Kudukli, Karabandi, and Shoqqishloq. The fact that the Barlos came to Denau, Uzun, and Sariosia 350-400 years ago has been singled out in later studies [22].

Dormon seeds can also be observed to be spread over a much wider area in the oasis. In the Sherabad oasis, on the right bank of the Sherabad River, the majority of the population of the village of Hojigi were Dormons. In the Gissar and Surkhandarya oases there are 7979 people from Dormons, and in Qabodiyon and its environs there are 2400 people. They are divided into two groups depending on their habitat — hisori and kabodiyon. In addition, they Kofirnihon oasis in the middle and lower reaches of the Bobotog lived in many villages in the northern part of [23]. Part of the Dormon seed is also distributed in Sariosia and Denau. Their graceful, energetic, Fayzov villages and mountainous Jiydabuloq, Anorbuloq and Pistamozor villages were found [24].

After the conquest of the Bukhara Emirate by the Russian Empire, Russian citizens began to settle in the Bukhara Emirate, as in other parts of Central Asia. They were originally formed by the military, businessmen and merchants. By the end of the 19th century, the number of Russians had grown significantly as a result of the development of trade relations between Russia and Bukhara, on the one hand, and the infiltration of Russian border troops, on the other. For example, in 1883 the 14th Turkestan Battalion arrived in the city of Karki, and in 1886 a part of the reinforced Russian army arrived. That same year, Chorjoy Russian troops were placed [25].

According to the Russian-Bukhara treaty of January 15, 1883, the Pattakesar and Salihabad territories around Termez were given to the Russians. After that, Russian military units from the 7th Border District began to be stationed here as well. According to the data, by 1900, 8,052 men and 2,069 women lived in Termez (Pattakesar), where the Russians lived. The bulk of this population was made up of the Russian military [26]. Armenians, Tatars and other nationalities also lived here.

CONCLUSION

At the beginning of the XIX-XX centuries, the population of the Surkhandarya oasis had a complex ethnic composition, among which there were seeds that did not interfere with the settled

population, and maintained their own genealogical order. They have also preserved their unique lifestyle, customs, culture and some ethnic characteristics. The history of the Uzbek tribes, which still live in the region and constitute the main majority, is mainly connected with the arrival of Muhammad Shaibanikhan in Central Asia in the early 16th century. They are widespread not only in isolated areas, but also in villages, guzars, where in many cases local (formerly inhabited) tribes live.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00730.8**

THEORETICAL, PRACTICAL AND DEMOGRAPHIC ASPECTS OF LABOR MARKET DEVELOPMENT IN UZBEKISTAN

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ABSTRACT

The article reveals the main aspects of the labor market in Uzbekistan in the context of the transition of the economy from the industrial to the informational stage. Used statistical data. When studying the labor market in Uzbekistan, factors influencing it have been identified and the influence of these factors has been theoretically substantiated. Shows their manifestation in practice from the point of view of demographic processes on the labor market. General conclusions are made and theoretical and practical recommendations are developed. The problem of annual employment of about 300 thousand young citizens entering the labor market for the first time and 100-120 thousand labor migrants returning to their homeland is especially urgent.

KEYWORDS: Republic of Uzbekistan, labor market, labor resources, demographic situation, formal and informal employment, labor migration, active and passive employment policy, monitoring of the social and labor sphere.

INTRODUCTION

Recently, among the numerous problems observed in the economy, the issue of the effective functioning of the labor market is highly relevant. Its successful solution is directly related to a deep understanding of the objective laws of its development.

The labor market is one of the developing systems where there is a priority of external factors, for example, technical progress. Changes in the conditions of social development, in accordance with technical progress, is reflected in the mechanisms and organizational structures of social regulation of the labor market. This situation was observed in the 1920s and 1930s during the technical revolution and is observed to this day. The progress of science and technology in the 70s and 80s of the last century led not only to a change in the technical and technological

structure, but also to the transition from the industrial to the informational stage of the development of human society. It is based on the ability to harmonize scientific potential, knowledge and information. The "intellectual economy" has turned humanity into the main productive force of society, and its creative potential into capital. The formation of such new qualities in a modern person requires a revision of not only the structures and mechanisms of the labor market, but also labor relations in general.

At present, Uzbekistan has reached such a level when one can speak of a country with an average level of development. The creation of decent and sustainable jobs, the elimination of forced and child labor have become relevant. The problem of annual employment of about 300 thousand young citizens entering the labor market for the first time and 100-120 thousand labor migrants returning to their homeland is especially urgent. In addition, the issues of ensuring the growth of economic activity of women and the reduction of informal employment also need to be addressed.

In conditions when at least 2 million people need employment, and the annual growth of the labor force is 350-370 thousand people, it is necessary to accelerate the creation of sustainable and productive new jobs. However, the development and implementation of programs for creating new jobs for many years has not solved the problem of expanding sustainable and highly productive employment. About three quarters of jobs are created due to the accelerated development of small business, private and individual entrepreneurship without the formation of a legal entity, the development of all forms of home work and self-employment.

Those employed in the informal sector, including informal labor migrants, are not covered by quality protection and decent working conditions, social insurance and risk falling into the category of low-income strata of the population, both at present and in old age. In addition to them, young people and women employed in the economy are also at risk of becoming unemployed.

Thus, the overwhelming part of employment (those employed in the informal sector, labor migrants working informally, youth and women employed in the economy) is unstable, that is, it temporarily provides the worker with income, but does not guarantee the sustainability of their receipt in the future, the preservation of a job and decent working conditions, growth of labor productivity, career growth, self-realization of the employed.

However, in modern conditions, when the country sets itself the ambitious goal of a quick transition to the group of countries with an upper middle income level, the problem of reducing informal employment becomes extremely urgent, since without ensuring inclusive growth in labor productivity and real incomes of the population, as well as without expanding the middle class, it is impossible to achieve this goal.

After Sh. Mirziyoyev was elected President of the Republic of Uzbekistan, Uzbekistan began to take decisive steps to achieve this goal. Thus, the most important area of development of the social sphere within the framework of the Action Strategy for five priority areas of development of the Republic of Uzbekistan in 2017-2021. is to increase the level of employment of the population through the creation of new sustainable jobs. At the same time, the creation of sustainable and decent jobs for such categories of the population as women and youth is of particular importance. The system of public administration of employment in the Republic of Uzbekistan is undergoing significant changes. The administrative reform of this system is aimed

at horizontal and vertical optimization of the functions of the Ministry of Employment and Labor Relations, which is responsible for state employment policy.

Currently, not only the organizational structure of labor bodies, the legal framework for state regulation of employment, methodological support of labor statistics are being improved, but also the entire system of public service.

State regulation of employment in Uzbekistan is carried out through the state employment policy through a network of special state institutions in order to maintain an acceptable level of employment, increase labor mobility, and create new jobs. State employment policy is a set of measures of direct and indirect impact on the socio-economic development of society in general and each of its members in particular.

State regulation of employment of the population is based on the following principles:

- ensuring social partnership of subjects of the labor market;
- promoting effective employment, preventing the growth of unemployment, creating new jobs, ensuring the voluntary choice of the sphere and place of activity;
- Compliance with the complexity of measures to regulate the employment of the population;
- Support for able-bodied citizens of working age who need social protection;
- Provision of preventive measures to regulate employment and reproduction of jobs;
- Availability of a guarantee of preservation of jobs and professions, income generation, etc.

Depending on the state of the economy and the labor market, there are two main options for implementing employment policy: active and passive. An active employment policy is a combination of legal, organizational and economic measures taken by the state in order to reduce the unemployment rate. It provides for measures to prevent dismissal, training and advanced training, active search and selection of jobs, financing the creation of new jobs. The passive employment policy provides for the payment of unemployment benefits and the provision of simple job search services through the public employment service. Such a policy can justify itself only with a high flexibility of the labor market as a whole [10, 1-2].

One of the important tools for developing a sound and effective state social policy is monitoring the social and labor sphere. Its main tasks are constant monitoring of the actual state of affairs in the sphere of social and labor relations, a systematic analysis of the processes that take place in it, prevention of negative trends that could lead to social tension and an increase in the unemployment rate to a critical one, as well as a short-term forecast of possible changes in this domain. Monitoring of the social and labor sphere is a comprehensive state system of continuous monitoring of the actual state of affairs in this area. The result of monitoring should be proposals for further reforming the economy, solving the problems of employment and unemployment, strengthening social protection of the population.

Monitoring is based on the solution of three main groups of problems: methodological, scientific and informational. Methodological monitoring tasks are the development of scientific foundations, structure and system of monitoring indicators, sampling methods and tools that allow obtaining reliable research results. Scientific tasks - tracking and analyzing specific shifts in the social and labor sphere (studying labor relations, the state of employment and

unemployment, the level of education, qualifications and living standards of the population, assessments, attitudes and behavior of people, changes in the social structure of society, the development of forecasts, etc.). Information tasks - providing reliable and objective information, the consumers of which are the appropriate circle of scientists and leaders of all levels.

Monitoring allows you to assess the completeness and effectiveness of the implementation of legislative acts on social and labor policy, to facilitate the adoption of optimal decisions at various levels of government. International documents formulate the main goals of statistics and collection of information on the labor activity of the population: measuring human and labor resources in order to carry out macroeconomic analysis and planning the development of these resources, as well as measuring employment, income and other aspects of labor activity for the development and implementation of programs in the field of social policy, improvement of mechanisms of state regulation of the labor market.

The correct distribution of human resources in the labor market serves the interests not only of its individual participants, but also of society as a whole. Through the labor market, our main national wealth - human resources - are used in various spheres of the national economy.

The essence of labor economics, first of all, boils down to the relationship between employers and employees regarding the conditions of compensation for labor, the cost of labor, material and non-material aspects of employment [1,377-384]. The listed elements of the relationship between labor market participants motivate or limit their individual choice. In this regard, the following questions are of research interest:

- Population growth in the Republic of Uzbekistan and employment problems;
- Ways of influence of supply and demand in the labor market on the process of making decisions by individuals on the choice of a particular type of employment;
- The role of education and training;
- Non-traditional employment and migration problems.

Ways of the influence of supply and demand in the labor market on the process of making decisions by individuals about choosing a particular type of employment. In this regard, the conditions under which employers and workers enter into employment contracts are at the heart of the labor market. First, this is due to the fact that recruitment agencies act as intermediaries between “sellers” and “buyers” of labor services. Secondly, after establishing the first contact with each other, the parties exchange information about the cost and quality of the desired work. Usually this process takes place during the interview of the candidate or is described in detail on the questionnaire. Third, when the parties have reached an agreement, we can talk about the emergence of a formal or informal labor agreement. It contains information about wages and working conditions, including the rights and obligations of the parties and the length of working hours. As a result, transactions between the employer and the employee contribute to the distribution of the labor force at the level of wages that corresponds to the degree of qualifications and knowledge of the employee [10, 1-2].

Let's look at a specific example. Suppose that under resource constraints, workers prefer high-paying jobs over low-paying jobs if all other job characteristics are the same for every task. Thus, they will leave low-paid jobs in order to get more profitable ones if they believe that

sufficient improvement is likely to be [2,30-32]. This principle does not mean that workers only care about wages or that everyone can equally leave. Workers obviously care about a number of employment characteristics, and improving any of them in their current job makes turnover less likely.

Understanding the nature of the labor market in terms of normative economics begins with the realization that there are two types of economic transactions. The essence of the first type of economic transactions in the labor market is that all parties to the transaction make a profit. For example, if a specialist is ready to create drawings for 10 thousand UZS per hour, and the customer is ready to pay for such work up to 15 thousand UZS per hour, then both parties to the transaction will be in an advantageous position when they can agree on the hourly cost of work in the amount of from 10 thousand to 15 thousand soums Such a deal is mutually beneficial. The role of the labor market is to facilitate these voluntary, mutually beneficial deals. If the labor market is successful in promoting all possible mutually beneficial transactions, we can talk about achieving Pareto efficiency [3]. If Pareto efficiency were actually fully achieved, then no more transactions in the labor market would be carried out voluntarily, because they would not be mutually beneficial.

In the second type of transaction, one or more parties of the employment contract lose. These transactions often involve redistribution of income, of which some benefit at the expense of others. The increase in the number of such transactions shows the ineffective functioning of the labor market. When employers and job seekers enter into negotiations, they usually weigh the costs and benefits only for themselves - and, of course, decide to close the deal if the benefits outweigh the costs. If all transaction costs and benefits fall on the decision-makers, then society can be confident that the transaction represents a step towards Pareto efficiency. However, sometimes jobseekers are not on an equal footing with the employer and therefore are not able to influence the decision on hiring. This happens when the demand for labor is much less than the supply.

A similar imbalance in the labor market is pushing states to intervene in employment processes taking into account the demographic aspects of the labor market. Government policies affecting the labor market are often based on a widespread, but not generally recognized, value orientation, according to which the distribution of income among the population should be more equal [4,6-13]. To this end, the state implements social security programs, adopts laws on minimum wages and imposes restrictions on migration. The essence of such a policy is that vulnerable groups of the population should not expose themselves or their families to the risk of physical or financial harm due to negative fluctuations in the labor market.

So, normative economics emphasize the efficiency of the labor market over considerations of social justice. For a transaction to be mutually beneficial, all it takes is for each party to a labor transaction to be in a relatively win-win condition. From a scientific point of view, the study of voluntary transactions of labor market participants is useful when considering economic efficiency [5,77-87]. However, considerations of equity are always linked to the comparison of a lack of well-being. For making political decisions based on considerations of justice, vulnerable populations usually turn to the leadership of the political system, not to the markets.

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ACADEMICA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00731.X**

NEW INFORMATION ABOUT KHIVA LITHOGRAPHY IN KHOREZM

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ABSTRACT

This article is dedicated to the first Uzbek national lithography, which was launched in 1874 in the Khiva Khanate during the reign of Muhammad Rakhimkhan Feruz (1864-1910). It provides new information about who worked in national lithography, what books, and how many copies were published. The sources have new information about Ibrahim Sultan, the chief editor and technician who worked in Khiva lithography. This lithography played an important role for its time and its work reflects the history of culture, literature and science of the Uzbek people. The article is based on primary written sources about them.

KEYWORDS: *Lithography, Typography, Manuscript, Printing, Book, Palace, Iran, Khiva, Calligrapher, Divan, Poet.*

INTRODUCTION

Until the second half of 19th century, there was no national printing company in all of Central Asia. The establishment of a national printing press in this region was first entrusted to the Khan of Khiva Muhammad Rahimkhan II (reign 1864-1910). True, at that time in Tashkent there was a printing house of the Turkestan military district. Although this Printing House has been operating since July 14, 1867, it has only published its leaflets, pamphlets, notebooks and letterheads in the previous decade. The Turkestan Military District Printing House did not accept orders from other organizations, and did not publish national books, pamphlets, newspapers and magazines [15, 117].

At the direct initiative of Muhammad Rahimkhan Feruz, lithography was brought to Khiva from Iran, where printing was very developed, in order to publish rare manuscripts and collections of local poets in the palace library. A. Yazberdiev, a Turkmen bibliographer, also said that the

lithographic equipment was brought to the khan from Geneva (Switzerland) [21, 58]. However, it is difficult to agree with him as no clear source has been cited to support this view.

It was clear that the country was occupied, its spiritual and cultural riches were plundered, and that the troubled khan Feruz would not bring printing equipment from Russia and Kazan. The equipment was far from being imported from Turkey, India and Egypt.

Simultaneous development of manuscripts, printed and lithographic books is a characteristic feature of book development in colonial Turkestan, especially in Khorezm. Non-typed (lithography) - a method of copying the text, which was previously written on a sheet of paper and inverted into a stone form, was used, and in general, this method is widespread in Central Asian cities.

One of the main reasons for the choice of this method of printing in the Khiva khanate and its strong place in the printing of national books is that this method is based on the use of calligraphy as an integral part of the book publishing process. This did not stop the thousand-year traditions of manuscript. On top of that, it is to use the knowledge of calligraphers who have continued their services in increasing the wealth of books as before. It would help to choose from centuries-old manuscripts to reprint their texts, which were full of text and quality. It opened up new possibilities for making full use of the skills and abilities of calligraphers. For this reason, the method of lithographic printing in Khiva was added to the tradition of book publishing without much resistance.

Another reason was that the lithographic printing method, unlike the typing method (typography), did not require a lot of laborious work related to the work of typewriters, editors, proofreaders. Typing and printing machines also saved money on expensive and rare Arabic typefaces. The most important thing was that even in the conditions of private business, the method of printing lithographs was much cheaper than the method of typing.

In addition to the above, one of the important factors in the development of the Uzbek national book is the method of moving books by hand could not meet the growing needs of the people for books, although there were various schools of calligraphy, a large number of cover workshops, and skilled calligraphers who could copy any manuscript for an average fee.

Thus, in addition to the study of books published in lithography, the study of the activities, methods, and book art of the calligraphers who worked on it will undoubtedly provide important information in our work.

The first scientist to give information about the lithographic printing equipment of the Khiva palace was A.N.Samoilovich. He was in the Khiva khanate from May 17 to July 2, 1908 and saw the stonework and its activities with his own eyes [18, 70]. His work entitled "Khiva Palace Book Preserve and Lithography" describes lithography and its activities [16, 82]. When Samoilovich saw the lithographic printing equipment, he was operating south of the chordara awning in the khan's garden called Tozabog.

The lithographic printing equipment was installed in 1874 in the khan's palace by Ibrahim Sultan, a printing specialist specially invited from Iran (on a contract basis). It is clear from the sources that this person was summoned from Iran to set up the lithographic printing equipment. Therefore, books published in Khiva are similar in appearance to Iranian publications. In fact, in

the pages of the history of this period of the Khiva khanate there are three names of Ibrahim Sultan.

After the conquest of Khorezm by Tsarist Russia in 1873, at the suggestion of von Kaufmann, the Iranian captives in Khorezm were released. Some of the freed Iranians stubbornly revolted:

“The captives were set free, and many slandered and persecuted their masters. One of them was led by Ibrahim Basmachi, who received the nickname Sultan. That is why he was called Ibrahim Sultan. All the captives rebelled, revolted, and plundered the population. Residents came and complained to Kaufman. At Kaufman’s signal, the khan, hearing their complaints, hanged two of the Iranians. Then the conspiracy was suppressed” [12, 57].

Another was Ibrahim Sultan, who worked as a runner in the khan’s palace. He was one of the close aides of the prime minister of the Khiva khanate Matmurad devonbegi. “Ibrahim Sultan was a beautiful writer”, writes the historian Bayani [12, 73-74].

The third Ibrahim Sultan is the one who brought the lithography that is our subject. However, our guess is that these three Ibrahim Sultan are one person. Ibrahim Sultan was originally a slave brought from Iran. He was later released with the arrival of the Russians. It is not surprising that Ibrahim Sultan joined the evil conspirators during his first liberation. Considering that he was enlightened, educated and a mature poet. For this reason, the enlightened khan offered him a job in the palace. Later, as a result of his knowledge and breadth of worldview, he became the closest person to the prime minister. Seeing the need and demand for books in Khorezm, because of his hunger for novelty, and finally, with the permission of the khan, he brought a lithographic printing equipment from his native Iran. This our opinion is supported by R.M. Mahmudova that “Ibrahim Sultan was one of the Iranians living in Khiva” [7, 44]. This opinion is confirmed by Bekchon Rahmon oglu, one of the enlightened Jadids who knew Ibrahim Sultan well, in his work “Ozodnoma” dedicated to the life of Khiva slaves:

“It was at this time that the slaves in Khiva, taking advantage of the Russian occupation of Khiva, stole the property of their masters and made all sorts of slanders, harassing many people and revolting. The leader of this uprising was the famous Ibrahim Basmachi, who first organized the printing business in Khiva. For this reason, he was nicknamed “Sultan” in those days and was also called Ibrahim Sultan” [4, 15].

The fact that the works published in the Khiva lithograph include examples of Ibrahim Sultan’s poetic verses and historical continents confirms that he was, as Bayani put it, “a good poet”. In the preface to “Divani Fuzuli”, published in 1882, he writes:

“Not to be hidden from the wise, this sinful man Ibrahim Sultan came to Khorezm by the will of fate. It was the digital age of Sayyid Muhammad Rahim Bahadur Khan. I came to his palace. I applauded him and lived a peaceful life”.

It is stated in these sentences that Ibrahim Sultan came to Khorezm from Iran voluntarily (captured) by the will of fate, and later he was highly valued in the palace of Muhammad Rahimkhan. Upon his arrival at the palace, Ibrahim Sultan made no secret of the fact that his life was spent in peace and tranquility.

Thus, the establishment of the lithographic printing equipment in Khiva took place under the influence of Iran, with the help of Ibrahim Sultan. The lithography was commissioned in 1874 by

the typist Ibrahim Sultan. He is said to have moved to Ashgabat, where he spent several years publishing several leaflets and pamphlets, teaching local students. G.N. Chabrov mentions that he will return to his homeland after working in the lithographic printing for 5 years [17, 318].

In fact, the name of Ibrahim Sultan is also found in the books published in 1301 AH (1884 AD). So even if he left, he would be gone after 1884. One of his students was Otajon Abdalov (1856-1939). Otajon Abdalov took over the printing business after Ibrahim Sultan left (it is not clear how long he worked with Ibrahim Sultan) and became popularly known by the nickname Otajon Basma. It should be noted that his name appears in books published by the lithographic printing in the early twentieth century. When writing about the Khiva lithographic printing, A.N. Samoilovich for some reason did not mention his name.

It should be noted that while the lithographic printing continued in Khiva, the method of typography was introduced a little later. This was reported in the newspaper "Tarjumon" in July 1896. According to the article "Khan of Khiva", Sayyid Muhammad Rahim Bahodirkhan visited the city of Nizhny Novgorod. It became known through "Pochta" newspaper that the khan paid attention to the printing presses, took the necessary number of letters from one of them and delivered it to Khiva. This machine will be donated to one of the Khiva madrassas and students will be taught the science of printing books. If this is done, as the newspaper's editor, the famous Ismailbek Gasprensky, wrote: "If so, the Khan will have done the greatest service, the most necessary work for his dear homeland!" [23, 105].

It is closer to the truth that special letters were brought to Khiva. Because, Mominjon Muhammadjon oglu noted in his memoirs that he saw that machine [10, 332].

The transformation of lithography (Khiva lithography) into a typo-lithography was announced on the first page of the book "Gulshani roz" published in 1912 by A. Bobokhonov in his monograph "From the history of Uzbek printing" [5, 114].

The author of "Tazkirai Qayyumi" writes about one of the leading poets of Khorezm Abdurazzaq Faqiri, in particular, he says: he collected his works with his pen and wrote a bayoz (poet) called "Gulshani ishq". He published it in 1916 [13, 598].

It is known that in 1910, due to the death of Muhammad Rahimkhan Feruz, the publication of books in lithography stopped. In particular, E. Akhunjanov is of the same opinion. He said: "In 1910, Khiva khan Muhammad Rahimkhan II died. His son and successor, Isfandiyarkhan, stopped publishing. Therefore, it can be noted that the lithography of the Palace in Khiva lasted from 1874 to 1910" [3, 101]. He explains his opinion by the lack of books published in the Khiva lithograph after 1910 in the fund of the Institute of Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan.

It is closer to the truth that Isfandiyarkhan also continued to publish books in lithography. Indeed, during his time, the national revival was revived, the telegraph, hospitals, several madrasas were built, and the number of Russian-style schools increased under the influence of the Jadids.

It is closer to the truth that Isfandiyarkhan also continued to publish books in lithography. In his time, even in the oasis, a second printing press was launched. Indeed, during his time, the work national awakening was revived, the telegraph, hospitals, several madrasas were built, and the number of "Russ-tuzem" schools increased under the influence of the Jadids. Of course,

Isfandiyarkhan could not stop publishing books in Toshbosma. In his time, even in the oasis, a second printing press was launched. This was the K.V.Novikov printing house in Petro-Alexandrovsk (now Turtkul). Anyway, we have to do research on this. Anyway, it has to do research on this.

The Khiva lithography was launched in 1874, and it was determined that the first published work was Munis Khorezmi's "Divani Munis". A. Vamberi (1832-1913) has an article entitled "Two poets of modern Central Asia – Munis and Amir", published in 1892 in the "Journal of Oriental Studies in Vienna". Speaking about "Divani Munis", the title page states that the work was published in Khiva in 1292 AH (1874 AD) [21, 56]. It is known that A.N. Samoylovich got acquainted with the activity of the Khiva lithography through this information. However, he was not able to obtain this edition of "Divani Munis", but received the next 1880 edition from the Khiva. In general, the first edition of "Divani Munis" – 1874 – was not found in the libraries of the former Soviet Union.

However, it should be noted that the copy of the title page, which Almaz Yazberdiev Vambery used as the first copy of "Divani Munis", was not published in 1292 AH (1874 AD) [19, 315].

The opinion of A. Yazberdiev was noted by Uzbek bibliographers E. Akhunjanov and A. Mirzarahimov [3, 100; 8, 40]. Exactly six copies of Divani Munis, which they presented as the first book published in Khiva lithography, are kept in the lithographic book fund of the Institute of Oriental Studies of the Russian Academy of Sciences. It was published in 1297, not 1292. The fact is that at the top of the date, that is, next to the number 9 of the year, 2 of the number 26 of the month is written, and the number 7 of the year is slightly to the right of the text. Then A. Yazberdiev states that it was published by Otajon Abdalov. However, it does not mention the name of Otajon Abdalov. Then at that time, Ibrahim Sultan was still working on the Khiva lithography.

In this edition of the book, which we have used, the expert who used it before us has written the number of 1879 AD under the date 1297, which is given at the end of the preface. Therefore, on the title page of this publication, there is a sentence: "May Allah protect us from the child of grass and the plague of water. The book was published in the capital's Khiva printing house, which shines like the sun, on the 26th of Shawwal, 1297".

A.N. Samoilovich donated 5 books published in Khiva to the Asian Museum. K.G. Zaleman listed them as follows:

- 1) Divani Pahlavon Niyaz Mirzoboshi al-mutahallis bil-Kamil. Khiva, 1298.
- 2) Divani Ogahiy. Khiva, 1323.
- 3) Majmuai Davvoviyn. Khiva, 1324.
- 4) Divani Munis. Khiva, 1297.
- 5) Majmuai shuari Feruzshohiy. Khiva, 1324 [20, 22; 21, 57].

When A.N. Samaylovich came to Khiva in 1908, he knew "Divani Munis" quoted by Vamberi was known from the 1292/1874 edition. It is also strange that he won not this edition, but the next edition of the divan. Because he knew through Vamberi's article about "Divani Munis" that there was a lithography in Khiva, and he saw it with his own eyes and had a conversation with

one of the experts, Ahmadjan Tabibi. Hence, this fact once again raises doubts about the existence of the 1874 edition of “Divani Munis”.

It should be noted that at the end of the work “Divani Bedil”, published in 1301, the following two verses are written under the title “Qita’i tarix”:

کلام معجز نظام بیدل چو طبع گشته به طرز دل کش
که تاب هر حرف رشک مهرش کرد ربوده ز ید بیضا.
سنین سوری و معنویش هم از سر شوق گفت به قلم،
که گشت مطبوع در هزار دو صد نود و کلام زیبا.

It should be noted that the line given by this byte as history is indicated by the year 1301. Hence, the number 1290 in the text must have belonged to its first edition. This is confirmed by the authors of the pamphlet “Musical History of Khorezm” Muhammad Yusuf Devonzoda and Mulla Bekchon Rahmon oglu. They wrote: “In the years 1290-1296 AH, a lithographic printing equipment was brought from Iran and ordered by a man named Ibrahim Sultan, and several books were published” [9, 46].

The publisher was the main person in the preparation process of the manuscript for publication. He was not only an editor or proofreader, but was also the main person responsible for the quality of the manuscripts intended for publication, the artistic and scientific level of newly written and published, as well as reprinted books. In some cases, the text of the works prepared for publication was copied by the publishers themselves. In all these processes, highly qualified, experienced calligraphers with a deep understanding of centuries-old manuscripts in Turkish, Persian, and Arabic could be their assistants and advisors. The publisher personally negotiated with the khan, signed contracts with authors and calligraphers. Again he chose texts for rewriting, determined the character of the artistic decoration of the books, their size and format, the interior and exterior. He took a copy of the finished book and showed it to the khan.

These ready-made books were in demand by the publishers themselves, the courtiers, book authors, booksellers, ordinary individuals, citizens, literary lovers and book lovers. Books published during the first period of the lithography’s activity were not sold, but were given only to scholars, fuzalas, and madrasas [1, 97].

A.N. Samoilovich reports that lithographic products are not sold [16, 82].

However, research has confirmed that although lithographic editions have not been released to the public, some editions have been sold among readers. In particular, on the first page of the book “Fiqhi Kaydani” published in the lithograph, there is a note that “the book was bought by Mullah Muhammad Karim from Muazzin Eshan Babajan Mutawalli for 4 gold on the 16th of Rabi ‘al-Awwal, on Saturday” [6].

On the first page of “Divani haft shuaro”: “The book is from the library of Bekchon Rahmon oglu. №389, №418. Mullo Bekchon Rahmon oglu: I received it on February 22, 1925” [22].

It is known that the names of the publishers of lithographs were mentioned in the title page or in the preface of the work. In the course of researching literary, artistic and educational publications of Uzbekistan, R.Mahmudova, a researcher of Uzbek lithographs identified the names of more than 80 publishers, customers and sponsors of the book, who undertook the preparation and

funding of a separate publication, mostly manuscripts. Among the publishers responsible for the books published in the Khiva lithography, we should mention the names of such intellectuals as Kamil Khorezmi, Muhammad Rasul Mirzo, Muhammad Yusuf Bayani, Ahmadjon Tabibi and Muhammad Murad Devonbegi. However, their names do not appear in the title pages of books published in the Khiva lithography. Perhaps their names can be found in the foreword of the publisher who wrote for publication at the beginning of each book published here.

Otajon Basmachi, like Ibrahim Sultan, was the chief technical officer overseeing the publishing process. E.K. Betger notes that a person named Zevari also worked in the work “Khamsa” published here. This man was an assistant to Otajon basma, that is, a person responsible for the quality of the paint and paper. The title page of the “Office of the Seven Princes” published here also contains the name of Adai. This person was apparently responsible for the book’s artistic embellishments as well as the cover process. In the title page of Ahmadjan Tabibi’s book “Majmuai Shuaro” is mentioned the name of Otajon Basmachi ibn Abdalniyaz Khivaqi.

To date, about 40 books have been published in the Khiva lithography. Many of them are works of art and literature. These are mainly the works of Alisher Navoi, Munis Khorezmi, Roji, Ogahi, Kamil Khorezmi, Tabibi and Khorezmian poets who lived in the late 19th early 20th centuries.

In 1879, Munis Khorezmi’s divan “Munis ul-ushshaq” was republished. It consists of 669 pages, and at the beginning of the divan is a 14 page preface written by Munis. In 1880, Alisher Navoi’s epic “Hayrat ul-abror” from “Khamsa” was published. Alisher Navoi’s works are highly valued in Khorezm as well, and it was a favorite profession of Khiva poets to attach nazirs and muhammas to his ghazals. Navoi’s works were also taught in Khiva madrassas. In particular, Muhammad Rahimkhan Feruz highly valued Navoi. The first edition of Alisher Navoi’s “Khamsa” in Central Asia was prepared for publication by Kamil Khorezmi on behalf of Muhammad Rahimkhan II [2, 5].

In early 1881, Yaqubhoji ibn Ibrahim’s “Divani Khalis” was published in the Khiva lithography. The literature states that its preface was written by Kamil Khorezmi. In general, it should be noted that many of the works published in lithography were written by Kamil Khorezmi or his son Muhammad Rasul Mirzo.

In some of the editions of 1297/1880 we find the name of Muhammad Rasul Mirzoboshi, the son of Kamil Khorezmi, not Kamil Khorezmi, as a publisher. In particular, Feruz’s books “Divani Feruz” (1880), “Divani Roji” (1880), “Chahor Kitab” (1881) can be shown. However, E. Akhunjanov, A. Bobokhonov and others believe that these books were published under the preface of Kamil Khorezmi [3, 102; 5, 11].

Later, Navoi’s work “Khazayn ul-Maoniyy” (1882) was published in Khiva. This was the first edition of Navoi’s divans in Central Asia. According to B. Kasimkhanov, this book, published in 1300 AH, was prepared for publication by Kamil Khorezmi [2, 6]. However, in fact, it was not Kamil Khorezmi, but his son Muhammad Rasul who prepared it for publication and wrote the foreword. After the preface of the work, two rubais written by the editor to Muhammad Rahimkhan are also attached (p. 5). Another important aspect of this edition is that the last page of the book (p. 399) states that the book was published in 1296 AH by the order and with the help of Khiva khan Muhammad Rahimkhan Bahodirkhan II. The reason for the difference between this date and the date in the preface is that the date at the end of the book does not indicate the time of its publication, but the time when the preparation for publication was ordered

and the work began. This is probably the reason why we come across two dates of the same type in the many books published in the Khiva lithograph. It should be noted that in some publications this may be the opposite. That is, the title page may indicate the time of preparation for publication, and the date of publication at the end of the book. We find this in “Divani Bedil”.

In the Khiva lithograph, Ogahi’s 530-page “Tawiz ul-Ashiqiyn” (1882) was first published with an 18-page preface. It was also published by Muhammad Rasul, the son of Kamil Khorezmi, and included a 3-page preface.

In 1883, Fuzuli’s first work in Central Asia, “Divani Fuzuli Baghdadi”, was published. It was 184 pages and 21x19 in size. This divan of Fuzuli and Mirza Abdulkadir Bedil’s “Kulliyat” are published by Ibrahim Sultan Irani on behalf of Matmurod devonbegi. At the time of Fuzuli’s publication, Muhammad Rahimkhan Feruz had gone to St. Petersburg. On the occasion of the khan’s long journey, “Divani Fuzuli” was published: “With the intention of making the khan’s health and travels safe, the history of the Khivaq printing house was completed on the twenty-fourth of the month of Rajab in the year one thousand three hundred AH (June 2, 1883)”. These words were written on the title page of the work.

The foreword to the book states that Muhammad Rahimkhan Feruz went on a trip to St. Petersburg, and a book is being published in this regard.

The significance of this preface is that, first, it contains information about the identity of Ibrahim Sultan. The poems written in the preface confirm that he was a poet. It also shows that G.N. Chabrov’s statement that Ibrahim Sultan left after working in Khorezm for 5 years is not true. The second is the information that the khan of Khiva was on a visit to St. Petersburg in June and July 1300 AH. Fuzuli’s divan, as mentioned above, was prepared as “to’yana” (gift) on the occasion of khan’s return from the journey. In the month of Rajab 1300, the publication of the book began. Less than a month later, in the month of Sha’ban, the book was published in 100 copies. At this time the khan appears to have returned from a journey or entered the country.

The famous historian Muhammad Yusuf Bayani writes that the khan of Khiva was on a trip to St. Petersburg for three months in 1299 AH, not in 1300 AH [12, 76].

It should also be noted that in 1300 AH, In 1300 AH, Abdulkadir Bedil’s “kulliyat” (divan, masnavi, rubai, “Muhiti Azam”, “Isharat”, “Nukot”) was published again with the efforts of Ibrahim Sultan and with the direct help of Muhammad Murad devonbegi. The title page of the book lists the reasons for its publication. Inside the rhombus-shaped frame in the middle is 1300 as the name of the book and the date of publication.

Hence, it is known that during this period khan’s journey Matmurad devonbegi was the head of the Khiva lithography. Needless to say, two baytes are given as history at the end of the book. At the bottom of the history line is the year 1301. The 1300 dates in it indicate the time of preparation for publication, not the publication date of the book. This means that the title page of the book does not always indicate the date of its publication.

Works of Kamil Khorezmi, Muhammad Yusuf Raji, Ahmadjon Tabibi, Muhammad Rasul Mirzo and other Khorezm poets were published in Khiva lithography. Some works have been published several times. In particular, the “Divan of the Seven Princes” was published four times from 1906 to 1909. Kamil Khorezmi’s divan has been published four times. Kamil Khorezmi’s divan,

published by Mirzo, with a 3-page preface at the beginning of each, was published in 1880, 1881, 1895 and 1909 [3, 102].

In 1905, Ogahi's famous divan was reprinted on 434 pages (including a 13-page preface). In 1909-1910, Ahmadjon Tabibi's five divans in Uzbek and Persian, "Hayrat ul-ushshaq", "Munis ul-ushshaq", "Mir'at ul-ishq", "Tuhfat us-sultan" and "Mazhar ul-ishtiyoq" were also published.

The lithograph also published works translated from other languages. The Uzbek translation of Fuzuli's "Soqiynoma" (translated by Muhammad Rasul Mirzo) was published three times in 1907, 1908 and 1909.

In addition, the publication of religious literature in lithography is also planned. "Chahor Kitab" was published in 1298 AH and is a 242-page Persian work. Originally called "Muhimmot al-Muslimin", this work was taught to children in schools, some parts of which were memorized. The demand for the book was huge, of course. Therefore, Ibrahim Sultan copied it in his own hands and published. The book was published by Kamil Khorezmi's son Muhammad Rasul and written with a foreword.

"Tarjimai Fiqhi Kaydani", also known as "Targhib ul-Musalliyn", is one of the religious works. M. Rustamov writes that "a book called "Fiqh" was published in Khiva" [14, 38].

In fact, it was a translation of "Fiqh Kaydani" by Khorezm scholars. The work was published in 1309/1891 by Kamil Khorezmi.

An Arabic-Uzbek dictionary, Muhammad Riza Khivaqi's "Muntahab ul-lug'at", was also published. Abu Nasr al-Farahi's "Nisab as-Sibyan" is also a dictionary of Arabic and Persian, written in verse for children to memorize. This work was in great demand because it was taught in Khiva madrassas.

In general, the works published in the Khiva lithography should be linguistically divided into Turkish-Uzbek and Persian works. In terms of themes, they can be divided into divans, bayozs, religious and jurisprudential works, linguistic and moral works.

The titles of the first works published in lithography did not mention that they appeared in Khiva lithography. For example, the title of "Nisab us-sibyan", published in 1876, contains two Persian baytes and the name of the book in the middle, while the title page of Roji's divan, published in 1880, contains only the words "Divani Roji". Navoi's "Khamsa", published in 1880, stands out among the works published in Khiva lithography.

The Office of the Seven Princes was published in Khiva in 1324 AH (1906). This was the first publication of the work. It contains the divans of seven princes from the children and relatives of the Khiva khan. They were: Shahzoda Turamurod Tora (Murodi), Shahzoda Isfandiyorjon Tora (Farukh), Shahzoda Sayyid Nosirjon Tora (Sultani), Shahzoda Sayyid Sadullahjon Tora (Saadi), Shahzoda Hasankuli Tora (Sadiq), Muhammad Yusufbek (Bayoniy) and Husanmurodbek (Aqil). The title page of this book is uniquely designed. The title contains the words "Amali Ado (or Adoiy)". From this we know that a man nicknamed Ado also worked in the lithography.

The lithography is associated with the unique art of calligraphy, and thanks to their efforts, both the artistic level of the printed books and the art of writing have gained a new spirit. Among the calligraphers who wrote for the lithography are the names of them such as Ibrahim Sultan, Domla Muhammad Yusuf Khorezmi ibn Berdimurod Sufi, Mullo Ibrahim bin Domla Qalandar

Haji, Mullo Bekmuhammad bin Kutlugmurod Sufi. We would like to mention the name of Mullo Ibrahim bin Domla Qalandar Haji, the most talented calligrapher for the Khiva lithography.

The books published by Otajon basma (for example, “Majmuai shuaro”, “Divani haft shuaro”) differ from the works published by Ibrahim Sultan in their decoration and order of placement of texts. Ibrahim Sultan paid very little attention to the decoration of books. There are no patterns on the title pages, in the headlines. In Otajon Abdolov’s publications we see that national patterns are used a lot.

As mentioned above, the publisher was responsible for the level of the book, the accuracy of the text, the beautiful appearance of the book. In the margins of some books, we see that the publisher has corrected the word texts or pointed out the missing words. At the end of “Divani Feruz” there is a table with a sheet of paper showing the correctness of the words. It shows the wrong page, line, wrong word and its correct reading, as well as the place of missing words.

In the first edition of the Khiva lithography, not even the pages were numbered, and later the pages of the work were numbered. There is no content at all in lithographic publications. The number of copies of the books is not specified. For example, the title pages of publications in Tashkent, India and Turkey indicate the number of copies of the book. A.A. Semenov, an orientalist who was one of the first to study the history of Central Asian lithography, and who in 1912 compiled a catalog of lithographic books kept in the Turkestan Public Library, concluded that the books published in Khiva lithography were rare.

In general, it should be noted that scholars believe that the number of copies of books published in lithography did not exceed 150-200. Bibliographer E.Okhunjanov writes that they were published in 200-300 copies [3, 101].

In the title of the book “Kanz al-ibad”, published in Kazan in 1908, it is written that the publisher is Qari Ali Akbar bin Abdullah Nogaev from Khiva. Also, Kamil Khorezmi’s divan was published in Tashkent in 1327 AH (1909) in many copies. This information shows that Khorezm traders, booksellers and some enlightened people were not only satisfied with the books published in the Khiva lithography, but also that some of them were publishers in printing houses in other cities.

Because the years when “Kanz al-Ibad” was published in Kazan and Kamil Khorezmi’s divan was published in Tashkent were the most prosperous, developed and active periods of the Khiva lithography. However, the fact that the works of Khorezmians are published in other places means that our conclusions are correct. Nevertheless, we can know how many copies of the two works published in the Khiva lithography. These were “Divani Fuzuli” and “Divani Munis”. Earlier, the publisher’s preface stated that the books were published in 100 copies (in the book they were called “yuz mujallad”).

Concluding our article on this Khiva lithography, in a word, in the late nineteenth and early twentieth centuries, literature and art were formed in Khiva and developed in an unprecedented way compared to their time. The emergence of printing in Khiva in 1874, the introduction of lithographic printing, increased the opportunities for madrasa students and readers, and the social status of literature changed for the better. In the art of lithography, which developed in harmony with the art of calligraphy, there were also prominent calligraphers. Publishers would carefully review each book prepared for publication and allow it to be published. True, the

appearance of the first editions of the lithography resembled Persian books under the influence of Iran, but later traces of national art began to appear. It is also noticeable that as the repertoire of books published in lithography grows, so does their appearance, as well as the art of bookbinding. Speaking of lithography activities, we would like to point out that there are a number of issues that remain unresolved. One of them is the question of determining the exact time of the launch and the first edition.

In general, the launch of lithography in Khiva paved the way for innovations in book art and calligraphy. The lithography itself shows that the Khorezmian culture rose faster than the neighboring khanates.

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DOI: **10.5958/2249-7137.2021.00775.8**

A DEMOCRATIC SOCIETY IS THE SPOKESMAN FOR THE PEOPLE'S, NATIONAL WILL

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ABSTRACT

The article talks about a democratic society in Uzbekistan, which is based on eastern traditions, the spiritual sources of the Uzbek people. For the prosperity of the Motherland, first of all, spiritual and moral reforms must be carried out. Democracy is the fairest and most desirable kind of society that a people and a person can achieve in their struggle. In such a society, a person's spiritual perfection should be high. That is, comprehensively developed and spiritually rich people, uniting, can build a democratic society. This is how the great thinkers and philosophers of the past represented a just society.

KEYWORDS: *Democracy, Traditions, Uzbek society, Spirituality, Spiritual and Moral education.*

INTRODUCTION

Democracy is the fairest and most desirable kind of society that a people and a person can achieve in their struggle. In such a society, a person's spiritual perfection should be high. That is, comprehensively developed and spiritually rich people, uniting, can build a democratic society. This is how the great thinkers and philosophers of the past represented a just society. In particular, in the 10th century, Abu Nasr Farobi dedicated his "Treatise on the views of the inhabitants of a virtuous city", in which he emphasizes that as far as people forming a society will be virtuous, moral, as far as their faith will be strong, the society will be strong, governance will be easy, the power will not be seized by random people [1].

Democracy, in its fundamental meaning, is a free civil society. A person enjoys the rights and freedoms enshrined in the Law, his activities are aimed at improving his life, meeting his needs, he has the right to do everything that is necessary for his perfection and the perfection of his children. However, democracy, like any other kind of society, presupposes the preservation of

law and order, social stability, and power management. That is, in such a society there is subordination, submission to the Law and to the government elected by the will of the majority.

Thus, power in a democratic society turns into an exponent of the people's, national will. As far as the people, the nation will be enlightened, culturally developed, so this will be life-affirming, effective. This means that the spiritual perfection of the people and the nation is the main factor for building a democratic society. The people of Uzbekistan in building a democratic society relies on eastern traditions, the spiritual sources of the Uzbek people. The wisdom of the East, traditions, rituals and customs of the Uzbek people, Islamic teachings are the first foundation of a democratic society under construction in Uzbekistan. As you know, relying only on traditions and not paying attention to world experience, one cannot achieve the goal. Therefore, eastern national traditions must be combined with democratic ideas. Consequently, universal human ideas and values are the second basis for building a democratic society. Strengthening independence and the transition to market relations set the task of creating a "comfortable and free homeland." The solution of this task is entrusted to the people who love their Motherland and are ready to do everything in the name of its prosperity. In this sense, patriotism and dedication of the people can be considered the third basis for building a democratic society. Fidelity to national traditions, the idea of self-awareness, the idea of combining it with universal human values should strengthen and strengthen the feeling of patriotism. A free person is a person who loves his homeland, ready to give, if necessary, his life for his country, for his people. Our freedom is closely linked with the freedom of the Motherland. As far as Uzbekistan is strong and powerful, so every citizen will be free and strong, multiply his opportunities.

Spiritual and moral education is an important condition for the creation of a democratic society in Uzbekistan. Only when people are bound by the bonds of spirituality can they become a people, a nation. Because spirituality is such a powerful inner force that calls a person to spiritual purification and perfection, enriches the inner world of a person, strengthens his faith and conviction, and awakens his conscience. The connection between the democratic transformations taking place in Uzbekistan and the spiritual renewal of society is the common wealth of all peoples living in Uzbekistan. At a time when we set our goal to build a civil society in the country, the tasks of mastering democratic principles, increasing the social and political activity of citizens, realizing individual freedom in practice, improving the multi-party system based on democratic principles, the gradual transfer of certain powers of government bodies to public organizations and self-government bodies, are connected with spirituality, which has embodied universal human values.

Only when the basic values of a democratic and civil society formed in the developed countries of the world, such as the power of the people, a policy aimed at protecting the interests of citizens, reliance on the will of the majority in decision-making, respect for minority rights, guaranteed observance of human rights, the introduction of a system of free and fair elections, equality of all before the law, public control over the activities of the authorities, will turn into an organic and inseparable part of the political culture of every citizen, only then the building of a democratic society will turn into reality. For the prosperity of the Motherland, first of all, spiritual and moral reforms must be carried out. This task can be performed by a leader with moral qualities. Consequently, for the implementation of democratic transformations in society, spirituality must become the main pillar of politics.

A democratic society is a society of glasnost; it is a healthy environment where a variety of opinions prevails. At the same time, the owners of high spirituality play an important role, since if the spirituality, morality and thinking of the masses are not high, it will be impossible to distinguish who is right and who is wrong, to distinguish truth from lies. Spirituality and national values form the foundation of the national ideology. National spirituality, like language, has a peculiarity to unite and organize people. From the first years of independence, Uzbekistan was faced with the task of not "forcibly introducing democracy", but of reviving democratic values among the people, forming a legal and political culture in them. At the same time, the revival of national and spiritual values played a big role. Since, as a result of the restoration of spiritual values, ensuring national harmony, rethinking history, the Uzbek language and the religion of Islam acquired their status, the heritage of their ancestors began to be widely studied. The people of Uzbekistan are proud that in a short period of reforming the economy and society, our country is recognized by the world community, in which it takes its rightful place. Today Uzbekistan is a multinational and multi-confessional state. All nation and nationalities, representatives of all religious confessions live in one space, therefore, national and religious tolerance is one of the important facets of the policy of our state.

Democracy is a society in which justice prevails, not only social justice, but also justice in the spiritual sphere. Although the value of a spiritual wealthy person is always high, we must not forget that spiritual wealth can be turned into a commodity. Democracy is the fruit of spiritual development. These two concepts always support each other. Spirituality is the pillar of a democratic state []. "Democracy is not only a theory and a political process, at the same time, it is a way of life of the people, a feature of its psychology, traditions, culture" [, 185].

Today we can say that in recent years the Republic of Uzbekistan has achieved huge and irreversible changes in the economic, political, social, spiritual, legal directions, entered a new stage of reforming and democratizing our society. This conclusion made by the First President of the country I.A.Karimov in his Concept of further deepening democratic reforms and the formation of civil society, on the one hand, convincingly proved the correctness of the chosen model of evolutionary, phased development of our state. On the other hand, he stressed the need to strengthen the dynamic development of the processes of democratization and liberalization in order to achieve the great goal - to become one of the modern developed, democratic states, the need to provide people with decent living conditions [3]. At the same time, in all key reforms being implemented, Uzbekistan was guided by such principles as the fullest consideration of the mentality of the people, its historical and national characteristics, traditions, customs, as a guarantee of the successful implementation of the modernization of society, and also relied on the openness of the state to the world, the desire to take deeper into account global processes, to join the achievements of modern civilization, the vast experience of democratic construction, market economy accumulated by developed countries.

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DOI: **10.5958/2249-7137.2021.00776.X**

SOME ISSUES OF CONDUCTING AND TREATMENT OF PREGNANT WOMEN WITH CHRONIC TONSILLITIS

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ABSTRACT

The was an analysis carried out for examination of complications among females during a gestation period and during the act of delivery with pathology of the upper respiratory airways. Chronic Tonsillitis is one of the most frequently encountered malfunctions among grvida. Chronic pathological process which gets localized primarily on the palatine tonsils become the focus of permanent pathological impulsing. The evaluation of general condition of functionality of a fetoplacental complex among these groups of patients is the most topical issue at present.

KEYWORDS: *Pregnancy, endogenous Intoxication, chronic Tonsillitis, Lizobact, index, hepilor.*

INTRODUCTION

The issues of chronic tonsillitis still remain an urgent problem in otorhinolaryngology, since, according to different authors, its share among the adult population is 4-6% of cases, and among children - about 8-10% (3,4,5 , 7). Recently, the authors have reported an increase in the incidence of a combination of chronic tonsillitis and pregnancy. Chronic tonsillitis is an unpleasant and dangerous disease for the period of pregnancy, which can cause many problems (5, 7, 8, 12)... During pregnancy, a woman's organism undergoes hormonal changes and against this background, immunity may decrease (1, 2, 7, 10) ...In such cases, chronic tonsillitis worsens, causing not only the expectant mother, but also various complications for the fetus. Such as intrauterine infection of the fetus and provoke premature birth or miscarriages in early pregnancy. In addition, a constant chronic focus of infection can cause developmental disorders in a child and a tendency to various allergic and autoimmune diseases.

Despite all this, until now there are no fundamental works in which a large number of studies would have established the peculiarity of the course of pregnancy in patients with chronic tonsillitis, rational methods of therapy have not been developed (3,4,9).

Objective of the Study:

To determine the effect of chronic tonsillitis on the course of pregnancy and to develop the most rational methods of treatment.

MATERIAL AND METHODS OF RESEARCH

Under our supervision there were 69 pregnant women diagnosed with chronic tonsillitis. Of 69 pregnant women, 50 were diagnosed with a compensated form and 19 with a decompensated form of chronic tonsillitis. All pregnant women underwent clinical, laboratory tests, and also pharyngoscopy. To determine the degree of endogenous intoxication (EI), the most common method is the leukocyte intoxication index (LII), which is determined by the formula of Ya.Ya. Kalf-Kalifa (1941). To calculate the leukocyte index of intoxication (LII), we used the formula of V.K. Ostrovsky (1983).

RESEARCH RESULTS

All the symptoms of the underlying disease, such as sore throat, general weakness and fatigue were observed in all patients. Sometimes in the evening there was a slight increase in body temperature within 37-37.5 degrees. The presence of a painful dry cough and a feeling of a foreign body in the throat were observed in 78% of pregnant women. In mesopharyngoscopy - marked redness, swelling of the anterior arches and tonsils, the presence of purulent plugs in the lacunae. Tonsils are cicatricially welded to the arches. The submandibular and cervical lymph nodes are enlarged and painful on palpation.

The main complaints and objective data characteristic of chronic tonsillitis are sharply expressed in all 19 pregnant women with decompensated form of the disease. A similar manifestation of the disease was observed in 68% of pregnant women with a compensated form of tonsillitis. In the course of observations, out of 50 women with a compensated form of chronic tonsillitis before pregnancy, exacerbations of chronic tonsillitis were observed once a year in 14, among 19 women with a decompensated form of the disease, exacerbations of the process were observed 2 or more times a year in 9. After the onset of pregnancy among 50 women with a compensated form of chronic tonsillitis within 6 months, exacerbations of the disease were observed in 32, and among 19 women with a decompensated form in 15. All this confirms that it is during pregnancy that women often suffer from dangerous diseases. And all because it is during pregnancy that the body of women weakens, immunity is not sufficient to protect not only the mother, but also the child. The proof of the above is the results obtained in the pregnant women we observed. At the initial stage of pregnancy, 36 women showed slight fatigue and a state of discomfort. After exacerbation of chronic tonsillitis, 32 women showed signs of toxicosis, nausea, general weakness, and pain in the abdomen. Increasing shortness of breath during exertion was observed in 28 women; by the end of the first trimester, they had dyspnea even at rest. During the period of exacerbation of chronic tonsillitis, 14 pregnant women showed signs of a threat of spontaneous abortion and premature birth. In one woman 6 months pregnant, exacerbation of chronic tonsillitis provoked a miscarriage. All manifestations of secondary intoxication of chronic tonsillitis in women are associated with the onset of pregnancy. One of the global

problems in obstetrics is the issue of endogenous intoxication in pregnant women (6,8,11). In order to identify the significance of the EI coefficient in pregnant women, women were divided into the following groups. In the first group, 39 pregnant women with chronic tonsillitis of the compensated form, in the second group, 10 pregnant women with the decompensated form, and in the third group, and 20 pregnant women (11 with the compensated form and 9 with the decompensated form of tonsillitis) were assigned to a separate group, since they had an exacerbation of chronic tonsillitis. LII data in pregnant women with chronic tonsillitis are shown in Table 1.

TABLE 1

Forms of the disease	Number of patients	Average LII value	
		According to the formula of V.K. Ostrovsky (1983)	(after treatment)
Chronic tonsillitis (compensated form)	39	2,51	1,83
Chronic tonsillitis (decompensate form)	10	3,04	1,95
Chronic tonsillitis (in the acute stage)	20	4,04	2,02
Control group	15	1,81	

The results obtained by us from the LII data indicate a significant degree of intoxication in the body of pregnant women with chronic tonsillitis. With the compensated form of the disease, not sharply expressed phenomena of intoxication were noted - 2.51, as for the decompensated form of tonsillitis, the phenomena of intoxication are more noticeable - 3.04. During the period of exacerbation of chronic tonsillitis there were significant changes in the body of pregnant women. LII was 4.04. LII within 3-4 indicates a significant bacterial effect on the body of pregnant women. We observed the highest degree of endogenous intoxication in pregnant women during exacerbation of chronic tonsillitis. These data indicate the need to quickly eliminate the process of intoxication in order to avoid secondary complications from the mother and child. Our data confirm that the levels of endogenous intoxication on the pregnant body depend on the severity of the infectious process.

The peculiarity and complexity of the treatment of tonsillitis during pregnancy lies in the fact that it is difficult to find the right drugs as many of them are prohibited for use. Many pregnant women, after being diagnosed with chronic tonsillitis, very often engage in improper self-medication, as a result, conditions are created for the transition of tonsillitis from compensated to decompensated form and the presence of various complications.

All pregnant women with chronic tonsillitis in both remission and exacerbation stages underwent sanitizing treatment. In the stage of remission for pregnant women, we recommended a local antiseptic Lizobact. A medicinal product of natural origin, the active ingredients of Lizabact are

lysozyme, which acts as an antiseptic and regulates local immunity. And also pyridoxine, which has a regenerating effect on the oral mucosa and tonsil tissue. Lizobakt was prescribed two tablets three times a day for ten days. In order to increase the effectiveness, the tablets were recommended to be sucked whenever possible.

At the same time, as an antibacterial and analgesic agent, we used Hepilor, a drug recommended for the local therapy of infectious and inflammatory diseases of the oral cavity and tonsils, to wash out the lacunae of the tonsils. In the beginning, for the purpose of mechanical removal of pathological contents, tonsil lacunae were washed with 50 ml. saline solution. After that, washing was carried out with 20.0 ml of Hepilor's solution (for washing with 10 ml, the drug was dissolved in 50 ml of warm water), that is, each tonsil was washed with 10.0 ml. Hepilor's solution. The treatment was carried out once a day, the course of treatment consisted of 6-8 procedures.

During the treatment according to this method, pregnant women after 4-5 procedures noted an improvement in their general condition, a decrease in subjective sensations, and objective data also changed in a positive way. In general, as a result of the course of treatment, out of 49 (39 compensated and 10 decompensated forms of tonsillitis) pregnant women, 35 showed a significant improvement in their condition. In 31 of the compensated and 4 in the decompensated form, the improvement was achieved in 11 (7 in the compensated form and 4 in the decompensated form), that is, fatigue disappeared, sore throat, tingling and foreign body sensations disappeared. Regional lymph nodes decreased and became painless, body temperature returned to normal. Treatment was ineffective in 3 (1 compensated and 2 decompensated form), although after treatment an improvement was achieved, but exacerbations of tonsillitis continued. These pregnant women underwent a regular course of treatment; they were recommended tonsillectomy after childbirth.

Treatment of 20 pregnant women in whom an exacerbation of chronic tonsillitis occurred during the observation period was somewhat different from those in whom chronic tonsillitis was in remission. They were also prescribed Lizobact 2 tablets 4 times a day, and were recommended to suck until completely dissolved. Hepilor was used to gargle. For this, 2 teaspoons of the preparation was dissolved in ¼ glass of warm water. Rinsing was carried out 4-5 times a day for 6-8 days. Clinical improvement in the condition was achieved in all pregnant women already on the 4th-5th day of treatment: subjective sensations decreased - symptoms of intoxication, weakness, fatigue disappeared, sleep and appetite improved, body temperature returned to normal. The pharyngoscopic picture has changed - the plaques on the tonsils have disappeared, and the tonsils themselves have decreased in volume, edema and hyperemia have decreased.

In all pregnant women with chronic tonsillitis in remission and during an exacerbation, after the treatment, the symptoms of the threat of spontaneous abortion and premature birth disappeared. On the tenth day after treatment, repeated studies were performed to determine the degree of EI. As our studies have shown, the EI index returned to normal in pregnant women with a compensated form of chronic tonsillitis. And in pregnant women with decompensated form and chronic tonsillitis in the stage of exacerbation, the EI index approached the norm.

CONCLUSIONS

1. In the body of pregnant women with chronic tonsillitis, the phenomena of endogenous intoxication are observed to a large extent.
2. A high degree of EI index is observed in pregnant women in whom chronic tonsillitis was in the acutest age.
3. Carrying out preventive sanitizing treatment of chronic tonsillitis leads to an improvement in the state of endogenous intoxication and prevents the threat of spontaneous abortion and premature birth.
4. Lizobact and Hepilor in the treatment of chronic tonsillitis are effective drugs and do not give complications for both the mother and the child.

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DOI: **10.5958/2249-7137.2021.00777.1**

IMPROVING THE MEANS OF STATE REGULATION OF INVESTMENT AND CONSTRUCTION ACTIVITIES

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ABSTRACT

This article is about improving the tools of state regulation of investment and construction activities and their importance, which provides a scientific basis for what investment is and what it is a process. Investment activities are regulated by the state. Public investment improving the legal framework for taxpayers and taxpayers stratifying taxable items, tax rates and related benefits application of the tax system, setting norms, rules, standards, monopoly counter measures, credit policy and other policies determination of conditions of ownership and use of natural resources, establishment of mechanisms for examination of investment projects, etc. in a number of ways

KEYWORDS: *Economy, Construction activities, Investment, Increase, Technologies.*

INTRODUCTION

Improving the country's economy, modern equipment and technologies for the construction and reconstruction of new enterprises equipped with how crucial it is to attract foreign investment. This first and foremost, most like the increase in employment, its wages and incomes provides an opportunity to solve important social problems. That's why economic development of enterprises attracting foreign investment to our country one of the most important issues is to encourage and create the necessary conditions is calculated.

Without attracting foreign investment, especially in leading industries abroad structural changes in the economy without expanding investment participation implementation and modernization. Enterprises with modern equipment re-equipment and production of competitive products not allowed. Attracting foreign investment to the country's economy is its domestic in all areas,

accelerating the expansion of economic opportunities utilization of opportunities and reserves, export of new equipment and technologies by mastering the goods, by setting up their production plays an important role in ensuring the economic power of our state.

Investment activities are regulated by the state. Public investment improving the legal framework for taxpayers and tax payers are stratifying taxable items, tax rates and related benefits application of the tax system, setting norms, rules, standards, monopoly countermeasures, credit policy and pricing policy, etc.

Determining the conditions of ownership and use of natural resources and performs such activities in other ways. From investing the main goal is to earn income and achieve a positive social effect. When investing, first of all: the subjects of investment activities independence and initiative; investment in material goods granting status; carrying out investment activities prescribed by law opportunity. The object of investment activity is the production of material and intangible benefits are the objects of extraction. Market relations in our country the emergence and development of existing funds for the development of entrepreneurship requires voluntary investment. That's the investment including the legal regulation of foreign investment, primarily national by legislation, and secondly, by international agreements.

Government Regulation of Investment Activity Uzbekistan The investment activity of the Republic is mainly based on the "Foreign on foreign investment " Guarantees of the rights of foreign investors and on measures to protect them, adopted on December 24, 1998 The Law on Investment Activity also regulates this area regulated by other civil legislation aimed at taxation[1].

Investment activities are regulated by the state. Public investment improving the legal framework for taxpayers and taxpayers stratifying taxable items, tax rates and related benefits application of the tax system, setting norms, rules, standards, monopoly countermeasures, credit policy and other policies determination of conditions of ownership and use of natural resources, establishment of mechanisms for examination of investment projects, etc. in a number of ways. From the years of independence of our country to the market economy. The transition is on its own path of economic development the importance of investment policy is enormous. Because investments in the economy structural changes, technical and technological upgrades, restructuring of enterprises encourages the implementation of repair work, the country's exports and allows increasing the import potential. In this regard, the State of Uzbekistan pursues its own structural investment policy [2].

The country is taking measures to introduce modern market mechanisms to support businesses, to give greater freedom to private business, to strengthen the guarantees of their rights and legitimate interests, to attract foreign investment and modern technologies. At the same time, the study of the state of affairs in the construction sector has shown that there are problems that hinder the rapid implementation of reforms in this area and the development of a healthy competitive environment.

Construction activity in Uzbekistan is an investment one of the most attractive directions of introduction and is an important sector of the economy In January-November of the current year Uzbekistan Construction totaling 39,315.8 billion soums in the country. The growth rate was the same as last year compared to the corresponding period of 106.6%. Larger contract than total construction volume 11548.8 billion soums of construction by organizations share of the total

construction work performed 29.4%, and for the same period last year compared to 103.3%. Total contribution of small enterprises and micro-firms construction works 41.5% of the volume of construction works or 16315.5 billion soums and amounted to 115.6% compared to the same period last year, the share of the informal sector was 29.1% or 11451.5 billion soums and 98.4% compared to the same period last year. Large in the structure of construction work on the construction of buildings and structures the share of the volume of construction work performed by construction organizations 26.6% to 0.6 percentage points compared to the previous year increased. Accordingly, the share of small organizations and micro-firms was 36.2% (2.2%) and the share of the informal sector by 37.2% (2.8%) decrease).

In the construction industry, with the transition to market relations centralized management is abolished and most trusts are relatively simple hierarchical characterized by a variety of private (with or without public participation) divided into firms. They are based on the Construction Department (QB) does. This, in turn, will increase the number of workers and the former He was involved in the planning of the Union's economy the apparatus will be reduced due to the abolition of branch offices. The geometry of the characteristics of its organization with the increase in the volume of construction a sharp complication on the basis of progression has also been noted, as well information processing is increasing, and the engineering and technical related to this situation and the number of employees involved in management activities increase is observed. Despite the growth of the administration, management. The level of quality demand lags far behind. One of the main reasons for this situation is the work in the field of management due to lagging productivity. Design and management computerization of technologies efficiency of management work recognized to increase.

Economics of investment projects in the context of market relations efficiency is of primary importance. Efficiency evaluation is primarily a means and tool for innovative projects spending is carried out from the position of private property owners - investors. The last case is that innovative projects are science and technology (as well as in the organization of production, management, social spheres) determines the implementation of achievements in the field. The contractor is the evaluator for the builder in the execution of the order serves to determine the values of cost-effectiveness of its activities.

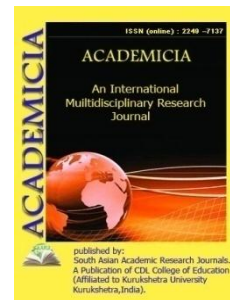
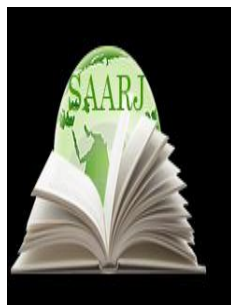
The cost-effectiveness of the estimated costs and results of a single project during the analysis or by comparing project options determined by analysis. Evaluate the effectiveness of current investment projects current guidelines * in line with worldwide practice and the economic situation in the CIS during the transition period some corrections were made based on the relationship.

In conclusion, more than 300 major investments in 2007 under the investment program The project has been completed, more than 700 new ones with foreign investment The enterprise was established. Joint ventures are primarily about high technology based industries - light, food, electrical, chemical and petrochemical, machinery, building materials industry, telecommunications and information It is noteworthy that it is organized in the field of technology.

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DOI: **10.5958/2249-7137.2021.00778.3**

THE NEED FOR INVESTMENT IN THE DEVELOPMENT OF THE COUNTRY'S ECONOMY AND ENTREPRENEURSHIP

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ABSTRACT

This article describes the investments in entrepreneurship, their role in the country's economy, the opportunities created, the stages of development of investment policy, the existing problems. The ongoing economic reforms in our country are directly related to the institutional changes taking place in all sectors of the economy. 2019 has been declared the Year of Active Investment and Social Development in our country. In this regard, the State Program was adopted, which created ample opportunities for the development of small business and private entrepreneurship.

KEYWORDS: *Entrepreneurship, Economics, Investment, Private Property, Government Agencies, Capital, Stages Of Development, Investor, And Investment Policy.*

INTRODUCTION

The ongoing economic reforms in our country are directly related to the institutional changes taking place in all sectors of the economy. 2019 has been declared the Year of Active Investment and Social Development in our country. In this regard, the State Program was adopted, which created ample opportunities for the development of small business and private entrepreneurship. Today, in the context of global integration and globalization, the development of active entrepreneurship in the country requires the organization of small business on the basis of innovative and modern approaches, advanced technology and management methods.

As the President of the Republic of Uzbekistan Sh.M.Mirziyoev stated in his Address to the OliyMajlis: Our first task should be to expand the ranks of such entrepreneurs, including the creation of favorable conditions for the import and introduction of high technology, machinery and equipment based on the latest scientific achievements in our country.” they pointed out. The main directions of comprehensive support for small business and private entrepreneurship, the elimination of some negative barriers to the rapid and sustainable development of business entities are being developed. We will achieve rapid development of our economy only through the active attraction of investments, the launch of new production facilities. Positive results in the economy provide an opportunity to systematically address the problems that have accumulated in the social sphere.

“World experience shows that a country that pursues an active investment policy has achieved sustainable economic growth. That is why it is no exaggeration to say that investment is the driver of the economy, in Uzbek, the heart of the economy. Along with investment, new technologies, advanced experience, highly qualified specialists will enter various industries and regions, and entrepreneurship will develop rapidly.”

It should be noted that the ongoing reforms in Uzbekistan and their results are recognized by the world's leading international rating agencies. For example, the world's leading rating agencies Fitch Ratings and Standard & Poor's have for the first time set an international sovereign credit rating for our country. These ratings have a "stable" outlook, which means that this figure is unlikely to decline in the next 12-18 months. It should be noted that such ratings obtained by Uzbekistan are higher than in many developing countries.

REVIEW OF THE LITERATURE ON THE SUBJECT

Ways to develop entrepreneurship and increase the efficiency of attracting investment in the industry have been studied in detail by foreign and European economists. In particular, K. from foreign scholars. Makonnell, S. Brew, A. Marshall, Y. Shumpeter, J.B. Sey, A. Smith, D. Ricardo, Dj.S. Milya, V.M. Yakovlev, Yu.I. Ivanov, F.M. Rusinov, M. Veber, V. Zombart, P. Druker, V. Shepelev, D.V. Busigin, V.D. Kamaev, I.N. Gerchikova, F. Nayt, I.X. Tyunen, R. Kantilon, K. Bodo, I.X. Tunen, Naytear, D. Gelbreyt, E.V. Glushenko, E.V. Mixaylova, Class Eklund, A.I. Kaptsov, Yu.V. The Tikhonravovs and others made significant contributions to the development of entrepreneurial activity by studying certain aspects of their types and forms.

S.S. Gulomov, one of the leading economists of the republic, A. Vahobov, A. Abdukarimov, H. Abulqosimov, H.O. Rahmonov, Yo. Abdullaev, F. Karimov, E. Akramov, Sh.N. Zayniddinov, B.T. Salimov, T. Shodiev, Sh. Toshmatov, A.B. specific aspects have been studied to some extent.

Investment is a monetary form of expenditure on the restoration and increase of fixed and working capital, the expansion of production capacity. It is done in the form of cash, bank loans, stocks and other securities. "Investing" is "separating money today to make a profit in the future and believing that it is possible to invest in real or financial assets."

According to Swedish economist Klas Eklund, "investment is what is left for tomorrow in order to have more consumption conditions in the future.

Russian economist E. V. Mikhailova argues that "investment is defined as the burning of capital in any form for the sake of future income or social benefits." This definition is explained in a general and simple way, interpreted in the interests of a market economy.

Uzbek economists D.F. Gozibekov and T.M. Koralievs describe investment as all kinds of property and intellectual wealth that bring income (profit) or social benefits and are involved (spent) in entrepreneurship, business activities not prohibited by the state. Effective property and intellectual resources, ie investments, can take the following forms:

- cash, trust funds in banks, shares, stocks and other securities;
- Movable and immovable property (buildings, structures, equipment);
- Copyright, property rights consisting of the right to use inventions (know-how), other intellectual property;
- Land use and property rights and property rights;
- Other assets.

ANALYSIS AND RESULTS

Investment policy is one of the main directions of economic development of any country and the expansion of production in it. Therefore, the comprehensive development of the national economy requires an active investment policy. This, in turn, will ensure the implementation of profound structural changes in the republic. Activation of the flow of foreign and domestic investments in the sectors of the national economy is a key factor in launching a new stage of economic growth.

That is why the First President of the Republic of Uzbekistan I.A. As Karimov said: “The future of our country, its role in the system of world economic relations depends on investment. Accordingly, the active development of the economy requires large-scale investment. So, since investment is the driving force of any economy and its development, we must do everything possible to increase the volume of investment in our economy.”

Investments play an important role in the economy of our country and in the development of entrepreneurship. In 2019, about 138 trillion soums, or 16% more than in 2018, were disbursed from all sources. In this regard, the volume of foreign direct investment has increased almost 1.5 times compared to 2019, reaching \$ 4.2 billion. Accordingly, it was planned to launch 142 modern enterprises.

In such a rapid development of all forms of entrepreneurship in our country, first of all, the tax incentives for this sector and the attraction of investment play a sufficiently stimulating role. In particular, in 2018, 18 interstate official visits were made and agreements were reached on 1,080 projects worth \$ 52 billion. The volume of joint investments with the World Bank, the European Bank for Reconstruction and Development, the Islamic and Asian Development Banks, and other international financial institutions amounted to \$ 8.5 billion.

Today, 456 projects worth \$ 23 billion are being implemented in our country at the expense of foreign investments.

As noted by President Sh.M.Mirziyoev: “For the first time in our country, the institution of Ombudsman for the protection of the rights of entrepreneurs has been introduced. Taxes in the business sector have been significantly reduced, and access to credit has been expanded. New free economic zones have been created, which provide a wide range of benefits to investors”.

In the future, we must do a lot to create a more favorable environment for entrepreneurship, business, create new jobs, increase incomes, and improve pensions.

The Law of the Republic of Uzbekistan "On Investment Activity" of December 24, 1998 is of great importance. Therefore, before talking about investment activities, we need to clarify the meaning of some terms related to this area (investment, capital investment, foreign investment). For example, in the years of the former Soviet Union, the concepts of "investment" and "capital investment" were interpreted in the same sense. In such cases, capital investment was understood as the creation and reproduction of fixed assets, investment in the repair and expansion of existing facilities. This is not true because funds are invested in both current assets and certain types of intangible assets, as well as various financial instruments.

Until now, the concept of "investment" has been interpreted differently by economists. Some economists define it as "all kinds of wealth mobilized for the purpose of making a profit from entrepreneurial activity", while others describe it as the same as "capital investment" because the exact translation of the Latin word means "investment."

Investment institutions include financial brokers, investment companies (dealers), investment advisers, investment funds, which are engaged in investment intermediation, the issuance of securities, guarantees for their placement in favor of third parties, the issuance of shares

The development of investment policy in Uzbekistan includes the following stages:

Phase 1 - 1991-1994.

Phase 2 - 1995-2003.

Phase 3 - 2003 - current period.

Step 1:

- Investment process for the creation of various forms of ownership (decentralization measures have been taken);
- Budget funding for socially important facilities that do not have private sources of financing has been retained;
- Measures were taken to introduce private property;

Step 2:

- Legislative base regulating investment activities has been created;
- Transition to competitive project financing;
- Measures to attract foreign investment are being implemented;
- Investment in the real sector of the economy has been strengthened;
- Different sources of financing have been used in the implementation of investment projects.

Step 3:

- Currency relations and operations are being liberalized;
- Important documents on protection of the rights and interests of foreign investors are being adopted;

- Technical equipment of enterprises is being strengthened;
- Priority is given to financing projects specializing in the production of export-oriented and import-substituting products.

On December 9, 2019, the Law of the Republic of Uzbekistan "On Investments and Investment Activities" was adopted. The purpose of this Law is to regulate the relations in the field of investments and investment activities carried out by foreign and domestic investors.

In the field of business promotion - to provide practical assistance to businesses in organizing, conducting and further development of business, to create opportunities and conditions for access to the services of government agencies and market infrastructure, through the provision of consulting and information support, to create business incubators for start-ups; Expert in the organization and preparation of business plans, obtaining the necessary information related to the implementation of entrepreneurial activities and solving practical problems, legal and advisory assistance, assistance to entrepreneurs in acquiring practical skills in the organization of investment and production processes, obtaining the necessary information related to the implementation of business activities, legal assistance to businesses in conducting business activities, inspections of their activities, financial and commodity resources, engineering and communication networks, technological machines and devices, to provide practical assistance in the use of production facilities, as well as land, to establish community-based committees, business and coordination councils with the participation of members and partners of the Chamber of Commerce and Industry, to introduce innovative entrepreneurship, startup projects, youth, especially higher and secondary special, active assistance to graduates of vocational education institutions in organizing and running their own business, as well as the rapid development of small, private and family entrepreneurship, various forms of home-based work, which will ensure the rapid growth of employment and income.

In the field of cooperation with government agencies- introduction of an effective system of cooperation and new forms of work with all branches of government - the legislature, the judiciary and the executive, as well as the flexibility and effectiveness of cooperation with banking and financial institutions and other market infrastructure entities; to promote the effective organization of interaction between government agencies, as well as local authorities at all levels, to create a practical and effective mechanism of cooperation on the principle of "direct and feedback", receiving and processing applications of business entities, submitting them to the competent authorities for consideration, as well as monitoring and analysis of their implementation, organization of the activities of Entrepreneurship Support Centers in regional centers, districts and cities, their competent state bodies and organizations, as well as interaction with economic management bodies providing public services.

In the field of education and training of business entities - Radical improvement of the quality of the system of training and retraining for business structures, improvement of curricula in areas and specialties, taking into account the needs of the economy, the organization of regular training and retraining courses in each district and city by the following methods, The State Committee for Privatization and Development of Competition of the Republic of Uzbekistan and the Republican Center for Basic Entrepreneurship Training and its regional branches, including on the basis of professional colleges, organize cooperation in their spare time, international financial institutions, foreign donors and Establishing close cooperation with alternative centers for

training entrepreneurs in foreign countries, the basics of doing business for entrepreneurs, drawing up business plans, development and conducting of training courses for business entities on the development of draft legislation in the field of entrepreneurship, organization of training in management, financial management and other necessary disciplines, assistance to entrepreneurs in the selection and training of staff, continuous professional development, qualified personnel in regions and entrepreneurship Participate in the formation of state orders for the training of specialists in secondary special, vocational and higher education institutions, teachers of higher education institutions, professional colleges for the organization of education, depending on the needs, the task of attracting practitioners, high-achieving entrepreneurs and foreign experts will be performed.

In the Field of Foreign Economic Activity and Investment Attraction- integration of business entities of the republic into the international business community, ensuring the export of domestic products to foreign markets, active promotion of national brands abroad, attraction of local and foreign investments, as well as modern technologies, organization of business forums, exhibitions and fairs. Participation.

Conclusions and Suggestions

The objective need for investment in the country's economy and the development of entrepreneurship is particularly noteworthy. But there are some problems in the recruitment process.

Problems in Attracting Domestic Investment:

- Insufficient collateral for loans for financing investment projects, the complexity of the loan application process;
- Lack of in-depth marketing research on the investment project and the negative impact of this project on the stability of future cash flows and the reliability of the source of loan repayment;
- One of the main problems faced by the initiators of investment projects is the poor use of non-credit methods of financing (leasing, factoring, franchising, etc.);
- Fulfillment of non-specific functions of commercial banks by credit and financial institutions. In many cases, banks act as supervisory and supervisory bodies, which negatively affects the relationship of the initiators of investment projects with the banking system.
- In some cases, the assessment of the creditworthiness of the initiators of investment projects is not conducted objectively;
- Poor preparation of feasibility studies for investment projects.

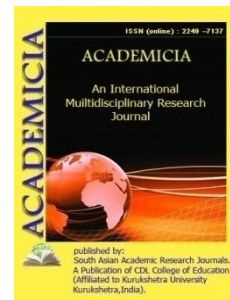
In conclusion, we can say that in any case, we must create all the conveniences and conditions for investors.

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DOI: **10.5958/2249-7137.2021.00779.5**

INFLUENCE OF STABILIZERS ON THE SUSTAINING OF CELLULOSE POLYMER SYSTEMS

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ABSTRACT

This article provides information on the formation of polymer systems, dispersion of cellulose, the effect of stabilizers on the stability of polymer systems and polymer stabilizers. Polymer systems obtained with the help of stabilizers and their fields of application are considered. The stability of polymeric materials is related to their susceptibility to chemical exchange. Of the natural polymers, cellulose is one of the polymers used for many purposes in many industries. Of the synthetic polymers, polyvinyl chloride is one of the most widely used.

KEYWORDS: *Polymer, Cellulose, Destruction, Exploitation, Stabilizer, Photo stabilizer, intermission stabilizers, Heat stabilizers, Lubricants, Induction time.*

INTRODUCTION

The stability of polymeric materials is related to their susceptibility to chemical exchange. Of the natural polymers, cellulose is one of the polymers used for many purposes in many industries. Of the synthetic polymers, polyvinyl chloride is one of the most widely used. The instability of polyvinyl chloride is complicated by its decomposition under the action of HCl and decomposition of polyvinyl chloride due to the destruction of the polymer, which is reflected in bonds in single and linked double C = C bonds in macromolecules.

At present, in the field of cellulose chemistry, the creation of scientific foundations for dispersing cellulose and obtaining powder and microcrystalline modifications is and remains an urgent problem. These questions are solved by researching new methods for modifying cellulose and its derivatives [1].

In recent years, aqueous gels of microcrystalline cellulose have been widely used in the pharmaceutical, cosmetic and food industries to obtain creams and suspensions [2].

The instability of polymer products manifests itself in a counter process, which is observed as a result of a number of chemical and physical processes that eventually lead to irreversible changes in the characteristics of one or several polymers [3]. As a result, the physicochemical characteristics and color of the polymer composition change (yellow, carrot, brown and even black).

Technically, the weakening of the color is more important than the reduction of the dehydrochlorination of the polymer.

Stabilization is a set of measures aimed at preventing and reducing polymer degradation. Substances that are added to improve the stability of the polymer, i.e. to increase the resistance of its properties to various physicochemical and biochemical influences, they are called stabilizers [4].

Polyvinyl chloride ($-\text{CH}_2-\text{CH}-\text{Cl}-$)_n is one of the most widely produced polymeric materials in the world. It ranks second after polyethylene in terms of productivity. In everyday life and in the national economy, various materials are obtained from it and used for various purposes.

To increase the stability of the polymer, chemical stabilizers are used that increase the physicochemical and biological resistance of the polymer composition to chemical influences.

To increase the stability of a macromolecule, stabilizers must meet the following requirements:

1. Stop dehydrochlorination and oxidation reactions.
2. Prevent cross linking of macromolecules and stop chain breakage.
3. Loss of the carbonallyl group.
4. Eliminate or reduce the effect of chemical agents (O_2 ; HCl ; MeClp).

To improve the processing of the polymer composition, the stabilizer should have the following properties:

1. Must mix well with polymer and other components at processing temperature and working conditions.
2. The viscosity of the mixture must be optimal.
3. Reduce mechanical destruction of macromolecules and

Must have lubricating properties to reduce the adhesion of the composition to turbulence;

4. Must not smell.

From the point of view of using the obtained material, the stabilizer should impart the following properties to the polymer:

1. Resistance to atmospheric and thermal influences.
2. Resistance to physical effects (UV, X, R and other rays).
3. Resistance to bacteria and aggressive environments.

4. Do not change color.

In addition, the stabilizer must be inexpensive and non-toxic. It is very difficult for one chemical substance to combine all the complex properties of the complex. However, when a substance with a multifunctional group is processed, it is very difficult to give more than one property. Therefore, in practice, energy stabilizing stabilizers are used. If stabilizers are not chosen correctly, synergy can be replaced by anthropogenesis.

Currently, stabilizers are divided into two main classes. Metallic and organic stabilizers. They, in turn, depending on their chemical structure and protection, are divided into the following groups:

1. Chemical Stabilizers - Reduce oxidation degradation by heat.
2. Photostabilizers - prevent the decomposition of PVC under the influence of light.
3. Antarctic stabilizers - protect the polymer from degradation by X-rays.
4. Mechanochemical stabilizers - prevent degradation of the polymer by mechanical force.
5. Biochemical stabilizers - prevent polymer degradation under the influence of living organisms.

Metallic Chemical Stabilizers: Chemical compounds of this group are complex stabilizers that mainly bind low molecular weight compounds released from the polymer during degradation. Mainly bind low molecular weight compounds released from the polymer during degradation. For example, they bind HCl, which is mainly formed during the decomposition of polyvinyl chloride. When processing PVC, at least one of the metal-containing chemical stabilizers must be used.

The first representative of metal-containing chemical stabilizers is lead-containing compounds. Lead compounds are relatively inexpensive and retain good HCl, which is used in the manufacture of insulation materials, due to the formation of insoluble chlorides. Without the presence of compounds containing lead, the secretion of HCl is increased from the very beginning. When lead compounds are added as stabilizers, they retain HCl primarily at the expense of lead oxide. The anionic part of these compounds serves to increase their stabilizing properties: for example, if we use lead phosphide, it also traps HCl and increases its resistance to weather and light. Phthalate plasticizer mixes well with PVC. Steroids are lubricated.

Lead stabilizers are rarely used due to their toxicity. In order to reduce the toxicity of lead-containing steroids during processing of PVC, attempts are made to granulate them and treat the top with fatty acids and their salts. Another disadvantage of lead stabilizers is the formation of black spots in the presence of sulfur-containing compounds.

Lead stabilizers are divided into three groups:

1. Simple stabilizers.
2. Stabilizers with a lubricating effect.
3. Complex stabilizers.
6. Lead Silicate - Reacts well with tribasic lead sulfate.

Simple stabilizers:

1. Quadruple - a good (heat stabilizing) stabilizer that does not have a lubricating effect.

2. Tri-base - also a good heat stabilizer without lubricating effect.
3. Dibasic 2RO - PbHSO₄ - heat stabilizer does not possess antioxidant and light stabilizing properties.
4. Dibasic phthalate - mixes well with PVC. Most phthalate plasticizers are used in PVC.
5. Basic (white lead) - has weak stabilizing properties.
6. Lead Silicate - Reacts well with tribasic lead sulfate.

Lubricating Stabilizers:

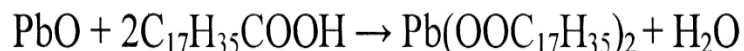
Lead Steriate Pb(OOC₁₇H₃₅)₂- this heat stabilizer has lubricating properties.

Complex Stabilizers:

Lead and Calcium Steriate: Pb (OOC₁₇H₃₅)₂ and Ca (OOC₁₇H₃₅)₂

The stabilization mechanism influencing the stability of polymers is as follows: the effectiveness of lead salts under statistical conditions with a stabilizer amount of 3-5% is as follows: lead stearate - dibasic; lead phthalate is dibasic, lead sulfate is dibasic, lead phosphide is three basic. The performance of a lead stabilizer under dynamic conditions is slightly different than under statistical conditions.

The main reason for the difference in dynamic and statistical conditions is that lead stabilizers not only trap HCl, but also stabilize the anion. Another reason the stabilizer is more effective under dynamic conditions is that it can react with stearic acid to lubricate PVC during processing to form lead stearate:



Therefore, RO is more effective under dynamic conditions; another reason for the effective stabilization of lead stearate is that lead stearate interacts with the labile group of polyvinyl chloride to increase the stability of macromolecules.

In addition to increasing the efficiency of the stabilizers used to determine the thermostatics of polyvinyl chloride, it also provides high thermal stability of the resulting polymer composition. The thermal stability of polyvinyl chloride is determined by the induction period. The induction period is the time from the start of heating of the system to the start of hot compression. During this time, the stabilizer installed in the system is fully used to trap the HCl released as a result of the destruction of the polymer composition.

Several methods can be used to determine the thermal stability of polyvinyl chloride:

1. The induction period can be determined using the "Cango-red" indicator.
2. Determination of thermal and thermal oxidizing dehydrochloramine.

This method involves determining the amount of HCl evolved in a nitrogen-oxygen stream or in a vacuum.

CONCLUSION

In conclusion, we can say that stabilizers are chemicals used to increase the stability of the polymer and increase the resistance of the system to physical, mechanical, biological and chemical influences. This requires the correct selection of stabilizers in accordance with the purpose. The influence of the selected stabilizer on the composition and concentration of the polymer is developed individually for each system.

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DOI: **10.5958/2249-7137.2021.00969.1**

EXPLORING INSTRUCTIONAL LEADERSHIP PRACTICES IN THE INSTITUTIONAL SCHOOL OF KATHMANDU: A NARRATIVE INQUIRY

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ABSTRACT

Principals of the schools are more focused on managerial works rather than supporting teaching and learning in the school. As a result, they spend most of their time behind the desk and in to the files. Principals of the schools are guided by the principles of making good grades in the examinations. As a result, they are more focused on rote learning than knowledge and skill based learning that add value in the life of students. However, the instructional leadership advocates that the principal should able to create school culture that support students' achievement. So, the main aim of the paper is to explore perception and practices of principals on their instructional leadership in addressing the 21st century skills. I applied narrative research approach in order to explore the perceptions and practices. For this, I interviewed two principals of two different schools of Kathmandu valley. The finding of the study reveals that setting direction, focusing in curriculum and monitoring the learners' progress are the perception and practices on instructional leadership.

KEYWORDS: *Instructional leadership, 21st century skills*

INTRODUCTION

It was in the year 1984 when my father, a non-academician, established a small school upon request from some of his friends who were teachers. The school did well and was quite popular in its area in terms of students' enrollment and their achievements. After 5 years, his friends demanded their share in the institution which my father refused. As a consequence, his friends left the school and established another school of their own. In the initial phase, their departure

didn't matter much but slowly their absence was felt as the school's management and academic achievements gradually started declining. However, he continued to run the school without giving up. Just to provide him a moral support, I would spend some time in the school every day after taking my college class. I was inspired by my college's ECA activities and tried to incorporate ECA activities in my father's school too. I was involved in the school as a part-time teacher of an English subject. But it was in the year 2000 AD that my father decided to handover the leadership role to me and declared me to be the new principal of the school. This reminds me of what Bush (2006) stated that the principal in developing countries are appointed based on a successful record as teachers with the assumption that this provides a sufficient starting point for school leadership. This was shocking for me as I was just a 23-year old lad who had recently completed his Bachelor's degree, and who hardly knew anything about teaching and learning. I was new in the school without any clear vision, professional skills, attributes and knowledge (Bush, 2006).

Consequently, I followed my father's footsteps and started running the school just the way he did. I was more involved in the traditional structure of teaching and learning. As a school's success was determined by its SLC results during that time, I also believed that the success of my school lay in scoring high SLC/SEE marks. Moreover, I was also grown up studying in one of the reputed schools which gave utmost priority to SLC scores. The school where I studied was indeed the only school to score the top ten rank in the SLC examination almost every year and to continue its legacy of being in the top ten rank, the school would only focus on obtaining excellent SLC results. As obvious, I set the strategy the school focusing more on mark-oriented culture for almost 12 years on which Huber (2004) argued that

The school cannot any longer be regarded as simply imparting traditional knowledge within a fixed frame. Rather it is becoming an organisation which needs to renew itself continuously in order to take present and future needs into account.

Having worked as a principal of one of the institutional school for almost fifteen years, I have always kept myself busy as an administrator who struggled for the sustainability of my school and it is still continued even after its 23rd SEE batches and its history of three-decade. I didn't involve myself in teaching and learning. I was always behind the chair and into the files or financial statement. Over a period of time, I felt I haven't grown personally and professionally. In a mean time, my decision to join M.Ed. Leadership and Management Program of Kathmandu University has become an eye-opener for me as it has made me realize failure often correlates with inadequate school leadership (Leithood et.al, 2006). In the same line Harris (2009) said effective school leadership determine school improvement. According to Bush (2007), there has been a great interest in educational leadership during the early part of the 21st century because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their leadership (Bush, 2007). Much of the available literature on school leadership effectiveness indicates that school leaders play an important role by exerting their influence over several factors, including, most importantly, teachers (Hallinger & Heck, 1998; Leithwood, Louis, Anderson, & Wahlstrom, 2004). Effective school leadership directly affects teacher capacity, motivation, and commitment and working conditions, all of which directly affects teaching practices linked to student learning and achievement (Leithwood et al. 2008). According to Louis et al. (2010), school leaders

influence student learning mainly through establishing appropriate school conditions by setting goals, influencing culture, setting parameters for classroom conditions through designing and managing curricular planning and resource allocations, and also by directly influencing teachers. The review of literature conducted by Hallinger and Heck (1998) on instructional leadership literature published between 1980 and 1995 suggests that school principals who employ an instructional leadership had an indirect effect on student reading achievement and direct effects on school climate changing in elementary schools. Additionally, Spiro (2013) affirms that instructional leaders establish clear goals, provide educators with direction and sense of mission. Furthermore, they motivate educators to enhance their performance. Teacher motivation was also highlighted as having a drive that leads to improved educational outcomes. This knowledge and awareness on leadership practices finally has given me the background of the study on issues like 'How do school principals practice and perceive instructional leadership in their schools?' So, my research attempt to throw some light upon the instructional leadership practices in institutional school of Kathmandu.

Instructional leadership is not a new concept. Salo, Nylund and Stjernstrom (2014) said that the origin of instructional leadership is Anglo-American, developed intensely in the early 1980s mainly by school effective movement. However, Critics argued that instructional leadership as outdated and authoritative position of the principal (Sebastian & Allenswoth, 2012). In the same line Hallinger (2003) had a view that principals could not have capabilities of being curriculum experts in all the learning areas so they might be ineffective. However, Hallinger (2011) observed that instructional leadership has been reawakened as leadership for learning that aimed to achieve school goals. Adjectives such as collective, shared, transformational, and distributed are used with instructional leadership (Louis & Wahlstrom, 2012). Thus, I find this issue needs to explore in institutional schools where the principals are teacher, administrator and leader as well (Bush, 2006).

Since this study focuses on leadership practices of institutional school, I will be taking McEwan model "7 steps to effective instructional leadership" as my theoretical lens. In step-1, instructional leader should aware of what is taught? And why it is taught? They are ultimately responsible for incorporating the designated state and district standards into the development and implementation of the local school's instructional programs, ensures that school wide and individual classroom instructional activities are consistent with state, district, and school standards and are articulated and coordinated with one another. Uses multiple sources of data, both qualitative and quantitative, to evaluate progress and plan for continuous improvement.

In step-II McEwan says effective instructional leader should discuss instruction and learning. Effective instructional leaders do all these things and more by utilizing the four Cs—collaboration, collegiality, cooperation, and creative problem solving. Effective instructional leaders are eager learners. They read a variety of publications, attend all kinds of workshops, go to national conferences, present staff development programs to their teachers, and are constantly on the lookout for potential resources for their buildings. Works with teachers to improve instructional programs in their classrooms consistent with student needs. Facilitates instructional program development based on trustworthy research and proven instructional practices. Uses appropriate formative-assessment procedures and informal data-collection methods for evaluating the effectiveness of instructional programs in achieving state, district, and local standards.

In step-3 instructional leader should establish high expectations for student achievement that are directly communicated to students, teachers, and parents. They should establish clear standards, communicates expectations for the use of time allocated to instruction, and monitors the effective use of classroom time. Moreover, they should implement, and evaluate procedures and codes for handling and correcting behavior problems.

In step-4, instructional leaders should provide for systematic two-way communication with staff regarding the achievement standards and the improvement goals of the school. They should establish, support, and implement activities that communicate the value and meaning of learning to students. And finally develop and uses communication channels with parents to set forth school objectives.

In step-5, instructional leader should able to assist teachers yearly in setting and reaching personal and professional goals related to the improvement of instruction, student achievement, and professional development. They should make regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher) They must engage in planning of classroom observations, post observation conferences that focus on the improvement of instruction. Provides thorough, defensible, and insightful evaluations, making recommendations for personal- and professional-growth goals according to individual needs.

In step-6, instructional leaders should schedule, plans, or facilitates regular meetings of all types (planning, problem solving, decision making, or in-service and training) with and among teachers to address instructional issues. They should able to provides opportunities for, and training in, collaboration, shared decision making, coaching, mentoring, curriculum development, and presentations. Moreover, they should provide motivation and resources for faculty members to engage in professional growth activities

In step-7, instructional leader should serve as an advocate for students and communicates with them regarding their school life. They should encourage open communication among staff members and maintains respect for differences of opinion. Demonstrates concern and openness in the consideration of teacher, parent, and student problems and participates in the resolution of such problems where appropriate. Models appropriate human relations skills. Develops and maintains high morale. Systematically collects and responds to staff, parent, and student concerns. Acknowledges appropriately the meaningful accomplishments of others.

METHODOLOGY

Since the study tries to explore the practice and perception of instructional leadership in institutional school, I have employed qualitative approach to explore the personal experiences of principal. Principals' personal experience is of a central focus in this research. Therefore, I have used narrative inquiry as my research methodology that offers practical and specific insights for researches looking for personal experiences (Creswell & Poth, 2012). Clandinin & Connelly, (2004) also viewed that experience happens narratively, and therefore, educational experience should be studied narratively. I have purposefully chosen two participants from two different institutional school. As stated by Punch (2005), purposive sampling involves the existence of some purpose in mind. This enabled the researcher to go directly to the point. I have taken in-depth interview with the 2 principals who have been working in the school for more than 10

years from the selected school. I interviewed each participant for second round. The first interview focused on knowing the participants of my study and understanding their view on instructional leadership. The second was a follow-up interview for further probing into the issues they shared previously. I have recorded the interview and also use field notes as a method of recollecting information. I have interpreted such information with generation of information. Coding was made in the diaries for some of the information obtained from interview and digital record was prepared for the interview. I adopted an elaborative process of coding, categorizing, and thematized (Creswell, 2007). Then the experiences shared by the participants were then analyzed through a theoretical lens.

Findings

During this research conduction, both two participants found to understand the instructional leadership very differently. Principal-1 limited his understanding to management skills whereas principal-2 emphasis in improving teaching and learning of the students along with management skills.

Perception and practice on instructional leadership

Setting direction

Upon asking them about instructional goal, principal-1 stated the vision of the school “*Creating an appropriate environment where all the stakeholders can excel the skills to adjust themselves in everyday world*”. He said teachers integrate the element of child friendly activities based on the vision statement. He gave an example of teaching solar system in grade 2. He said teacher would bring the students out from the classroom and draw the solar system on the ground and name each one them according to the name of existing planets and let them revolve around the sun. It reminded me what Robinson (2011) said instructional leaders direct the work of teachers to develop clear and common goals. The Wallace Foundation (2013) also found that effective principals shape a vision of academic success for all students.

Whereas upon asking the vision of the school, principal-2 said, “*I haven’t developed yet. I think our vision is reflected in our bulky report card since our school is mark oriented school and we emphasize in taking exams*”. She expressed her pride to associate the marks oriented culture of teaching and learning as their value. She strongly asserted that parents admit their children because they want their children to score good marks. Our parents want more number of exams because they think that keep children occupy at home and same time helps to bring good marks in the examination as well. In this case he sets direction to achieve marks which is indeed traditional. But according to him parents want their children grow with marks. This reminded me what Leithwood, Louis, Anderson and Wahlstrom (2004) identified setting directions as one of the three critical components of school leaders. Setting directions in this case includes incorporating daily lesson plan and activities with the vision statement of the both schools. In the school of principal-1 teachers are encouraged to include child friendly activities to enhance learning whereas in the case of principal-2 teachers are encouraged to achieve marks. And he claimed that it is because of such instruction they have been able to achieve successful grades in SEE result for more than a decade and awarded the best school by the ministry of education in 2067 B.S. This reminded me what OECD research (2009) supports the view that successful instructional leaders are actively involved in ensuring that schools’ goals are achieved.

Focusing on curriculum

On questioning about curriculum, principal-1 said, although they followed national curriculum, they had a provision of sequential planning and teacher stayed after school for lesson plan and our supervisors and department heads support to maintain quality. He said, they had a sharing session and focused on team work. The supervisors would go to the classes with the teachers. They would see how it is operating and provided regular coaching and mentoring sessions. Based on the feedback teachers would work again. Sim (2011) had a similar view that the principals motivate and inspire the educators to plan and engage in classroom teaching in a way that is aligned with school vision. Mulford and Silins (2011) also said that successful principals involve others in the leadership process to increase and build capacity.

Whereas Principal-2 also viewed that they do follow national curriculum but they do not let teacher prepare daily plan. Rather she mentioned the learning objectives of the book should be covered and success of any students depend on score they get in the examinations. Upon asking why teachers are only limited to prescribed books? She said,

“We have teachers who have been working for 20 years and above. It is very difficult to change them as we have three level of teachers. They are same level, growing level and old- aged teachers in the institution. Same level means such types of teachers who works at same level for many years. For example, the teachers of primary section or pre-primary who does not want to initiate the change. The old aged teachers have very few years in their service and very stubborn to accept change to improving teaching learning and there are few such growing level teacher who have helped sustain the quality of school”.

So, she viewed despite of professional development practice in the school, they are reluctant to adopt new teaching and learning process. She referred the attitude of teachers with the famous quote. *“A dog tail will not be straight no matter how hard you try”*. In the case of Principal-2, she is found to be ineffective in making firm decisions regarding managing curriculum whereas principal-1 found to be exercising collaborative and collegial environment to enhance effective curriculum. In the same line, the literature on effective schools also shows that effective principals are more powerful over making decisions regarding curriculum and instruction than those in ineffective schools (Robinson, 2011).

Monitoring learners' progress

Regarding assessment, principal-1 said, they have formative evaluation system. Teacher is the final implementer. In the real practice if a teacher sees any new activity, he includes in remarks. There is a sharing. Book is just a supplement or a tool. What the student requires is given more emphasis. He gave an examples of the exam-

During the exams teachers set the indicators that students are supposed to learn in each grade. If students participate in activity based learning, can play the game of solar system and identify the different planets, we consider them that they got knowledge on the chapter solar system. Basically we focus on what all students must learn rather than they should learn.

He agreed that they also focused on core subjects like English, Nepali, math, social, science and computer. However, they emphasized teachers to focus on improving motor skills and 21st century skills.

Whereas principal-2 said

There are a lot of examinations and the teachers are always correcting copies and filling in their report cards. There is not time for teachers to go to training, develop their professional skill.

Upon asking why she has kept such a busy schedule to the teachers. She replied that keeping teachers busy help occupy their mind and they don't have time to think against school management. She strongly affirmed that school is known for achieving good grades and parents admits their children because they appreciate the value created by the school. That is the reason we have six exams annually and parents are satisfied as well.

Whether it is formative or summative the data indicate that both the school had organized practice to help the parents understand how their children are performing (Kruger, 2003). In the same line Katterfeld (2011) viewed instructional leaders focus on students' work and build systems for teacher accountability to ensure that the all the learners are progressing.

DISCUSSIONS

The above data revealed that both the principal does not seem have in-depth knowledge of instructional leadership. However, they found to ensure the effective learning and teaching by setting direction, setting expectation in curriculum and monitoring learners' progress. The theme "setting direction" is aligned with step-4 of McEwan's "7 steps to effective instructional leadership". In the step-4, according to McEwan (2003) instructional leader should able to communicate vision and mission of the school. He must have a clear vision for what the school should be and can become at some time in the future. In the case of principal-1, he has a well-defined vision and seem to encourage teachers to align lesson plan based on the vision of the school. It is aligned with what Harris et al (2008) claimed that goal setting is considered one of the key dimensions of success for a successful school leader This shows he is following the step-4 as McEwan claims the instructional leader should do. Whereas principal-2 found to be chameleon leader who has no vision, no definition, no limits and no parameters (McEwan, 2003). She is not clear about the vision of the school. She is so sure that the parents admit the children because they expect good grades in the exam and the school has been satisfying both the parents and students by helping them achieve good grades.

Similarly, the theme "focusing on curriculum" align with step-5 that emphasizes the instructional leader should able to set high expectation to the staff and oneself. According to McEwan (2003) principal should engage in planning of classroom observations, post observation conferences that focus on the improvement of instruction. In the case of principal-1 he is found to be supporting and mentoring teachers in designing daily lesson plans and providing constructive feedback to make sure every lesson plans incorporate the activities that help achieve the vision of the school. But in the case of principal-2. she expresses her negative experiences with existing teachers. Teachers' negative attitude on her effort to check students' copies and conflicting meeting among teachers show that there is a resistance to change in the school. Since there is no vision in the school of principal-2, the whole effort is to secure good grades in the examination.

The theme "monitoring the learners progress" align with step-7 that strongly advocates the instructional leader should show their concern and prioritized the development of students at first. Effective instructional leaders don't just talk about how much they care about students. They show how much they care by their actions. On a daily basis, they work to change practices

in the areas of discipline and grading. With this reference in the case of principal-1, he is found to be practicing formative assessment. Teachers are given full responsibility and the progress of the students are being measured in terms of acquiring skills. Whereas in the case of principal-2, he is found to be practicing summative assessment and students' progress are being measured in terms of obtaining grades.

CONCLUSIONS

From the above data and discussion, it is concluded both the principals are perceiving and practicing instructional leadership as setting direction, focusing on curriculum and monitoring learners' progress. Principal-1 has a vision to engage students so he seems to be focusing every activities and progress of the students to achieve the set goals. Whereas in the case of principal-2 every activity is directed to achieve good grades. It gives me insight that they are aware of few steps of effective instructional leadership as claimed by McEwan. However, they seem to be missing knowledge and skills in developing teacher leader, be an instructional source, create a school culture and most importantly establishing and maintaining positive relation with students and parents.

This study had several limitations including the limited time and resource. As only two head teacher was selected as a participant, the conclusion of this study can hardly be generalized. Another limitation is that this study was carried out selecting only two secondary school head teacher of Kathmandu district, so similar studies need to be carried out covering wide area and more number of such schools so that the results of studies could be generalized. The third limitation is that this study is carried out only to explore the perception and practice of instructional leadership of principal but not of other teachers, non-teaching staffs, students, parents and school management committee members. If such study includes them, the findings again may vary. Finally, I also realize that it would be better to follow multimethod to collect the data from informants and to triangulate the data for reliability and validity of the data. In this connection, use of other methods such as observation, focus group discussion, collection of artifacts, etc. would be further relevant. Multiple interviews as well as multimethod data collection procedure would have been ideal for the saturation of the research themes. However, I realize that the data provided by both the principal and my analysis of them provided a strong foundation for more indepth examination of the existing practices of instructional leadership.

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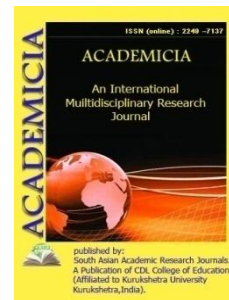
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DOI: **10.5958/2249-7137.2021.00766.7**

SPECIFIC FEATURES OF INTERDISCIPLINARY INTEGRATION IN TEACHING NATURAL SUBJECTS

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ABSTRACT

This article discusses the issues of mastering knowledge in biology of interdisciplinary learning, also due to the fact that the object and subject of research in the academic subjects of biology, chemistry, physics are close to each other, the knowledge of the whole essence of nature in interdisciplinary communication, content, changes, occurring in processes and events, a unified presentation of general and particular concepts available in these academic subjects, which provide for the formation in interdisciplinary communication when using skills and abilities and their introduction in practice. In addition, to develop the ecological thinking of pupils in the synchronous and asynchronous communication of biology teaching, modern teaching methods were used.

KEYWORDS: *Interdisciplinary Connections, Natural Subjects, Biology, Pupils, Lesson, Means, Ecological Thinking, Synchronous And Asynchronous Learning, Environment, Integration.*

INTRODUCTION

Integrated subjects, which form the basis for the development of knowledge about nature and society in the world, are included in the curricula of many countries. This suggests that integrated subjects, especially those with a focus on the natural subjects are a key tool in shaping environmental responsibility in pupils in the global community. Therefore, the issues of harmonization of nature-society relations, establishment of serious relations with the environment in interdisciplinary relations are of great importance in the curricula and programs of secondary schools of the country. In particular, the ecological culture of pupils, their worldview, behavior, environmental protection in the teaching of biology, chemistry and physics, the development of the content, forms, teaching methods, ways, opportunities and tools

of interdisciplinary communication is one of the important issues in education and also it is considered.

A detailed study of environmental problems by pupils, the development of independent and critical thinking, an increase in environmental culture, a sense of the beauty of the environment, responsibility for the protection of nature, the correct formation of a person's worldview, the ability to distinguish and awareness of the laws of nature, have an idea of the relationship between man and nature, increase knowledge about ecological balance and others contribute to the implementation of the planned goals on the topic of ecology among pupils [16].

In the education system of the republic some stable and huge reforms are being carried out. In particular, in improving the content and quality of education in secondary schools, didactic and methodical scientists, psychologists, teachers need to pay attention to the problems of interdisciplinary communication. This is due to the fact that the rapid development of science and technology has made it an urgent problem to develop in pupils a belief based on high spirituality, free and independent thinking, ideological and political maturity, scientific outlook. Interdisciplinary communication has great potential in the development of these qualities in pupils.

International experience shows that integrated subjects, which form the basis for the development of knowledge about nature and society are included in the curricula of many countries. This suggests that integrated subjects with a focus on the natural subjects are a key tool in shaping environmental responsibility in pupils in the global community.

The natural subjects in school education reveal to pupils the current scientific landscape of the world. Therefore, the natural subjects form the natural-scientific basis of the pupil's worldview. Interdisciplinary connections should be aimed at developing pupils' generalized scientific understanding. The integration of knowledge requires a unique approach to education.

Two objective features in the development of science - differentiation (branching) and integration (joining, merging), ultimately play an invaluable role in the creation of a holistic, general scientific picture of the universe. In this context, the problems of regulating the impact of man on the biosphere, achieving a balance in the relationship between man and nature are becoming increasingly relevant.

Improving the system of environmental education in secondary schools. The implementation of interdisciplinary links in the curriculum of all subjects, including natural subjects play an important role in ensuring the integrity of this system [1].

It has no sense to understand integration without differentiation, they are inseparable categories that define each other from a dialectical point of view. According to academician I.D. Zverev "Integration is the process of creating organic connection, integrity. In teaching, it can be considered as a result of a single synthesizing course based on the combination of elements of different disciplines "[12].

Teaching biology synchronously and asynchronously with chemistry and physics provides a systematic approach to the process of developing pupils' environmental thinking. So, all forms of interdisciplinary teaching of biology: lessons, extracurricular activities, chemistry and physics, necessitated the identification of opportunities for the development of ecological thinking in pupils through environmental education. In this way, it prepares the ground for the direct

application of the theoretical knowledge acquired by pupils in the teaching of biology in connection with the subjects of chemistry and physics.

In exchange for the integration of subjects, the unique achievements of civilization are being achieved. Differentiation in the subjects is becoming a powerful tool for learning about the universe and changing it. For instance, molecular biology has disrupted many traditions of classical biology and radically changed their views on life processes. Physical electronics revolutionized the smallest subunits of the material world [18].

An analysis of the work experience of master teachers showed that the combination of forms and methods of environmental education in teaching biology to chemistry and physics in combination with didactic requirements gives good results.

In improving environmental education, it is necessary to pay attention to the protection of the environment, nature, man, the correct and rational use of natural resources, cleanliness. These issues should be included in the curriculum, educational programs, optional classes, the content of work plans [2].

Experience has shown that creating methods and questions or assignments to organize pupils' independent work after selecting methods in accordance with the content of new material during the lesson, and using them in class and in extracurricular activities, serves to improve teaching. An important factor in the development of the educational process is to pay attention to the fact that the selected issues and questions are relevant to the content of the topic, they can engage pupils in independent thinking.

Since environmental education for pupils is a comprehensive problem, it cannot be implemented in the process of teaching a single subject. To do this, in the process of teaching each subject, it is necessary to provide interdisciplinary links, to equip pupils with a system of environmental knowledge and to combine it with environmental education.

I.T.Suravegina has learnt the activation of the process of teaching biology through the use of interdisciplinary links in biology lessons, increasing pupils' interest in biology and other natural subjects. From a scientist's point of view, it's hard to imagine teaching biology without linking it to the natural subjects. He argues that the establishment of interdisciplinary links and their skillful use serve to form a system of pupils' knowledge of nature [20].

A.N. Zakhlebny [13] develops an integrated system of nature-oriented education in secondary schools, the main focus is on the content of general skills and competencies that need to be formed in pupils within this education. He noted that the theoretical environmental knowledge generated by pupils in the field of environmental protection is divided into 3 types. They are:

1. Skills and competencies aimed at activating knowledge about the interrelationships between nature, society, man, technology and the solution of nature protection problems between them.
2. Skills and competencies to analyze and critically evaluate the results of the interaction of man, society, technology and nature, or knowledge of the nature of the contradictions in the process of organized action in each case and the ability to understand the causes of their occurrence.
3. Claims the ability to prove their views on specific opportunities and needs for solving nature protection problems, to see ways to solve them.

Today, the balance between man and the biosphere is disturbed, and unexpected threats to human life (countries, regions, societies, the integrity of the universe, the environment) arise. They pose a reasonable threat to human living conditions [10].

Hence, the research work carried out in the CIS today claims the need to ensure environmental safety and the effective use of modern forms, methods and tools in their implementation, the development of environmental protection on the basis of modern economic strategies, its application in the educational process. According to academic N.N. Moiseev, man is stable

for its development it became necessary to take into account the influence of environmental conditions on it, not on itself. If the term "ecology" until recently focused mainly on environmental degradation, the damage caused by man in this process, then in "sustainable development" - to ensure the sustainability of human life, because human development today is in the biosphere and man is an element of it. taken into account [15].

In the research work of P.A. Gulyukina, a bright sample of ecological thinking, ecological culture and interdisciplinary integration through a foreign language, that is, by teaching a subject included in the curriculum, it is impossible to form them fully, effectively and consistently. The implementation of these processes is associated with a more complex psychological - pedagogical, human behavior and actions, thinking about perfection, consistency, continuity and its dialectically interconnected content [9].

According to L.S. Astafeva's research, the process of formation of ecological thinking is organized spontaneously, which is a very detrimental factor for the ecological balance today and in the future [3].

The relevance of the choice of topic in the research work of L.R. Azizova is explained by the lack of scientifically proven mechanisms for the formation of ecological thinking and the fact that the education system is suitable for all segments. The solution of this problem requires the participation of not only educators, but also ecologists, biologists, chemists, physicists and those responsible for environmental protection [4].

According to P.I. Agalarova, the purpose of ecology is not only the knowledge, skills and abilities related to ecology, but also the formation of ecological thinking, consciousness, culture, behavior, ethics in pupils [5].

O.F. Vichkanova claims proposals on additional education in the formation of environmental culture through the organization of environmental activities. According to him, the structure of educational institutions includes extracurricular activities, clubs, centers that allow adolescents to directly participate in the environmental situation [11].

As A.O. Lagut points out, "culture is a factor of social development. The spiritual and socio-cultural qualities of nations can have a significant impact on all of humanity. In this sense, environmental thinking is an integral part of generations' understanding and perception of the world. Ecological education and ecological upbringing bring service of or this thinking" [14].

Also, the issues of environmental protection are studied in the context of practical ecology in foreign Western countries. Environmental protection means, first of all, measures to prevent the negative and extreme negative impact of human activities on nature.

Since the 1970s, various environmental social movements have been developing in the United States. According to social demand, environmental education is included in all stages of the education system. The process of training environmental education specialists will be established. In 1990, the US Congress passed a new version of the National Environmental Education Act. Extracurricular activities based on the Open Door method are widely used throughout the country [6].

In the United States, there are educational centers dedicated to various environmental issues, and dozens of books are published each year. Among them are U. Solomon (The Three Most Important Areas of Environmental Ethics, Environmental Law, and Environmental Education) [21], M. Gray (Problems of Ecodiversion) [8], and A. Blackman (Can Environmental Action Be Protected in Developing Countries?) [7] is one of them.

It can be seen that the pedagogical aspects of environmental thinking and culture have been studied to some extent. However, research on the pedagogical aspects of the development of pupils' ecological thinking in the teaching of biology in secondary schools in synchronous and asynchronous connection with the natural subjects is not comprehensive.

Therefore, the implementation of interdisciplinary links in the teaching process should be considered as the interaction of different disciplines studying the material and spiritual world as a natural process of their development and a factor in developing pupils' scientific outlook and thinking.

CONCLUSION

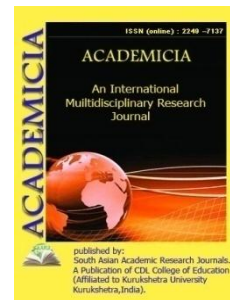
The use of appropriate teaching methods in the development of pupils' environmental thinking in the interdisciplinary teaching of biology serves to increase the effectiveness of the educational process. Biology teachers cannot imagine the possibilities of this process because they do not have enough theoretical knowledge, skills, and competencies to make interdisciplinary connections in teaching biology. Therefore, there is a need to define environmental thinking, its components and principles of development.

Today, a biology teacher requires modern approaches, not only in the country where he lives, but also in the problems that arise in teaching biology all over the world and how important biology is for human life. To do this, first of all, as mentioned above, the importance of interdisciplinary teaching of biology increases.

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DOI: **10.5958/2249-7137.2021.00767.9**

TECHNOLOGY OF INTERDISCIPLINARY INTEGRATION OF PRIMARY EDUCATION

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ABSTRACT

The article, using modern educational technologies, highlights the need to integrate primary education, interdisciplinary links in the educational process, implementation of pupils' knowledge, skills and abilities in interdisciplinary communication, strengthening the structural connection between the disciplines through integration technology, their generalization, further enrichment of pupils' holistic perceptions of nature and society as well as the content of the integration of primary education.

KEYWORDS: *Integration, Education, Interdisciplinary Connection, Subjects, System, Integrative Approach, Teaching, Integration, Primary Class, Technology.*

INTRODUCTION

One of the global challenges in the education system is the integration and stratification of disciplines. The solution to the problem of integration is directly related to the effective use of modern educational technologies in the educational process of educational institutions. Proper organization of this process not only increases the effectiveness of teaching, but also provides the basis for a project-based creative model of teaching.

Consequently, the problems of integration of teaching and education in primary schools are theoretically and practically very important from a modern point of view and become more relevant on the basis of new social requirements. Today, due to the development of science and huge changes in production, the demands are putting new challenges on school education. The modern system of education is aimed at establishing the foundations of science at a high level, developing thinking, understanding and imagining the world as a whole, correctly understanding the events around us, educating young people who understand their essence.

The continuously increasing volume of information leads to an increase in the amount of knowledge shared with pupils, an increase in the number of subjects and courses offered by educational establishments. This, in turn, leads to psychological stress on pupils, a decrease in their interest in these subjects and lower motivation, as well as contributes to a decrease in the level of knowledge acquisition.

Based on the goals and objectives of the educational institution, the study of internal and external relations of a particular subject, its application to other disciplines not only expands the scope of knowledge, but also allows the pupil to have a fuller knowledge of the environment, the formation of worldviews, as well as apply existing knowledge in practice.

In pedagogical dictionaries, the concept of "interdisciplinary relations" is defined as the interdependence of curricula [3]. Interdisciplinary connection in the educational process activates pupils' learning activities. In doing so, the learner mobilizes his or her activity to search for existing unknown relationships or to form new concepts based on clearly established interdisciplinary relationships. Interdisciplinary connection in the educational process activates pupils' learning activities. In doing so, the pupil mobilizes his or her activity to search for existing unfamiliar relationships or to form new concepts based on clearly established interdisciplinary relationships. There is an active pursuit of knowledge acquired as a result of experience in mastering interdisciplinary relationships. Interdisciplinary relevance can be divided into relationships between knowledge and skills specific to each subject and between relationships between knowledge, skills, and competencies that are common to different disciplines.

Interdisciplinary links should be established in the field of knowledge and skills, and also in the formation of emotionally-valuable attitudes to creative activity and assimilated objects in existence. Interdisciplinary connection serves to unite all the components of the educational process (content, form, methods and tools) into a single system. In addition, it is an important factor in ensuring the quality and effectiveness of education. Ways to implement interdisciplinary links are as follows:

- the sequence of study of different disciplines should be chosen in such a way that the study of one of them facilitates the study of the other;
- ensuring a common approach to the formation of general understanding, skills and competencies;
- ensuring the uniformity of requirements for the acquisition of knowledge and the acquisition of skills and competencies;
- extensive use of knowledge, skills and competencies in one discipline in the study of knowledge, skills and competencies in other disciplines [12].

The implementation of interdisciplinary communication in educational institutions also requires the use of computer and information technology. The reason is that pedagogical software tools for teaching, modeling, demonstration and control allow pupils to generalize and synthesize knowledge, master generalized methods of knowledge and problem solving [10].

The development of the theory of the application of integration in the teaching process is important for the development of scientific and pedagogical concepts. Integration is inextricably

linked to differentiation. This coherence is evident in the fact that pupils build a system of aspirations to understand what they are learning.

Integration is the convergence and interdependence of sciences during the differential process [6]. The process of integration is a new, high-quality interconnection between the sciences, which manifests itself in a high way. It should be noted that the foundations of the integration process are based on folk pedagogy and scientific pedagogy of the distant past.

Integration is considered to be an interdisciplinary connection. The foundations of interdisciplinary coherence arose from the need to show and explain nature in its entirety in textbooks. Opinions of great educators in the study of the integration process.

As the great didactic Jan Amos Comenius put it, "Everything that is connected to each other must be studied in the same way".

The idea of interdisciplinary connection was later approached by many educators, who contributed to its development and generalization.

According to D.Lock: "One subject must be supplemented by elements and facts of other disciplines in determining the content of education".

Commenting extensively on the issue of interdependence in textbooks, I.V.Pestalossi says, "Understand that interdependent sciences are in a state of organic connection in nature". Pestalossi argues that the state of one subject being studied apart from another is even dangerous.

Researches in recent years have focused on integrated education. In particular, I.D.Zverev explains that integration is a single synthesis process based on the organic connection, the creation of integrity, the combination of elements of different educational disciplines. [4]

A.N.Zakhlebniy and M.V.Reshkov emphasize that the integration of disciplines should be carried out in the context of individual subjects in the school, taking into account the links in the curriculum and textbooks. Thus, the desire to integrate teaching materials is inevitably natural and characterized as leading in both the world and our national pedagogy. [5].

I.T.Suravegina has studied the activation of the process of teaching biology through the use of interdisciplinary links in biology lessons, increasing pupils' interest in science. From a scientist's point of view, it's hard to imagine teaching biology without linking it to other academic disciplines. Emphasizes that the establishment of interdisciplinary links and their skillful use serve to form a system of pupils' knowledge of nature [9].

R.A.Mavlonova divided integrative education in the educational process into the following classes. In particular, the integration of many disciplines can also be called universal or general, replacing several basic system courses. For example, combining reading, mother tongue, science, art lessons into one common lesson [7].

In Turdikulov's research work the problem of integrated teaching of natural sciences was developed, which in his research work he considered the universe as a whole conception, in a holistic view. In addition, it was noted that the integration of education is a high level of interdisciplinary communication, a tool that allows you to create an integrated knowledge. [11].

Interdisciplinary connection in teaching biology by A.T.Gafurov, interdisciplinary connection in teaching the basics of genetics and selection by S.S.Fayzullaev, and also one of the most

important problems of education - the integration and stratification of knowledge - has been studied in the research work of R.H.Juraev. In particular, according to the scientist, integration serves to establish structural connections between different systems of knowledge, to generalize them, to form a holistic view of nature and society of pupils.

N.M.Ahmedova today describes the phenomenon of integration as a leading position of innovation in education. Scientific and pedagogical research is being conducted, which allows to adapt the general scientific category to didactic realizations [2].

According to H.B.Norbotaev, through the organization of integrated lessons it is possible to discuss with pupils, to organize group competitions and quizzes. The main purpose of the use of such modern types of lessons is to activate pupils in the learning process, to achieve a high level of mastery of educational material. Such technology teaches pupils to imagine the world differently, to connect practice with life, not to memorize theoretical rules verbatim, to understand the harmony of the individual and society, to achieve diversity of ideas, as well as to understand ways of self-development. [8].

Typically, the authors of such courses combine the materials of the natural sciences, bring them into a specific system, and call their courses integrative or general. It is clear that the correct sequence in the delivery of natural science materials in the primary education system can be achieved only by maintaining the structure of the lessons. Some scholars point out that this is also being addressed in traditional schools through the sequential study of the natural sciences. A number of scholars believe that the tradition of separate teaching in primary education is also widespread.

The integration of subjects in the primary grades increases the effectiveness of the lesson, leads to the efficient use of time, helps to master the lesson in depth, increases leisure time and enables pupils to be involved in clubs.

The following should be taken into account when teaching through the integration of disciplines:

- Each lesson should be goal-oriented;
- The selected additional material on interdisciplinary relevance must be related to the topic to be covered;
- Ways to work with pupils in the classroom can be identified in order to increase their activity;
- The course should be not only educational but also aimed at shaping and developing positive aspects of humanism on pupils;
- should be aimed at the formation of scientific knowledge, beliefs and convictions about nature, society, human thinking, development, depending on the content of the topic;

In general, the integration lesson should be consistent.

The problems of integration of teaching and education in primary schools are theoretically and practically very important from a modern point of view and become more relevant in the light of new social requirements. Today, due to the development of science and huge changes in production, the demands are putting new challenges on school education. The modern education system is aimed at laying the foundations of science at a high level, developing thinking,

understanding and imagining the world as a whole, correctly understanding the events around us, educating young people who understand their essence.

The foundation of a positive attitude towards the environment is taught in the primary grades. Therefore, new psychological-pedagogical research related to the outcome of economic education in the first stage of school education allows us to consider the notion that the cognitive activities of young schoolchildren are limited. This lays the foundation for mastering and updating all components of economic education in the primary grades.

The key to such an update is to identify a goal that meets the age characteristics of the primary school pupils and meets the course requirements.

A number of works are devoted to interdisciplinary and intra-subject relations in primary education. These problems are the immediate development zone of the transition to the integration of academic disciplines.

The process of mastering the content of these areas of education and the acquisition of interrelated knowledge, skills, abilities, practical application has not been studied theoretically and practically.

The integration relationships of primary school subjects are poorly explored and the concepts are contradictory. There is a lot of controversy among scholars about the nature of these relationships.

There are two concepts in this regard:

1. A system is a concept that expresses the state of interdependence of individual stratified parts and functions of the organism and the process that leads to this state.
2. The process of convergence of disciplines, which is carried out in conjunction with stratification processes.

Integration of educational content is a world tradition (idea, thought, aspiration). The integrative approach reflects the objective integrity of systemic relations at different levels (nature - society - man). Integration involves combining previously divided parts into one whole. It leads to an increase in the level of integrity and coherence of system elements.

During integration, the interdependence increases and becomes more organized, the operation of the parts of this system and the object of its study are regulated. How can these general rules be applied in school education? According to modern didactics and methodology, the success of teaching and educating students depends on the formation of their understanding of world unity, the need to conduct their activities on the basis of common laws of nature, to solve interdisciplinary and intradisciplinary links in science. Integration in education is considered through a systematic approach to the design of the content of academic disciplines.

The simplest of the connections that make up the simplest knowledge of nature or science is a local imagination bounded by a particular place or concept. [1]. This connection is separate from other knowledge and therefore provides the simplest mental activity. This is typical of a small school age. The imagination that belongs to a system is the simplest structural imagination. It is formed on the basis of the study of a particular subject, science, or phenomenon.

Knowledge of any science is achieved by recognizing new facts and concepts by comparing them with knowledge related to any certain field. The simplest generalization of knowledge takes place, but it would be useful if the knowledge gained were linked to knowledge that was close to it all. [13].

This results in students' analytical and generalization activities. Imaginations within the system ensures that students know the whole system of sciences, there is a wide use of knowledge within the studied discipline. The imaginations within the system reflect time, environment, and numerical relationships. Interdisciplinary perceptions are considered the highest stage of mental activity. They combine different systems of knowledge, allowing us to know the diversity of an event or process. Based on this knowledge, general concepts emerge. The formation of intersystem imaginations allows them to use knowledge, to subordinate them to each other, to identify gaps in the boundaries of knowledge.

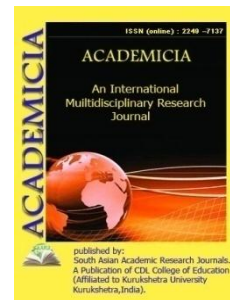
CONCLUSION

The integration of the primary education process will increase the efficiency of learning subjects, the development of the quality of education on the basis of a single goal. Because the teaching of one subject in different interdisciplinary relationships can be the basis for increasing the activity and interest of students in the classroom.

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DOI: **10.5958/2249-7137.2021.00963.0**

PHILOSOPHY OF HUMAN NATURE PRESENTED BY WILLIAM GOLDING IN HIS CREATIVE WORKS

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ABSTRACT

In this article, the author analyzes William Golding's creative works in which he draws attention to Human Nature. Golding was a contemporary English writer of the 20th century, who through his literary works tried to express his thoughts and ideas that were clearly acknowledged by critics as philosophical,. He wrote a lot of significant works, particularly novels, which contain extravagant philosophical concerns about human's true essence. The purpose of the article is to analyze Golding's literary works which highlight philosophical problems such as human nature, evil essence, existence, and the meaning of the life. In the article, the author presents several famous novels written by Golding, and shows his philosophical inclination by thoroughly analyzing them.

KEYWORDS: *Philosophy, Human nature, Evilness, Goodness, Existence, Egoism, Absurdity.*

INTRODUCTION

In the 18th century philosophers and writers thought that a person was born good and virtuous and it was the ugly environment that could sometimes spoil him/her. Yet they believed in the ability of man's reason to defeat Evil. The complicated atmosphere of the 20th century, the two world wars, the moral crisis of society, violence, and crime characteristic of the modern world

led some people, Golding among them, to see the cause of evil in man's nature. The experience of Golding in World War II had a deep impact on his understanding of society and the horrors it was capable of. Golding continued teaching after the war and began to write novels. "Lord of the Flies" (1954) was his first novel, and the work immediately brought him fame when it finally was published after several rejections. The benefits got by Golding after the novel being sold, enabled him to stop teaching. Then he was able to concentrate his attention fully on writing. Golding was productive; he wrote notable novels that contain philosophical views about searching for the true essence of human nature. But still, he is mostly remembered for his novel "Lord of the Flies" which contains allegorical dark irony.

MAIN PART

William Golding was born in Cornwall, England, on September 19, 1911. Beginning with the age twelve, he wanted to be a writer, but his parents encouraged him to practice natural sciences. Even though he agreed to study natural sciences, he turned his attention to English literature when he was a second-year student at the Oxford University. He took a job as a theater, actor and producer after graduating from Oxford and then finally became a schoolteacher. Golding joined the Royal Navy in 1940, where he served in command of a rocket-launcher and fought in the Normandy invasion. Almost all associations with existentialism were rejected by William Golding, but his views are related to that philosophy. His works are dynamic and full of involvement. Modernist elements go next to each other with realistic elements, in which realistic images contrast with allegorical images. His works were called fables by Golding himself, hence emphasizing their didactic essence. His experience in the World War II pushed him to focus on human nature. As he became the witness of the horrors of the war, he came to conclusion that a human being is an evil and cruel creature who collapses anything on his way.

William Golding began writing in the middle of the twenties, and immediately chose "human nature" as the key question of all his works, a question which he answered pessimistically. He asked himself what a man could hope for, and came to the conclusion that a man can really only hope for God's grace, nothing else. Even though Golding's views can be referred as theological, most of his works have another tradition – modernism. Golding himself may not acknowledge this fact as he refused to call his books philosophical. Thus, William Golding makes no claims to be a leading modernist and denies having any connections with the modernists, and yet they regard the principles underlying his works very favorably.

"The Lord of the Flies" considered to be his most famous work, and ideas shown in this book furnished the key to understanding all of his novels, or at least their philosophical basis. William Golding took an idea to write this renowned book while he was giving a lecture at the University of California, USA (1962).¹ Golding terms all his books "fables" or "myths" thus stressing their didactic function. Everything that William Golding created so far are philosophical and at the same time, allegorical "fables". Nevertheless, they differ from each other by style and theme. Golding wrote in his article: "It is a thankless task, to be a fabulist. Why this is so is clear enough. The fabulist is a moralist. He cannot make a story without a human lesson tucked away in it.... By the nature of his craft then, the fabulist is didactic, desires to inculcate a moral lesson."²

William Golding showed the moral idea of his famous work "The Lord of the Flies" in his article "The Fable". He confidently states that a man produces evil as a bee produces honey, and if

people after witnessing the catastrophes of wars including fascist savagery don't realize that, they are absolutely blind or wrong in the head. He believed that his task as a writer is to explain people the true nature of humankind. He speaks of man's innate greed, cruelty, and egoism. Also, he declared that a man was sick and not exceptional man, but average man. Golding wrote: "To many of you, this will seem trite, obvious and familiar in theological terms. Man is a fallen being. He is gripped by original sin. His nature is sinful and his state perilous. I accept the theology and admit the triteness; but what is trite is true".³

"Lord of the Flies" tells of a group of civilized boys who find themselves shipwrecked on a deserted island in the middle of the ocean, and of their return to an animal state. These schoolboys try to construct a civilization on the island, but it falls apart because the boys are "suffering from the terrible disease of being human". In the same article, Golding attempts to persuade the reader that the basic thesis of "Lord of the Flies" may be applied to all events of human history. If one takes this into consideration, there can be no doubt about the nature of his philosophical conception of the world. The naturalism of the characters in his first novel only underlines his biological conception of man which in no way contradicts the theological concept of original sin. Man is therefore by nature an animal, and the human predicament is very grave. The only thing man can hope for is God's mercy. On the other hand, we can't state that William Golding's philosophical approach is totally pessimistic, because he alleged that the main task of the writer is to warn people about their nature, prevent the evil they produce.

The novel's title can be traced back to the Jewish legend of evil presence, where the devil Beelzebub is named 'Lord of the Flies'. The central representative of the phony supernatural beings should be him. The title is most suitable because Golding tries to express morals such as – the world is not the best place to be bound to, authority distorts anything and humanity must bear the life surrounding with cruelty.

We can comprehend when the civilization and order fades away, and evil "Lord of the Flies" takes control over us, then the wars begin, people start fighting each other, killing and exterminate each other, innocent children who by fate find themselves on the island begin to quarrel, and slowly turn to animals who worship the Lord of the Flies. Once the Beast becomes a reality for youngsters, Jack Merridew, by penance, tries pacifying him. He left the head of the pig which he had cut as a sacrifice to a beast. He believes that the Beast doesn't touch them in this case. This was the tradition of ancient savages who, by religious offerings, come up with their idols. Jack establishes a new system where murder and torture are practiced. Simon and Piggy are killed, and children hunt down Ralph. The Lord of the Flies takes control over the youth souls. Only Simon remains free from the enchanting power of the Beast. When Jack slaughtered the sow and offered its head to the Beast, Simon sickened. The sow's head became the Lord of the Flies, comes to life and makes a conversation with weak Simon. It reveals that the true evil can't be vanished, because it is in the soul of men. Thus, the Best is the children themselves, generally all the humankind.

Jack reflects a profoundly ingrained, primal aspect of human nature in "The Lord of the Flies". His acts illustrate how quickly a logical person can revert to animalistic behavior. His earliest entry in the book appears with his greed and lust for power. The leadership that Ralph gains over him in the early election makes him envious. With an appeasement from Ralph to let Jack manage the hunters, his impulses are only somewhat minimized. Darwinism may clarify Jack's eagerness to become the boys' leader, the principle of sustainability and competitiveness is Jack's

driving force. The origins we depend on to live millions of years ago are now deceased, and we are now special. "Lord of the Flies" is an undertaking to follow the deformations of society back to the blemish of human nature". As the tale unfurls all to viciousness on the friendly island of the half-educated English students, the peruses observe the tales of the human condition, in which the light still can be seen by a few shielding hopes.

"The Lord of the Flies" is like a horrible nightmare. As the reader slowly prepared to acknowledge that things could end up that way and there are not many moves from civilization to tribal savagery and decline. Golding faces the philosophical questions. Golding faces the existential challenges of his storyline openly and boldly with romantic creativity, and "Lord of the Flies" becomes an allegory of regression, which leaves anxiety, cruelty, and destruction as it falls. It's a novel with tragic intensity and overwhelming moral influence. In the novel "Lord of the Flies" Golding wanted to show that evil is present in every human and everywhere. William Golding desperately believes that human being is evil, without civilization and order, they will return to their initial animalistic form. Golding roots our evilness to selfishness and ignorance. In the Second World War, as we mentioned above, Golding served in the navy army, and saw all terrible things that people did with each other, he rethinks his ideas and puts a question in his book, how can people be so evil when they call themselves civilized, but act even worse than animals? (None of an animal kills its own kind on purpose). The beast presence in every child in "Lord of the Flies", except Christ-like Simon. Simon becomes a chance of humanity, that goodness still can exist, but unfortunately, he is killed which symbolizes that the last goodness in people disappears.

Golding during his lifetime wrote six novels (from 1954 to 1967), and all of them are dimensional. Golding's second novel, "The Inheritors" (1955) is the most philosophical among the others. Again, William Golding tried to proof that nature of a human being is initially dark. By using parody, he compared civilized people to Neanderthal men. New people appeared on the Earth, which until then had been inhabited by primitive Neanderthal people. The new arrivals are cunning, greedy, and evil. The primitive creatures that had lived a simple and innocent life, making use of nature's gift, are superseded by these new beings that learn to subjugate nature to their own needs, bloodthirstily killing animals and their own kind. These more highly perfected specimens of mankind represent a step forward in human civilization. In Golding's interpretation, they are in fact, a step toward evil. The new men mercilessly clear their path of everything and everyone that stands in their way, and receive cruel satisfaction from blood and murder.

In this novel Golding wanted to highlight the "absurdity" of the existence and how the human nature shows its authentic state, so Golding conclude that it raises step by step and eventually shows itself. William Golding portrayed this situation presenting men's evolution. Dark image of a human being and the primitive portrait of Neanderthals are brilliantly created.

Golding denies the presence of any philosophical coating, exactly existentialism in his works. However, this trend influenced his next work, "Free Fall" (1959). From the very beginning, the novel develops an inner argument about the limitations to man's freedom of choice and this argument acquires most force in the episodes that take place in the Nazi concentration camp when Sam Mountjoy gives way under torture and is ready to betray everyone, even telling his tormentors about "facts" which have been his entire invention. William Golding presents his novel in a unique way – either they are isolated individuals or a group of people surrounded by

challenges and struggles, which reveals their inner identity. The main hero of the novel “Free Fall”, Mountjoy analyzes his whole life and comes to conclusion that moral decadence he experienced is the result of the wrong “choices” he had made.

“The Spire” (1964) is the fifth novel written by William Golding. The characters of the novel are accepted as highly symbolic, at the same time interpreted by critics in different ways. Jocelyn, the main hero of the novel suffers from the fixed idea to construct the high spire above the church. To embody his ambitious, he sacrifices people and even his own life. Valentina Ivasheva, a literary critic, explained the symbolic meaning of this character and wrote: “How can be Jocelyn’s crime comprehended: this building “on the sand” which cost so dearly in human life? It can be seen as a manifestation of man’s genius and labor that withstood all despite the human sacrifices it required and the natural condition that the “madman” Jocelyn ignores. The building of the spire is called “Jocelyn’s Folly”, but Jocelyn himself, a religious fanatic and dreamer, calls it “God’s Folly”: God pushes a man to do “mad” things in his praise. This is how Jocelyn understands his task in building the spire, against the wishes of the builders and clergy, and despite the obvious absurdity of the task.”⁴ The insane actions of Jocelyne remind the myth of Sisyphus and show the absolute absurdity of the life.

“Darkness Visible” William Golding’s 1979’s novel about terrorism, multiculturalism, and spirituality It is set in present Britain, and characters which are portrayed in this novel are not so pleasant. Golding portrayed psychopaths, maniacs and thieves. The protagonist of the novel is Matti, who saw the bombing of London by Nazi army. Matti is a man of honor, but at the same time he is very lonely. His face is burnt and became ugly, and most people scare him because of his appearance. Matti departs for Australia in grief. A far bigger tragedy hits him there, and he goes half-crazy. He returns to England believing that he is a prophet now. Matti dies rescuing a child from fire, but still he can’t be considered as a fully good character. He commits a crime with an old man whose intentions are not good. The bad side of the essence of a man will quickly prevail over the virtuous one, Golding emphasizes. On the contrary, we can see in the life of Matti – the portrait of English social life. It is characterized by economic instability, moral depravity, abuse, and terror. The novel was called by critics "a picture of England in the dark surrounding darkness".

Golding's major work of the last period is the “Sea Trilogy” which consists of “Rites of Passage” (1980), “Close Quarters” (1987) and “Fire down below” (1989) set on an old ship bound for Australia during the Napoleonic wars. Like his other works the trilogy combines elements of several genres: a sea novel, a historical and a psychological one. At the same time, it is a profound philosophical fable dealing with such problems as a man versus society and the contradictory prospects of human progress. For his contribution to world literature William Golding was awarded the Nobel Prize in 1983.

Golding announced that his task is to reveal the dark essence of the human nature, to warn people about their inner substance which is made of evil, admonish them to fight it in order to make their life better.

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DOI: **10.5958/2249-7137.2021.00964.2**

ON THE STUDY OF MANUSCRIPTS OF ALISHER NAVOI'S "KHAMSA" (ON THE EXAMPLE OF PORSO SHAMSIYEV)

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ABSTRACT

The article is devoted to the research of textual scientist Porso Shamsiyev's scientific laboratory. It mainly describes the manuscript sources and their significance, which are the basis for the scientific and critical texts of Alisher Navoi's "Khamisa" epics compiled by the scientist. The textologist has introduced many unique copies of Alisher Navoi's works to us, to Kazan and St. Petersburg. Two manuscripts of Alisher Navoi's works in the Kazan collection attract the scientist's attention. One of them is Navoi's perfect work, the "Khamisa" manuscript, which does not indicate who copied it, when or where.

KEYWORDS: "Khamisa", epic, text, scientific-critical text, textologist, secretary, calligrapher, manuscript, source, publication, lithograph.

INTRODUCTION

Currently, the world's manuscript collections contain a number of ancient manuscripts of Navoi's works. Examples are the funds of the Saltikov-Shedrin State Public Library in St. Petersburg and the Institute of Oriental Studies of the Uzbek Academy of Sciences. In addition, some of Alisher Navoi's works can be found not only in various manuscript collections around the world, but also in the personal libraries of some fans of science and literature. Therefore, it is important to study the unknown manuscripts of the poet's works and determine their scientific value.

In the 50s and 60s of the last century, a great deal of work was done to study and publish the works of the great artist Alisher Navoi. It is worth noting that our textual scholars were active in this process. One of such great scholars, Honored Scientist of Uzbekistan, Doctor of Philology Porso Shamsiyev, as a textologist, also conducted serious research on the manuscripts of Navoi's Works.

It is well known that the study of examples of our classical literature, including the works of Navoi, is a serious error in the texts copied by calligraphers of different levels over a long period of time, overcoming confusion required a thorough knowledge, a keen intellect, and a great deal of responsibility. Porso Shamsiyev's unique talent and deep knowledge were most evident during this time - in the process of textual research.

The textologist has introduced many unique copies of Alisher Navoi's works to us, to Kazan and St. Petersburg. Two manuscripts of Alisher Navoi's works in the Kazan collection attract the scientist's attention. One of them is Navoi's perfect work, the "Khamsa" manuscript, which does not indicate who copied it, when or where. All five epics in the manuscript are perfect. Porso Shamsiyev examines it, examines the paper, the style of writing, the ways of decoration, identifies it as belonging to the XVI century, and creates a detailed description and presents it to the fund. This source will later be included in the list of 6 authoritative copies involved in the preparation of the scientific-critical text of "Khamsa".

THE MAIN FINDINGS AND RESULTS

It turns out that until the first half of the XX century, among the many manuscripts of Navoi's legacy in the compilation and publication of scientific and critical texts of "Khamsa" epics, only "Khamsa" copied by the great calligrapher of the XV century Abduljamil relied only on the manuscript. This manuscript was acquired in 1930 and is currently stored at the Institute of Oriental Studies named after Beruni of the Uzbek Academy of Sciences under number 5018[3]. This copy is based on scientific texts and publications because it is scientifically reliable.

P. Shamsiyev accepts the above-mentioned Abduljamil's manuscript from 6 sources as the main reference for compiling the scientific-critical text of Navoi's "Khamsa". The scientist found that the letter of the manuscript was written in a small and beautiful text, the paper was slightly damaged, and in some places the pages were lost. Elsewhere, it appears that the pages were restored in a different letter and by a different person. The textual critic points out that the manuscript, despite its shortcomings, is the most remarkable of all the manuscripts. In addition, Abduljamil's contemporaries with Navoi and the fact that he copied the work with him add to the credibility of the manuscript.

The second source selected for the scientific-critical text of the Hamsa is a manuscript belonging to Sultan Ali Mashhadi, which is kept under the number 560 in the fund of the St. Petersburg Fundamental Library named after Saltikov-Shedrin [4]. The manuscript says that it was written in 898 (1492/93) by Sultan Ali, a servant of God. This manuscript is also beautifully copied and consists of 325 pages. But there are also places where the leaves are lost. 11 pages from Epic 3, 8 pages from 4, 19 pages in total.

It is known that Sultan Ali Mashhadi was a permanent calligrapher of Alisher Navoi. In this regard, P. Shamsiyev says that there is accurate information about the secretary in the 7th volume of Khandamir's "Habibu-us-siyar" and Mirkhand's "Ravzatu-s-safo". The scholar Zahiriddin Muhammad Babur also gives the following example of how close he was to Sultan Ali and Navoi: "Although there are many calligraphers in the palace of Sultan Hussein Mirza, Sultan Ali Mashhadi is their leader in Nasta'liq. He wrote a lot for Mirzo and Alisherbek: every day he wrote thirty poems for Mirzo and twenty poems for Alisherbek". Alisher Navoi himself speaks about the talent and skillful calligraphy of this secretary in his work "Majolis-un-nafois": Mawlana Sultan Ali is a martyr. This day is the qiblalu-l-kuttab in Khorasan and in most parts of

the world in the Nasta'liq script, and the territory of the Kitab is the only pen. There is no one who is morally upright and virtuous, the language of the sharhid is weak and there is no minister of good manners, and it is a good thing [1:387].

Apparently, Sultan Ali Mashhadi was one of the greatest secretaries of his time. Thus, P. Shamsiyev accepts this manuscript as the second auxiliary copy after Abduljamil's, which was involved in compiling the critical text of "Khamsa".

The third manuscript is a non-colophony copy No. 7554 from the fund of the Beruni Institute of Oriental Studies of the Uzbek Academy of Sciences [5]. The order of the epics in this "Khamsa" manuscript is as follows:

1. "Khayrat-ul-Abror";
2. "Farkhad and Shirin";
3. "Sab'ai Sayyar";
4. "Layli and Majnun";
5. "Saddi Iskandariy".

The scholar suggests that the alternation of the epics Sab'ai Sayyar and Layli and Majnun in the manuscript may be due to the cover-up process. This copy is complete. Despite the absence of the Colophon, the scholar identifies the antiquity of the manuscript on the basis of the following two important features: second, there is a note on the first page of the manuscript stating that it was donated. Half the record is gone. It was gifted to some sort of Muhammad Bek, a servant of Sultan Boyazid. In addition, the history of the inscription indicates its antiquity: در تاریخ روز پنجشنبه ۱۴ محرم الحرام ۹۷۹ (The date of the narrow date is Thursday, the 14th of Muharram al-Haram 979), i.e. July 8, 1517 AD. It is clear that the manuscript was copied in the late XV and early XVI centuries. The text of the copy is also very well written.

The manuscript "Khamsa" in Navoi "Kulliyot", number 55, which is kept in the fund of the St. Petersburg State Library named after Saltikov-Shedrin, is the fourth among the sources involved in the scientific-critical text compiled by the textologist. In this "Kulliyot" 13 works of the poet are presented in a chaotic manner. At the end of the first epic there is a colophon, which gives a clear history - 1258 (1842). There is another story. It is quoted in one of the four devons of the "Khazayn-ul-maoniyy", the "Gharoyib-us-sig'ar". It states that the Garoyibu-s-sigar was completed on the twenty-second of Dhul-Hijjah, 904 AH. This history is considered to apply to all works in the Kulliyot. According to Shamsiyev, the Kulliyot (*Khayrat-ul-Abror*) was copied in the XVI century [2:30]. The textual scholar finds that there are a number of corrections to the Hamsa text in Kulliyot, that is, there are spaces added by the secretary's hand and by someone else instead of some omitted bytes.

The fifth source selected for the scientific-critical text is kept in the collection of the St. Petersburg State Library named after Saltikov-Shedrin under number 559. It contains all the epics except the fifth epic of Khamsa, Saddi Iskandari. There are 23 miniatures in the manuscript. The letter is beautifully written. Colophony not shown. According to the size, spelling, format (32x32) and other features of the manuscript, the manuscript was copied in Bukhara in the XVI century.

The last-sixth source involved in the compilation of the scientific-critical text of “Khamsa” is kept in the Fund of Oriental Studies of Kazan University (inv.15334). The textual scholar examines the manuscript from beginning to end. The beginning of the epics in the copy is decorated with a gold border, the text is taken in a simple border line. The letter is the same as before - a small, beautiful nasta. The paper of Hirat, each page is divided into four columns and consists of 21 lines. The paper format is 23x16 and the text is 17x11.5. According to the scientist, the cover of the manuscript was reworked by the Russians.

The placement of the epics is in the following order:

1. “Khayrat-ul-Abror”;
2. “Farkhad and Shirin”;
3. “Sab'ai Sayyar”;
4. “Layli and Majnun”;
5. “Saddi Iskandariy”.

The manuscript does not indicate the name of the secretary or the date of copying. Inspections show that the manuscript was copied in the first half of the XVI century. In addition to these six manuscripts, P. Shamsiyev refers to 3 lithographic copies of “Khamsa”: Khiva edition, 1880. Two Tashkent editions from 1904–1905.

As mentioned above, the textual scholar relies entirely on Abduljamil’s copy in compiling his scientific-critical text. Try to keep its features as much as possible. Compares each byte in the manuscript with the next five. Differences in meaning are noted in the scientific apparatus of the text.

The scholar describes the symbols of a scientific-critical text as follows:

Manuscript - 5018, Abduljamil

Manuscript - 560, Copied by Sultan Ali - BQo‘lyozma – 7554, Toshkent nusxa– B

3. Manuscript - 55, LGPB - G

4. Manuscript - 559, LGPB - D

5. Manuscript - 15334, Kazan University – E

The following differences are shown when comparing the texts of each copy:

Major spiritual differences;

Spelling differences;

Secretary's error;

Missing keywords, bytes

CONCLUSION

In short, the use of ancient manuscripts of Alisher Navoi’s works by Porso Shamsiyev in science is significant in the following ways:

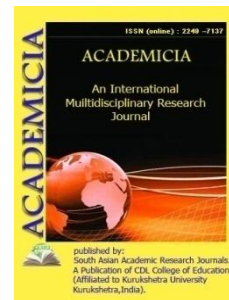
First: It helps to uncover aspects of the poet's work that are not yet known to science, and lays the groundwork for new research;

Secondly: These ancient findings served as a necessary source for the further development of the unique scientific-critical texts of Navoi's works, in particular, the epic poems of the great poet "Khamasa", which are the product of high artistic thinking. Evidence of this can be seen in the work of scientists;

Thirdly: Some of the confusion associated with Navoi's textology (mainly in the writing of critical texts) had a positive effect on the elimination of confusions.

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DOI: **10.5958/2249-7137.2021.00965.4**

TURKIC LEXEMES IN THE HISTORICAL WORKS OF ALISHER NAVOI

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ABSTRACT

The article presents the thorough analysis of the turkish lexis which we often encounter in the historical works of Alisher Navoi and their influence to the old Turkish language and modern Uzbek literary language. The period of the ancient Turkic language is characterized by a full-fledged expression of the specific properties of the Turkic languages in relation to the stage of general development. In the studies of the language of this period, general properties of the phonetic, lexical, and grammatical development of the Turkic languages are observed.

KEYWORDS: *Lexicology, Lexeme, Lexical unit, Old Turkic Language, Old Uzbek language, Old Uzbek literary language, Semantic change, Narrowing of meaning, Expansion of meaning, archaism.*

INTRODUCTION

The period of the ancient Turkic language is characterized by a full-fledged expression of the specific properties of the Turkic languages in relation to the stage of general development. In the studies of the language of this period, general properties of the phonetic, lexical, and grammatical development of the Turkic languages are observed.

The sources highlight the expression of the specific features of the ancient Turkic language in modern Turkic languages. Most of those used in the era of the Türkic domination are in the speech circulation of the modern Türkic languages [1]. E. Begmatov, based on the ancient Turkic dictionary, confirms the use of over 2500 lexemes related to the ancient Turkic language in the modern Uzbek literary language. These lexemes are the expression of concepts of different directions and belong to twenty lexico-semantic groups [2. 65-73].

The historical works of Alisher Navoi "Tarihi muluki Ajam"[3], "Tarihi anbiyo va hukamo" [4] also reflect common Turkic lexemes that were used in the ancient Turkic language.

1) Lexemes in the Old Uzbek literary language used in the meanings of the period of the Old Turkic language. The main part is made up of lexemes with the meaning of action-state, activity. For example, ёвмок – "to come closer, come closer" [5], [6]; yugurtmoq– "to come closer, come closer"; qovmoq (TMA, 208) "drive, drive away"

The derived verb *oyullan-* in the ancient Türkic language with the meaning "to adopt" (DTS, 364) retained in the TMA texts the meaning "to adopt, to take up" (ANATIL, III, 602) in the phonetic form *oyulčila*.

MAIN PART

The main part of the names of objects and phenomena is used without semantic changes: *yumurtqa* - "egg" (ANATIL, III, 584); *Iskandar javáb berdikim, ul yumurtqalarni qoyar quş uči* ... (TMA 733a8); *künäs* - "sun" (ANATIL, II, 138); (DTS, 327): *Anda oy xamini yetkürüb, künäsgä saldurdü* (TMA 737a13^14); *iyä* - "owner" (ANATIL, II, 14); (DTS, 205): *Tegirmän iyäsi ... anı öltürüb, jihatın egällädi* (TMA 742b7); *bürünčäk* - "silk curtain for the face" (ANATIL, I, 338); "Women's headdress - a light veil" (ДТС, 133): *...aqa bürünčäk va čarx yibardikim, qilyan işiğya bu läyiqdur* (TMA 740b4).

Also, the lexeme *yamyur*, denoting a phenomenon of nature, in the ancient Türkic language is used in phonetic variants *yaımur* // *yamyur*. In the texts of "Tarihi anbiyo va hukamo" this word is expressed as follows: ... *haq taála yetti yıldın söñräkim yamyur berdi*. This derivative is formed by attaching the ending *-mur* to the verb *yay-*, which in the ancient Turkic language means "to fall from the sky as a precipitate" (MK, III, 68; DTS, 223)

2) Lexemes used with semantic changes. In the semantic structure of a number of lexemes of the ancient Turkic language, there was a narrowing of meaning. Semantic peculiarity, differentiation, narrowing, that is, the process of getting out of use of certain lexemes can be found in the texts of these historical works. The lexeme *tangri* in the ancient Turkic language is used in the following meanings: 1) "sky; 2) god, deity, lord, lord; "4) "ruler, master" (ДТС, 544). In the works of Navoi, only the meaning of "God, Lord, Lord" of this word is observed (ANATIL, III, 180): *Chun tangri taolo amridin bun to'lg'odi* ... (TAH, 100). This means that there was a narrowing of meaning in the semantic structure of the word.

In the semantic composition of some words of the ancient Türkic language, new meanings were formed; this process took place on the basis of the development of dictionary meaning. When observing changes in the semantic structure, it is not the disappearance of the lexical meaning that is of great theoretical and practical importance, but the formation of a new lexical meaning and the concretization of issues related to this. Based on this point of view, in the texts of these works one can observe the expansion of the meaning of some lexemes of the ancient Turkic language. For example, the verb *bolalamok* in the ancient Türkic language meant "reproduction of birds and game" (ДТС, 80). This word in the ancient Turkic language is formed by attaching the word-forming ending *-la* to a noun pronounced in the form of *ba:la*, and the word *bala* expressed the meaning of "chick" in "Divan" Mahmud Koshgari (MK, III, 250). And in the works of Navoi, this verbal lexeme is used not only in relation to birds, but also to the

reproduction of other animals: ... anīḡ zamānida pil Hindistāndin özgä yerdä balaladī va ul ham yarib amr erdi (TMA 741a12).

The Turkic verbal layer of the language of the historical works of Alisher Navoi is divided according to the degree of use in the modern Uzbek literary language into Turkic words used in the modern Uzbek literary language and Turkic words not used in the modern Uzbek literary language.

Turkic words used in the modern Uzbek literary language are classified as follows:

1) Lexemes, used without semantic changes, express meanings in relation to the Old Uzbek literary language. These are: denoting action-state: ber= (TMA 729a13), ye= (TMA 734b2), de= (TMA 729a2), kel= (TMA 730a28), atlan= (TMA 741a16), sev= (TMA 730a13); denoting a feature-property: oq (TMA 741a13), kök (TMA 731a24), yaxši (TMA 731b9), yaman (TMA 737b9); denoting the names of objects-things: ip (TMA 737a12), ipäk (TMA 737b6), otun (TMA 740a19), egär (TMA 729a18), taray (TAX 726b16); denoting the names of some persons: temürçi (TMA 730a5), elçi (TMA 733a1), oquyuçi (TMA 734a11), qaraqçi (TMA 733a26), qoyçi (TAX 726a15), balıyçi (TAX 722b9), suvçi (TAX 711a27); animal names: it (TMA 735b1), yılan (TMA 735b25), at (TMA 735b25), tevä (TMA 729a18), kiyik (TAX 723a26), böri (TAX 711a7).

2) Lexemes, in the semantic structure of which there have been changes. In the vocabulary of Navoi's historical works, the main part of the Turkic words is used independently, in a dictionary meaning. But certain meanings in the semantic data structure of tokens have fallen out of use. The functional-semantic analysis of the TMA vocabulary shows that the words of the Turkic lexical layer had a wide semantic circle in the Old Uzbek language. In later periods, a narrowing of this semantic circle is observed. Certain meanings of a number of Turkic words are not observed in the modern Uzbek literary language.

The vocabulary of Alisher Navoi's historical works can be generalized according to the degree of use in the modern literary language and semantic properties:

a) Words that have preserved their basic meanings, but some meanings have fallen out of use. For example, the verb *yasa-* in the works of Navoi is used in several meanings (ANATIL, IV, 596). This lexeme in TMA texts is used in eight meanings. The following meanings of this word are not observed in the modern Uzbek literary language: 1) "build, create, erect, construct": *Va Sus bilä Bābil šahrini Hušang yasadi* (TMA 729a23).; this lexeme in modern literary language is not used in the meaning of creating three-dimensional objects (for example, a city, building, etc.), but is used in relation to objects (tool, thing) used in work-activity, play, etc. (ATYL, 5, 121); 2) "to depict, draw": ... *anīḡ suratin yasab, anīḡ bilä xursand bolur edi* (TMA 729b2); 3. "Draw up" (order, rule, decree, decree, program, etc.): *Rašitannikim, Dārāb dasturi bilä dastur yasab erdi, Bayri atlıy inisi siáyati bilä tilädikim, azl qılyay* (TMA 733a6); 4. "Manage, lead, and lead": *Azarmidox came to power, did not appoint a minister, and decided to make the property his own business and opinion.* (TMA) 5. 742a; do together ": *Ardašer šādmán bolub buyurdı, anı anīḡ yaši atfāl bilä yasab, anīḡ qaşıya keltürdilär, bir-bir ötkärib, ul yetkäč, atalıy mehri harakatgä kelib ...* (TMA 735b11^12). 6. "Put in order the army, army, form a line, line": *Humáy Erán čerikini yasab, Rum fathigä yıbaradur erdi* (TMA 732b10).

The word *el*, meaning “people, population, people of one locality; in general, a lot of people, a lot, everything”, is used in the modern Uzbek literary language in three meanings (ATIL, 5, 29). But among them there is no meaning “army, army” that was in the works of Navoi (ANATIL, III, 562): *Va pádšáh neča qatla qalín el yībarīb daf ’qīla almadī* (TMA 738b4). The word *kon* in the modern Uzbek literary language is used in four meanings (ATIL, 5, 328), but among them the meaning of “blood feud, vengeance” is not observed, which is available in the works of “*Tarikhhi muluki Ajam*” and “*Tarihi anbiyo wa hukamo*”: After this command, I invaded the Persian mulukidin Hurvis the cavalryman of the Children of Israel, who killed them in exchange for the blood of the two prophets. . (TAX, 175); ... Salm and Turdin killed Jaddi for their blood (TMA, 202).

b) Lexical units with an extended lexical environment in the modern Uzbek literary language.

The word *yol* with the meaning “a long, continuous part, a roadway formed after the disappearance of traces on the surface of the earth due to the passage of people, animals and other objects” (ATIL, 2, 276) in the ancient Türkic language is also used in this meaning. This polysemantic noun was pronounced in the form of *yo*: 1. subsequently, the sign of the longitude of the vowel *o*: disappeared (DTS, 270; Devon I, 197). This lexical unit in the ancient Türkic language meant: 1) “road, way”; 2) “event, exit, measure, method”; 3) “the way of the living animate” (ДТС, 270). In the Old Uzbek literary language it meant 1) “road, way”; 2) “event, exit, measure, method, reception”; 3) “sect, direction, faction, group, conviction, faith, path in life” (ANATIL, II, 82). In the texts, TMA is used in the following meanings: 1) “road, way gard they sprinkled water on the road in the neighborhood (TMA 741a16); 2) “Way out, way, method”: ... property and sipáhiya found a halal way ... caught him and killed him (TMA 730a28); 3) “Specially designated direction for the passage of ships”: Noširaván sent aid to the river to Yemen ... (TMA 740a5^6). The use of this word in modern literary language in sixteen meanings speaks of the expansion of the lexical content of the word.

The historical and etymological analysis of the historical works of Alisher Navoi reflects the lexical properties of the Uzbek language of the period of the Old Turkic language, the Old Uzbek literary language and the modern Uzbek literary language, used in the vocabulary of “*Tarikhhi muluki Azham*” and “*Tarikhhi anbiyo va hukamo*”.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00732.1**

DRIP IRRIGATION TECHNOLOGY AND ITS IMPACT ON THE ENVIRONMENT

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ABSTRACT

Article describes new modern and innovative methods irrigation, help which is achieved the possibility of continuous supply of water plants, while inaccessibility and batteries. Dispensing water during the irrigation period, allow you to create the necessary moisture regime will increase crop efficiency.

KEYWORDS: Mineral Fertilizers, Irrigation Technology, Hydro-Module Areas, Ground Water, Saline Groundwater, Soil And Soil Composition, Groundwater, Melioration, Sub-Irrigation, Drip Irrigation, Sprinkler Irrigation, Irrigation Through A Flexible Hose.

INTRODUCTION

Today, drip irrigation has gained widespread acceptance. Scientists and farmers alike consider it to be the best and most efficient irrigation method, most likely because it provides plants with water and fertilizer where it is needed, at the right time and in the right amount. The use of drip irrigation over large areas in many countries has met the expectations of farmers in terms of higher yields, as well as savings in labor, water and energy resources.

It is known that drip irrigation has been widely used in the state of Israel since the 60s of the last century and with its high sama is recognized as one of the most interesting new technologies of all agricultural workers. Due to the positive results of the new technology, in a short period of time, this technology spread all over the world and began to bear fruit. The fact that this method is useful in the cultivation and increase of productivity of many agricultural products has begun to interest many experts and scientists.

MAIN PART

Uzbekistan is beginning to introduce the practice of drip irrigation of agricultural crops.

In this regard, a special government decree has been developed, which provides for the introduction of drip irrigation in the first place in the steppes, orchards and vineyards, which are subject to irrigation erosion. This method is a very costly method, but it is one of the most cost-effective options for saving water in water-scarce countries.

It is now known that in the state of Israel, using this method of irrigation, fruits and vegetables are grown and increased by 60-70 percent. Uzbekistan's water resources come from neighboring countries, such as Tajikistan and Kyrgyzstan. They are busy building dams on big rivers. It is obvious that time and situation demand that this technology is necessary for Uzbekistan and that it is the most convenient way to irrigate all agricultural crops in the future.

Experiments show that this method of irrigation is extremely convenient with another key feature. This is evidenced by the fact that the soil of our country is suitable for climatic conditions. In drip irrigation, water mainly enters the root part of the crop through the soil and moistens the root sufficiently and satisfies the crop's demand for water sufficiently. Drip driers are selected depending on the mechanical composition of the soil, crop type and soil conditions.

Saving water in the future is very important for the future state of Uzbekistan, because the rapid population growth in the country will dramatically increase the demand for water and food, which will lead to the development of new technologies in agriculture and their efficient use of every inch of land, gives birth. When irrigated in this way, the soil is moistened evenly, if the slope of the soil is correct. If the plane is incorrect, then an expert is able to correct it. The development of the root system of the plant shows that it is much higher than other methods of irrigation. The fact that the drip irrigation method can be carried out at any time without choosing a time shows that this method is much superior.

The use of this method without disturbing the soil structure also guarantees that agricultural machinery will not be disturbed. The fact that this method of irrigation can be easily used even in soils where irrigation erosion sometimes occurs shows that it is more convenient than other methods.

Use of drip irrigation water:

- Low water consumption for high yields per unit of crop yield;
 - Low water wastage for irrigation evaporation compared to irrigation and other irrigation methods (low surface moisture);
 - No effect of wind on water distribution or moisture evaporation;
 - Water distribution does not cause inconvenience even in difficult topographic conditions;
 - Uniform distribution of moisture;
 - No effect of pressure;
 - Possibility of quality irrigation for 24 hours, without exposure to wind, external influences and evaporation;
 - No waste of water;
- sudden reduction of weeds in the irrigated area indicates that this method of irrigation is more convenient and reduces labor costs.

The air exchange in the soil layers remains virtually unchanged as it is irrigated by drip irrigation.

Good air exchange and moisture levels in the soil are significantly increased and ensure that the moisture capacity in the soil is sufficient, except for the area where water is spilled near the humidifier. Irrigation in this way creates the following conditions for reorganization:

- reduce the likelihood of disease spread in plants and prevent pest infestation;
- determination of leaves is observed;
- drip irrigation reduces the spread of various diseases and weeds;
- improves aerobic (soil gas exchange) conditions in the soil;
- reduces energy and labor costs and increases economic efficiency.

CONCLUSION

Drip irrigation requires less labor and saves energy, while the slow passage of water saves energy. With the right irrigation scheme and schedule, there is no need for a special drainage system. The crop absorbs 95% of the water that enters the field. This really has a positive impact on the environment.

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DOI: 10.5958/2249-7137.2021.00733.3

**DRIP THE ROLE AND IMPORTANCE OF TRADITION IN LITERARY
 SUCCESSION (ON THE EXAMPLE OF THE WORK OF
 ABDULLAQAHHOR)**

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ABSTRACT

The centuries-old vast and inexhaustible treasure trove of Uzbek literature has served as a basis for the emergence of the artistic potential of countless famous prose writers, playwrights and poets. In this article, the relationship of inheritance and tradition in fiction, the role of national and world literary experience in the development of Uzbek literature, traditions and innovations, literary communication and literary influence, creative use of traditions in the development of national literature, literary imitation and the artistic and aesthetic laws that apply in the process of renewal are revealed in the work of Abdulla Qahhor. The article is intended for philologists dealing with various issues of fiction and a wide range of readers interested in art.

KEYWORDS: Fiction, Nationality, Succession, Tradition, Literary Tradition, Development, Literary Imitation, Artistic-Aesthetic Legitimacy, Abdulla Qahhor, Skill, Talent, Stories.

INTRODUCTION

The term tradition is still widely and somewhat abstractly interpreted in literature. From the 1960s to the 21st century, a number of problems of literary tradition in Uzbek literature were studied, and many scientific articles and monographs were published. But today it is clear that in most of them the problem of literary traditions is studied in a very abstract way. Today's socio-historical development requires a historical-literary approach to the study of literary traditions, which is the main driving force of the process of artistic and aesthetic thinking.

THE MAIN FINDINGS AND RESULTS

Before classifying literary traditions, it is necessary to clearly define their essence. Because the experience of the literary-historical process shows that some traditions, while providing succession, may not serve the ideological and artistic development of literature. For example, in the Uzbek poetry of the XV-XVI centuries, genres such as ghazal, rubai, tuyuk raised the existing traditions of ghazal writing, rubai writing and tuyuk writing to a certain level of ideological and artistic height. However, the ideological and artistic position of these lyrical genres in the twentieth century did not reach the level of perfection of national literature. Because the demands of the social period had changed to such an extent that they differed sharply from the ideological and artistic potential of the above lyrical genres. Nevertheless, the formal features of these genres were preserved, but they did not rise to a new level in terms of ideological and artistic development. This suggests that literary traditions only served to ensure succession. Some literary traditions, in addition to ensuring succession, also serve to raise the national literature to a new level of perfection. For example, as early as the 1920s, Uzbek literature made a leap in literary progress by adopting a genre of realistic novels that was completely absent from the national literary experience. This literary-aesthetic leap was due to the use of the experience of novel-type epic works in the literature of other peoples, applying them to the novel genre as inheritors of national classics and folk epic traditions.

In the twentieth century Uzbek literature, the pursuit of the unique internal traditions of the national literature, the assimilation of the advanced principles that have existed in them for a long time, and thus the desire to ensure the development of today's national literature has significantly increased. It is unanimously acknowledged in literary criticism that A. Kadyri creatively used the advanced traditions of Eastern realist prose, on the one hand, and Western realist prose, on the other, in creating unique examples of national realist novels. Not only did the author use the existing traditions, but he was able to raise the world novel to a new level by enriching these experiences with his new, truly national news.

Later, this realistic style was successfully continued in the works of such great writers and poets as Cholpon, GafurGulam, Hamid Olimjon, Abdulla Qahhor, Oybek. In the works of these writers, Islamic themes, through traditional images, moved away from biblical figurative images to reflect the life of the people, their psyche and feelings on secular topics, through secular images in simple colloquial language. Thus, a realistic trend has emerged in Uzbek literature, and in recent years it has been a regular leader in the field of art.

The history of foreign traditions, which played an important role in the development of Uzbek literature, is also very ancient, and its first roots cannot be traced back to a specific period or literary monument. But one or two facts can be used to give a clear idea of the fact that foreign traditions have been used in our literature for a long time. For example, Yusuf Khos Hajib's "QutadguBilig" shows that the tradition of creating a large didactic work in Uzbek literature in the form of *masnavi* with the size of *aruz* poetry dates back to the 11th century.

If AlisherNavoi's work is examined in terms of the succession of foreign traditions, it should be noted that the great thinker himself admitted in one of the continents that he was a teacher of Persian poets: Hafiz Sherozi, KhisravDehlavi and Abdurahman Jami. In Hamsanavism, he repeatedly mentions that the great Azerbaijani poet NizamiGanjavi, who wrote in Persian, the

Turkish poet KhisravDehlavi from India, and Abdurahman Jami from Herat was his predecessors.

It is obvious that AlisherNavoi, creatively using the literary form, noble ideas and traditions of creating immortal literary types in the literature of other nations, was able to reach the peak of the development of ghazal poetry in Uzbek literature, as well as the basis of national solidarity. This means that the use of foreign literary traditions can also serve as an important creative factor in the development of a particular national literature in due course.

AbdullaQahhor, a well-known Uzbek writer of the 20th century, follows the traditions of A.P.Chekhov, a great representative of Russian literature, a brilliant realist writer, and O. Henry, an unparalleled American comedian; he skillfully used the imagery methods of these creators, their word-use skills, their approaches to life topics. It should be noted that Qahhor creatively used the tradition of creating an image in the story “Chameleon” by A.P. Chekhov, written between 1883 and 1885, in creating the types of chameleons in the story “Nationalists”, written in 1937. Because in the images of MirzoBahrom and Tavhidiy in the story of A. Qahhor there are lines that are very similar in character to the image of Ochumelov in the story of Chekhov. But Qahhor does not remain in the stage of imitation in this story. He is able to skillfully use the literary techniques used by teachers to portray the psyche of other personalities in a completely different context in a different national context. The Uzbek writer manages to portray his comic heroes in a unique way on the national soil, in the embrace of national spirits.

It is no secret that A. Qahhor's 1937 novel The Teacher of Literature was influenced by Chekhov's “Uchitelslovesnosti”, written between 1893 and 1895. Because the protagonists of these stories, such as superficial, amateur teachers like Nikitin and BakijonBakaev, were created in similar ways and methods. While he is embarrassed that he has not read Nikitin Lessing's “Hamburg Dramaturgy”, which he considers to be very knowledgeable, BakijonBakaev tries to get rid of his sister-in-law, who is a college student, by not being able to answer his questions about literature, and shows that he is a very helpless person, both as an expert and as a person. They are able to show the unique flaws of their nature in a unique way while depicting the national psyche of living people in the new era and in a different space.

The literary types in both stories attract the reader's attention with their vitality and authenticity. Because A. Qahhor was able to create completely new artistic characters using the method of drawing the artistic landscape in the stories of A. Chekhov. The reality of the Uzbek writer's story “Teacher of Literature” is that if there was no *chalamulla* (illiteracy of saint) in our national life, who tried to present himself as knowledgeable, and AbdullaQahhor would not describe them as very vital; external tradition, influence could not be a factor in the creation of such an immortal work. This shows that when referring to foreign literary traditions as heirs, it is necessary to pay close attention to whether there are conditions and opportunities for the application of these traditions in the national literary soil. This is because in the creative assimilation of an external tradition, there is a vital connection between the national reality and the tradition being assimilated, and the circumstances that appear in the tradition can be confirmed in the national context.

A.P. Chekhov's story “Disaster” has some aspects that are similar to AbdullaQahhor's “Pomegranate”. The similarity in these works is not in the subject matter, nor in the expression,

nor in the use of visual aids, but in the literary problem, that is, in the writers' conception of the meaning of man and his life.

The story is about the bloodless tragedy of a man who lived together for forty years and did not know or think about not only his wife, but also the life he lived, his life was spent drinking vodka and beating his wife. The play depicts the life of a man in ignorance without light, and his inner world, which is darker than his past life. The writer does not dwell on these aspects of the blacksmith's life, nor does he fantasize about the protagonist. It would be unnatural and unbelievable for someone who has lived a life of suffering and ignorance to think like that. The master's life is illustrated by the rumbling of a blacksmith driving a car. Only the mosaic of those ringing murmurs full of sorrow tells the thoughtful reader that ignorance and ignorance are the main reasons why so many lives of two people are so tragic.

In the story "Pomegranate" A. Qahhor does not exaggerate the fate of a person who did not give meaning to his or his wife's life. The similarities between these stories can be seen only in similar external aspects. In "Disaster" the blacksmith's wife died when he realized that he had lived a life of drunkenness and beating his wife, and began to think of living like a man. Turobjon in "Pomegranate" reflects the fate of a young man who is in a tragic situation, unable to fulfill a natural wish of his wife. On the surface, the two stories are similar. However, these works differ significantly in the nature of the national color and expression expressed in the inscriptions.

Chekhov's protagonist, who spent his life drinking and beating his wife, thinks about his past. The lifestyle that led to his sadness and resentment is more typical of Russian life. Turobjon in "Pomegranate" is a completely different type. He does not live a wrong life, nor does he oppress anyone, knowingly or unknowingly, willingly or unwillingly. He is an Uzbek guy who is looking forward to his day. A. Qahhor's achievement is that he was able to show the nature, spiritual world and intellectual potential of the Uzbek young man in the most convincing examples of life.

AbdullaQahhor focuses on portraying the protagonist in "Pomegranate" with small details that seem insignificant. The writer is able to focus every detail of the work on the factors that led to Turobjon's tragedy. The author does not interfere in the development of the plot. It follows a completely neutral path. The more the writer refrains from intervening, the more the image becomes influential. The story begins in the form of "***As Turobjon rushes in the door, his pen is hung on the sleeve of his jacket and torn to the elbow***". The author does not mention Turobjon's poverty in the story. It does not allow artificiality anywhere in the story to achieve its artistic purpose. It simply tells the true story of a young man who believes that he is doing something that will please his loved one. The second detail in the story is as relevant to the first as the ring itself. Seeing Turobjon's haste, it is natural and vital for the bride, who is burning with pomegranate pain, to stop feeling the corn and run to the future of her son-in-law. At the same time, there is not the slightest bit of violence in the image of "***the bridegroom is spinning and the half-grown corn is falling to the ground***". ***The image of a lame cat walking in the yard biting the spilled corn, which he did not seem to like, and our complaint to Turobjon, "mau", is a painful logical continuation of the previous scenes.***

These details in the story serve to show the roots and scale of the tragedy in the lives of Turobjon and his bride. The writer does not say or comment on the characters and their spiritual world, their actions, but only shows them in action. The reader seeks to make sense of every detail used

by the writer, to find more meaning in the image than in the image itself. Although it is not mentioned anywhere, the student knows that Turobjon is poor because he could not give the pomegranate to his wife. That's why he sees the beginning of the tragedy in the tearing of the not-so-old side to the elbow. The sheer amount of corn on the cob, especially the smell of it coming from the cat, adds to the frustration. Because in the Uzbek family, any animal's food is considered unclean. Which means it's about to be the most delusional time of the year, as well. This can be a source of frustration and frustration.

The writer is deeply aware of the nature of the characters being portrayed. Turobjon sees his wife protesting and rebelling when he sews his torn shirt and his daughter-in-law "takes the yacht and puts it aside". An Uzbek man does not stand up to his wife's rebellion, he is ashamed of it. That's why Turobjon speaks harsh words to his wife.

Abdulla Qahhor also adds to the chain of images in the story the details of the muscles being fired at the cradle wedding in MullajonQazi's garden. The skill of the writer is to make every detail of the story convincing and true. Unable to afford a pomegranate for his wife due to his poverty, Turobjon began to calculate how much money would be spent on useless muscles and how much pomegranate he could get for the money. Because of this muscle, the bride thinks: ***"..he imagined a garden: not a garden, but a pomegranate ... In the pomegranate trees hung pomegranates, pebbles, teapots"*** is something else.

As academician M. Kushjanov said: ***"The talent of A.P.Chekhov, a great artist and writer, who realistically portrayed the tragic events, dramatic situations of his time, in particular, the comic events of a simple working relationship with the ruling class, tends to see these aspects of life"*** [1, p. 30]. Knowing that he had the same tendency, AbdullaQahhor realized that looking at the past of the Uzbek people through the eyes of AP Chekhov would have a greater artistic and aesthetic effect. In fact, the teacher was not deceived by the writer's mind and emotions.

Abdulla Qahhor is determined to portray the people's past with absolute objectivity, without painting, without violently raising it, and at the same time without hitting the ground. Because the writer's talent tends to see tragedy and comedy in harmony, he portrays scenes from the past in such a way that human dignity and smallness go hand in hand. At the same time, his works vividly reflect the extent to which humanity has changed in recent times, the way of life has been completely renewed, and this is reflected in the way of thinking and spiritual climates of people.

It seems that a real talent can use the existing literary experience to achieve a completely original artistic and aesthetic result, using the literary tradition and creating new traditions from it. Indeed, the depiction of the psyche of the heroes of Abdulla Qahhor's works, the scale of their tragedies, and the clarity of the image are in many respects more weighty, influential, and weighty than the social-life meaning derived from the depiction of characters in the works of his teacher A.P. Chekhov. The example of Abdulla Qahhor's work shows that being able to use existing literary experiences wisely can turn external traditions into a factor in creating internal traditions.

Creative use of foreign literary traditions is very important. It is well known that the application of best practices from the history of literature does not always lead to positive results. Uzbek writers such as A. Qodiriy, Cholpon, A. Qahhor, Oybek, P. Qodirov, O. Yakubov, Said Ahmad, Sh. Kholmiraev, O. Hoshimov, first of all, national literary experiments, then Cervantes, Dante, Bokachcho, Balzac, Flaubert, Mopassan, N.V.Gogol, L.N.Tolstoy, I.S.Turgenev,

F.M.Dostoevsky and other famous writers. Sh.Butaev, I.Sultan, S.Vafo, T.Rustamov, Proust, Kafka, Marquez, Ch.Aitmatov, Borges, Faulkner, M.Frith, etc., have written good works using the traditions of modern world writers. There are also artists who follow the traditions of avant-garde, impressionism, abstractionism, Dadaism, chauvinism, modernist trends in Western literature, and works created in the flow of consciousness, experimenting and creating in a variety of ways.

CONCLUSION

In general, the adoption of the literary and artistic tradition being mastered in order to achieve true succession through the creative assimilation of foreign literary traditions and their application to the national literary process; there must be a national-literary basis for its implementation and development. It seems that external and internal literary and artistic traditions and practices are the most effective means of ensuring the continuity and continuity of literary succession.

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ACADEMICA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00734.5**

UZBEK PEOPLE'S ETHNONYMIC LEGENDS

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ABSTRACT

The article deals with the folklore of Uzbek folk ethnonyms and examples of their appearance in the written literature. In particular, the historical roots of the bell seed and samples from the epic "Alpomish" were studied. It should also be noted here that in many medieval historical sources the emergence of a particular tribe or tribe is explained in relation to the lives and activities of epic individuals taken separately.

KEYWORDS: *Ethnonymic Legend, Folk Art Thinking, Genesis, Folklore, Historical Figure, Genre, Epic Reality, Historical Truth, Written Literature.*

INTRODUCTION

Uzbeks are a people with a complex ethnic composition. Because it contains a lot of seeds in its composition. Each tribe that is part of the Uzbek ethnos has a name and a history associated with that name. It turns out that ethnonymic legends consist of semi-historical, semi-epic stories about the origin of these seeds.

Uzbek ethnonymic legends have not yet been fully collected and studied. Nevertheless, some historical sources have preserved legends about the origin of many tribes and clans. One of such sources is the work "Tavorixi guzida – Nusratnoma" by an unknown author.

It explains the history of the formation of many tribes and clans in connection with the marches of the legendary Oguzkhan and Genghis Khan. For example, it explains the history of the formation of Kipchak seeds as follows:

In the battle with Itbarakhan, Oguzkhan was defeated. It is during these military operations that a woman is seen in a tree hollow. The child is called a kipchak, meaning he was born in a tree hollow. When the boy grows up, he becomes the closest person to Oguzkhan and holds one of the most responsible positions in his army. The descendants of this person named Kipchak form the Kipchak tribe [5, p. 96].

THE MAIN FINDINGS AND RESULTS

It is evident that in this source, too, the history of the historically real seed, in keeping with the traditions of medieval historiography, is interpreted in a mythical way. It should also be noted here that in many medieval historical sources the emergence of a particular tribe or tribe is explained in relation to the lives and activities of epic individuals taken separately. Therefore, the same tradition is fully observed in the “Tavorihi guzida – Nusratnoma”. For example, the history of the formation of the blood seed in it is explained in this way. The people who loaded the booty captured during the battles of Oguzkhan on chariots were called *kangli*. Those who dispersed from them formed a bloody seed. Because bloody Turkish means chariot [5, p. 9].

The seed of Qalach is narrated in the following narration. On his way back from Isfahan after his march to Khorasan, Oguzkhan came across a woman with a nursing baby. The mother's milk was gone, and the baby was screaming with hunger. Oguzkhan wants to take the child into his care and raise him to be a good warrior. But the woman refuses the offer. Angry Oguzkhan shouted “*Stay hungry!*” he continues on his way screaming. The offspring from this baby form the kalach seed [5, pp. 9-10].

It should be noted that, as in many other cases, the folk etymology lies in the interpretation of this epic term. Because it seems that the word side of the ethnic term, especially its phonetic structure, is a combination of the Qalach-Uzbek words “*qol ach*”. Such a lexical association led to the creation of a peculiar epic ‘history’ that directly explains the origin of the *kalach* seed. But it should also be noted that there are no historical facts that confirm or deny how close these types of myths and legends are to historical truth. That is why we are unable to study their exact history. The most important thing for us is the existence of legends that explain the origin of this or that ethnic term.

The “Nusratnama”, like many other tribes and clans, explains the history of the formation of the Qarluqs. Snowdrops are one of the oldest seeds common in Central Asia and Turkestan. For this reason, the Snow dialect is one of the leading dialects of modern Uzbek. In this source, the history of snowfields, the etymology of the term snowball is explained on the basis of a specific small legend. It says heavy snow falls when Oguzkhan returns home from a trip to Georgia. His entire army remains in dire straits. Many die from the cold. Some leave the army behind. Oguzkhan calls this place snow. After that, the people who stayed in the city and their descendants became known as snowmen [5, pp. 9-10].

Thus, Uzbek ethnonymic legends are significant in that they allow the history of the emergence of various tribes and clans to be to some extent imaginative about the clans and tribes that make up the ethnic composition of the people, even if they do not have an epic, real historical basis.

Some of the Uzbek ethnonymic legends have attracted the attention of historians and ethnographers with different relationships. For example, the khan of Khiva, the famous historian Abulgazi Bahodirkhan, explains the origin of the Turkmen ethnonym in his “Shajarai Tarokima”

as follows: “The Tajiks who came to Mowarounnahr used to be called Turks by the Tajiks. After five or six steps, he fell to the ground, his temples were narrow and his eyes were big, his face was small and his nose was big. The Turkmen captives and traders came to Mowarounnahr from the settled lands. When they saw them, the Tajiks said they were Turks. The former Turks were given a Turkmen name. Its meaning would be a Turkish-like *temak*. Black people do not say Turkmen, they say Turkmen” [6, p. 42].

This information of Abulgazi correctly explains the origin of Turkmen ethnonymy. This is because in oral speech, it is legal for a word to be shortened, especially for certain parts of speech in other languages. Furthermore, we accept the above narrations explaining the Turkmen ethnonym as the only interpretation.

Most ethnonymic narrations are based on the interpretation of the name of a tribe, clan, or people in relation to the proximity or correspondence of one or more words to the sound side. Ch. The legends about the Kyrgyz ethnonym cited by Valikhanov originated in a similar way. According to the scientist, the Kyrgyz term came to its present form due to the combination of the words forty-girl and phonetic changes. One of the narrations he cites explains the origin of the Kyrgyz as follows: A dervish named Mansur is accused of spreading various wounds and diseases among the people. So they want to kill him. Mansur then begs them to burn his corpse and throw it into the lake. When Mansur's ash is thrown into the lake, white foam appears at the edge of the water. Curiously, the princess and her maids also drink from these foams. As a result, they all become pregnant. The king drove his daughter and concubines to the other side of the Chu River, that is, to the north. The descendants of the princess and her concubines, and of the children, constitute the Kyrkkiz-Kyrgyz people.

Although the plot is completely different, a second narration explaining the connection of the Kyrgyz term with the words forty and girl is also given by Ch. Valikhanov. It is said that the daughter of a tribal khan was traveling with forty maids. One day when he returned from such a journey, the enemy killed all the people of the village and destroyed everything. Only one red dog survived in the village. The princess and the maids communicate with the dog. From them children are born. From these children came the Kyrgyz, that is, the Kyrgyz people [1, pp. 281-290].

Both legends are interesting, the first of which is dominated by magic (magic), fiction and supernatural imagery. In our opinion, it has an image effect typical of fairy tales. In the second legend, the influence of the dog totem is felt, because the red dog totem, which is in contact with the khan's daughter and his concubines, consists of the image of the ancestor himself.

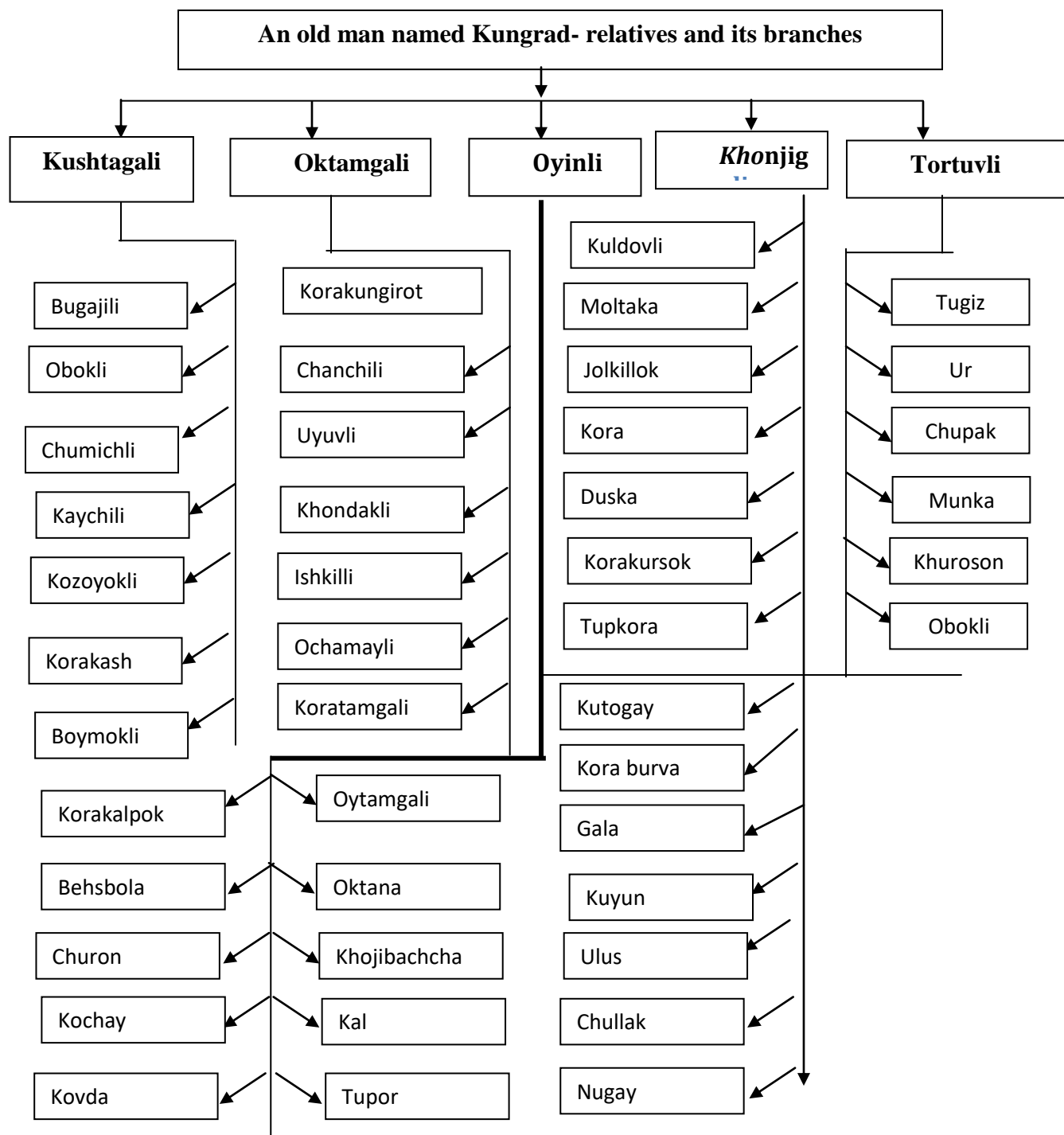
One of the largest Uzbek tribes is Kungrad, and one of the legends explaining the origin of this tribe and the appearance of the provinces within it is given by L.P. Potapov. It is said that an old horseman was looking for his *jong* (three-year-old camel) in the desert. At one point he encounters forty horsemen. They ask the old man if he has seen a state bird. They say there is a king and his state bird. The king commanded that if I die; let the state bird fly, and whoever the bird lands on should be chosen as king. When their kings died, they flew a state bird in search of that bird.

The old man says he has not seen a state bird, but under a hill lays a seemingly very happy young man. The riders ask the old man to show them the place. The old man agrees and leads them there. Then they saw the state bird spreading its wings and casting a shadow over the sleeping

young man. They immediately woke the young man, explained the whole story, and told them that he would be king, and the young man agreed. The young man was given a horse. As the young man mounted the horse, the horse fell, unable to lift it. So he rode on the horses of forty horsemen one by one, and this happened every time. Then the young man tells the old man that he will give his horse, only his horse can lift himself. In return, he says he will reward the old man when he is elected king. The old man gets used to it and gives his brown horse to the young man. They leave. Soon he hears that the young man has been elected king. The old man immediately goes to the king to receive his reward.

The old man approached the palace and shouted, “The owner of the brown horse has come.” When the young man heard this, he called the old man to him so that he could choose the reward he needed. The old man asks for a desert gift to take care of his herd. The king obeys his request and tells the old man to ask for something else. The old man looks around and sees many women and asks one of them to marry him. The king fulfills this request as well. The old man returns home with his wife on his horse. He had four sons named *Koshtamgali*, *Vakhtamgali*, *Kantigali* and *Aynli*. The old man gave each of them his inheritance, took his share, and moved with his young wife to another place - to the foothills of Mount Boysun. From then on the old man and his wife were called bells. It was here that his fifth son was born. The child was named *Tortuvli*, meaning gifted [4, p. 38].

The only source written and published by the famous ethnographer L.P.Patonov at the beginning of the last century is the Kungrad seed and its five branches, and various variants of the legend explaining the information about the regions within them are also widespread among the creative people. We even see that in the folk epics sung by some bakhshi-poets, detailed information about the Kungrad tribe and its branches is given. For example, the famous Bakhshi Umir from Surkhandarya is the son and student of the poet Safar oglu - Kara Bakhshi Umir oglu from our folklore scholars' prof. The epic “Alpomish” written and prepared for publication by M.M. Murodov and associate professor Abduolim Ergashev also contains information about the Kungrad seed and its branches [3, p. 565].



The epic part of the legend and epic, which explains the origin of the bell seed and its five regions, consists of a plot based on a fictional life, in which the regions of the bell are closely related; bloodline, and therefore they should live in peace, that is, the patronymic idea. That is why the first source cited in one of them is valued as a beautiful example of ethnonymic narration. The second source is the small epic fragments from the epic “Alpomish”, which are the best examples of vital information about the Kungrad seed and its branches.

CONCLUSION

In short, Uzbek ethnonymic legends serve to explain all the tribes that make up the Uzbek people and their origins. But most of them are now forgotten because they were not recorded. The plot of the legends belonging to this group has no real historical basis. For this reason, their historicity is evident in the real existence of a particular tribe or clan living under a name.

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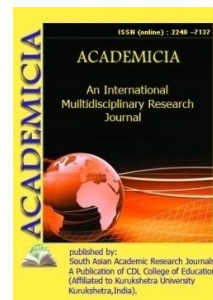
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ACADEMICA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00735.7**

ATMOSPHERIC DUST AND ITS EFFECTS ON HUMAN HEALTH

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ABSTRACT

This article provides information on the effects of dust in atmospheric air on human health, types and sizes of dust in industry and production, the impact of dust on the upper respiratory tract. The amount of dust trapped in the body increases when you breathe deeply, for example when working hard, as well as when the amount of dust in the air increases. Silicosis usually develops over many years in very dusty conditions, often during strenuous physical activity. Such dusts can include the formation of eroded layers of sand and soil under the influence of wind and severe storms, dust from flora and fauna, volcanic eruptions, meteorites from space exposed to the Earth's atmosphere from space, and dust from other space objects.

KEYWORDS: *Erosion, Meteorite, Dispersion, Amorphous, Pneumoconiosis, Silicosis, Silicosis.*

INTRODUCTION

Dust generation and decomposition are observed in almost all work performed in industry, vehicle operation, and agriculture. In general, the types of powders are considered as natural and artificial powders, taking into account their sources of origin. It is known that the dusty air environment has haunted mankind since ancient times.

Natural powders include powders that are formed in nature without human intervention. Such dusts can include the formation of eroded layers of sand and soil under the influence of wind and severe storms, dust from flora and fauna, volcanic eruptions, meteorites from space exposed to the Earth's atmosphere from space, and dust from other space objects. The amount of natural dust in the atmosphere depends on the natural conditions, weather conditions, seasons and in which region the zone is located. For example, the amount of dust in the atmosphere is known to be higher in the southern regions than in the northern regions, in the desert zones than in the forest zones, as well as in the summer months compared to the winter months [1].

Artificial dust includes dust generated as a result of direct or indirect human exposure in industrial plants and constructions. In some industries, such as the chemical industry, hazardous industrial dusts are released in such a way that their removal without cleaning would create catastrophic situations.

According to the origin of the dust, it is defined as organic, mineral and mixed powders. The description of the harmful effects of dust depends mainly on its chemical composition. The harmful effects of industrial dust on the health of workers depend on many factors. These include, first of all, the physical and chemical properties of dust particles, their size and shape, the amount of dust in the air, the duration of exposure during the shift and the simultaneous exposure to other factors such as occupational period, environment and labor activity. For example, when the outside temperature rises or when a person is engaged in physical labor, the level of dust entering the body increases as a result of frequent breathing. At the same time, the presence of radioactive aerosols in the dust and the effects of other gases in the air increase the harmful effects of dust on the body. There will be individual differences in the body's exposure to dust exposure, which depends on the filtering properties of the airways, biological resistance, and so on. In addition to the hygienic effect of dust separation, there are other disadvantages: it accelerates the decomposition of technological equipment, causing economic damage by disposing of valuable materials. It also worsens the overall sanitary condition of the production environment, including reducing light due to contamination of windows and lighting fixtures. Some types of dust, such as coal and wood dust, can cause fires and explosions.

The chemical composition and solubility of powders, the size (dispersion) of powders, the shape of particles, the structure of their hardness (crystalline, amorphous), the properties of electric charge are important in influencing the organism. The chemical composition of dust determines the effect of dust on the body in many forms. The main effect of dust occurs primarily when inhaled. Inhalation of dusty air can lead to the development of mainly respiratory damage: bronchitis, pneumoconiosis or general damage (poisoning, allergies). Some powders have the property of causing additional diseases. This non-primary effect of dust is observed in diseases of the upper respiratory tract, mucous membranes of the eyes, skin. The entry of dust into the lung tract can lead to the development of pneumonia, tuberculosis, lung cancer. Silicon (II) oxide (especially its crystalline type), silicates (salts of silicic acid), coal, powders of some metals (aluminum, etc.) and mixtures of various powders, such as mineral-metal powders, according to their chemical composition in the development of pneumoconiosis. will be dangerous. These dusts are practically insoluble and are trapped in the deeper parts of the respiratory system when inhaled and cause disease, leading to the development of connective tissue in the lungs. From this point of view, free crystalline silicon (II) oxide, i.e. quartz dust and its other types, is the most dangerous dust. The danger of additional pathogenic powders cannot be directly proportional to their solubility. For example, amorphous silicon has a higher solubility than quartz, but quartz has a higher risk of additional disease.

When inhaled with dusty air, much larger dust particles are trapped in the upper respiratory tract, mainly dust particles that are 5 μm and smaller fall into the deeper sections of the airways. The amount of dust trapped in the body increases when you breathe deeply, for example when working hard, as well as when the amount of dust in the air increases. Silicosis usually develops over many years in very dusty conditions, often during strenuous physical activity. This disease is an occupational disease of mining workers and has long been known. Silicosis begins with

shortness of breath, cough, chest pain. In the earlier stages, these symptoms are less noticeable, with shortness of breath occurring only when doing physical work. Shortness of breath and wheezing occur during the period of exacerbation of the disease when performing normal activities and even in a calm state. Dust in production not only causes pneumoconiosis, but also other diseases of the respiratory tract, skin and mucous membranes. These include migration of skin cells, various rashes, eczema, dermatitis.

The following measures are taken to prevent dust diseases:

- 1) Legislative measures
- 2) Measures against the formation and spread of dust
- 3) Personal protection measures.

According to the Labor Code of the Republic of Uzbekistan, a medical examination is carried out before starting work, which may be exposed to industrial dust. People suffering from pulmonary tuberculosis and its extra pulmonary forms, diseases of the upper respiratory tract and bronchi, organic diseases of the cardiovascular system, etc. are not admitted to dusty work. Individuals under the age of 20 should not be placed in dusty jobs because pneumoconiosis develops faster in young people and is more severe than in adults. In general, there are documents that set the maximum permissible level of dust in the air of industrial enterprises, rooms and shops, which do not endanger the health of those working in these areas. Technological measures will be most effective in combating the formation and spread of dust. At the same time, manual work will be transferred to automatic methods, the tightness of the equipment will be increased, and a remote control system will be introduced.

In the mechanical engineering industry, replacing the cleaning of castings with a stream of sand by mixing it with a water spray or by cleaning it with water, cleaning with acids completely eliminates the risk of silicosis. In the refractory products industry, the possibility of silicosis is reduced due to the replacement of quartz and dinas materials with magnesium. In some industries, the production of products in the form of granules and pastes instead of powders dramatically reduces or eliminates powder separation processes.

Personal protective equipment-respirators, special helmets and suits for fresh air are used in cases where it is not possible to reduce the dust in the air in the workplace with the most basic general measures of technological and other characteristics. The Lepestok respirator is the most common, in which the inhaled air is filtered through a woven layer of special synthetic fibers. It is very effective (98 to 99.9% depending on the type of fabric used in the respirator), has almost no resistance to breathing (2-3 mm water column), is lightweight and easy to use. In other respirators, only the inhaled air passes through the filter, the exhaled air exits through a special valve. The best of these respirators is the FPP, which also serves as a filter cloth in the Astra-2. In some jobs, such as sandblasting, cleaners are used to send fresh air to workers' breathing areas. Fresh air is sent to the bottom of the helmet via special hoses, the hoses are connected to the belt and have a valve to control the amount of air supplied.

It is important to determine the amount of dust in the air in industrial production zones. When familiarizing with the production process, it is necessary to determine the sources of dust and the causes of dust formation, hygienic assessment, taking into account the quality composition and quantity of dust in a certain volume of air. Based on this, the importance of the dust factor is

assessed, information on the health of workers is collected when necessary, and dust control measures are determined on the basis of this evidence. The study of dust factors present in an industrial enterprise begins with the study of the technological process, equipment, raw materials, methods of its transportation and processing. At this stage, it is usually possible to determine the chemical composition of the powder. However, the dust that is released when the raw material is processed in different ways may be different from the raw material dust. In such cases, it will be necessary to further identify dust types that are more harmful to health, such as silicon (II) oxide.

The pursuit of a goal that is important for one's life, not to hesitate in difficult situations and not to lose the goal, to be able to organize one's activities properly, leads to high elevation and good health. After all, striving for a goal is the primary force that drives a person and ensures his health. A person can live happily only if he has good health. After all, only if everyone deeply understands that the preservation of such a valuable asset as health is a guarantee of a peaceful life, it is possible to prevent the occurrence of disease and related problems. Therefore, everyone should be primarily responsible for the health of himself, his family and loved ones. It should be borne in mind that prevention is easier and more effective than treatment of any disease [2].

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00736.9**

ARTISTIC AND AESTHETIC FUNCTION OF CHRONOTOPS IN THE STRUCTURE OF THE NOVEL

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ABSTRACT

The article deals with the artistic analysis of the novel "Ming birqiyofa - A Thousand and One Images" by the famous Uzbek writer OmonMukhtor. Basically, the chronotope, which is the main attribute that creates the plot of the novel, was chosen as the object of analysis. The chronotope used in the novel is identified and their artistic and aesthetic function in the work is described.

KEYWORDS: *Novel, Composition, Plot, Chronotope, Space And Time, Retrospective, Literature, Style, Speech, Monologue, Dialogue.*

INTRODUCTION

There are many logical ideas in world literature about the concepts of space and time and its functions in a work of art. The well-known Russian literary critic M. Bakhtin, analyzing the samples of different stages of the development of the novel genre, defines the concept of chronotope as follows: The term is used in mathematics based on Einstein's theory of relativity. The term has nothing to do with us as a special concept used in mathematics. We take it as a metaphor for literature (albeit not literally). What is important here is that the term refers to time and space in a harmonious way" [1. pp. 234-235].

In today's Uzbek literature, the chronotope of the novel genre and its peculiarities in our national novelism are discussed by prof. U.Jurakulov conducted extensive research. The chronotope system of the novel is one of the most important and novelty aspects of the novel for the world of the novel by the founder of the Uzbek novel A. Kadiri. We cannot fully comprehend the nature, plot, and imagery of any literary genre without this theoretical understanding [2, p. 200].

THE MAIN FINDINGS AND RESULTS

Well-known Uzbek writer Omon Mukhtor's novel "A Thousand and One Images", which we have studied, also has a system of chronotope, which ensures the logic of the events of the work as a whole. The novel follows the following chronotope system: a driverless bus, a three-story building made of red brick, a cave, a nine-story building, a city, a desert, and so on.

The "driverless bus" chronotope in the novel is metaphorical in its meaning and was the basis for subsequent events. The protagonist, Abdullah Hakim, gets on the bus in the middle of the night drunk.

"The driver was not visible in the car, he sighed", the bus left the city behind and went out on a rough country road, sometimes swaying, sometimes calming down and moving forward. He is apparently surprised by the madness of a sticky car driven from somewhere else... The bus finally enters a dark wooded sidewalk on both sides of a country road. After a short walk, a three-story white-and-red building in the shape of a horseshoe appeared in the distance." (O.Mukhtor, "Four Sides Qibla (side to Mecca)"pp. 12-13). The process by which the protagonist gets drunk, gets on a driverless bus (or rather, the bus itself appears) leaves the city, crosses the steppe, and arrives at a three-story red brick building somewhere and connects times. If we think of the "driverless bus" as a thing of the past, we can understand, according to the writer's imagination, the tragic situation of our people during the former regime without a "head", that is, without a master. The protagonist, who does not know who is going on the ship, sings a poem to his once-beloved daughter with sweet dreams, realizes that he is leaving his place and going to another place involuntarily, and begins to think calmly and consciously. The protagonist of the novel, Abdullah Hakim, begins to feel that he got drunk and got lost in a strange "bus" only when he came to the red building across the steppe. The gestures in the mind of the hero on the bus seem to summarize the history of the fate of our people in the former regime in a specific time and place.

Although the flow of consciousness is depicted for a short time before Abdullah Hakim boarded a driverless bus and went to a red-brick building, it seems to reflect the historical process of the nation's character. According to the requirements of art, the images in the work have a generalized character. In the image of Abdullah Hakim, that is, his drunken state, in which case he gets on a bus without a driver, gives in to sweet dreams on the bus, suddenly wakes up, expresses the dreams of our people in the early twentieth century, the psychological state, the raw aspirations of the "dream" ship. We can imagine historical, socio-political relations, such as the opening of the original image of the dictatorial regime in the 80s of the century. Through this chronotope and the image of the heroic stream of consciousness, the writer connects the events of the past with the present and the future. This chronotope represents a metaphorical view of a traditional "road" chronotope, depending on the writer's position or artistic intent. That is the 70-year-old destiny of our people under the former regime. Through this chronotope, the writer connects the past with the present in a specific place and time. "He was apparently amazed at the madness of a sticky car driven from somewhere else" (p. 13 of the same book), which suggests that the author is referring to some recent history and encouraging the reader to think retrospectively. The writer does not reveal his artistic intentions and position, but embodies them in the minds of the protagonist.

The second chronotope in the novel (a three-story building with white and red bricks) is connected to the system of events in the first chronotope, forming the main node of the plot. The reason why the protagonist was in such a state, the reason for bringing him to the red-brick building, the elevator guys in black suits and pants, the dwarfs - all this was a mystery to him. It can be seen from these images that the writer does not create the times and places associated with a particular historical period, but creates images of time and place specific to some abstraction. However, the "typical" reader of the novel may come to certain conclusions based on his socio-political, spiritual and cultural level. There are various interpretations in the scientific literature of a "building made of red brick" - meaning "the reign of the former Red Empire" or "the era of the Red Empire". If we follow the sequence of events experienced by the protagonist in the chronotope, we will understand the essence of the building and how true the above interpretations are.

In both the first chronotope and the second chronotope mentioned above, the protagonist thinks of his beloved daughter in his youth and reads the poems he wrote to her in a whisper. The repetition of this retrospective thinking of the protagonist in 2 chronotope seems to fall short of the writer's description of the space and time he uses.

The depiction of the events related to the protagonist on the first, second and third floors of the building reveals the essence of the chronotope of the "three-story red brick building". Or the events that took place in this building correspond to the essence of the symbol of the "red brick building". It is only in this chronotope that Abdullah Hakim's dreams, fantasies, hallucinations, etc. about his lover have become more and more exaggerated. For example, on pages 24-28 of the novel, Abdullah Hakim's conversation with his beloved daughter Halima, locked in a dark room, is retrospectively portrayed in a dream or hallucination, and does not seem to fit into the chain of consciousness. In addition, the image is much longer, and the number of coincidences exceeds the law.

The Red Brick Building will test Abdullah Hakim's qualities of humanity and loyalty to his friend. The people in the building wearing headscarves said, "We are not asking you for anything. No need. Also, if you live in a public house, we will give you a nice garden. You've been sweating around for ten years, and you haven't gotten a car like that. Say the name of the car you want, the bastard who hasn't handed you the key yet. The money is yours, not yours, but your grandchildren's. theqibla is on all four sides, and you will get out of here and go on your way. Minba'd you us, we do not know you." (P. 21)

The fact that the event took place in a red-and-white building, rather than elsewhere, ensured the unity of space and time. Upon hearing these offers, Abdullah Hakim lost his temper and tried to act like a thief. However, he did not contradict the human qualities in his God-given heart. He did not sell his friend Shukur Burhan, he remained faithful. He would rather die.

The events are linked to the chronotope of the "grave" after the novel's hero is killed. This chronotope is depicted in the third scene of the novel's first story, The Torment of the Grave. After the death of the protagonist, the spirit of Abdullah Hakim becomes the protagonist. Events or streams of consciousness are narrated by the spirit. This is a unique style of the writer, which expands the possibilities of artistic thinking and description. In image and expression, the author moves from the real world to the abstract space and time. The flow of events continues through the language of the spirit that enters the tomb with its body. The spirit now interrogates the

angels in the tomb with munkar-nakir. The soul, which feels that it is a rebellious slave before the angels, confesses its destiny. The spirit comes out of the grave and observes the mortal world in which he lives. There is no communication with living people in the grave. The fact that the spirit and the angels communicate with the munkar-nakir (*According to the Islamic imagination, the angels who first interrogate the dead in the grave as to who is their Lord, what is their religion, and who is their prophet, and punish them for their sins.*) is in line with the essence of the “grave” chronotope. The image and flow of events in the tomb take on a monologue character from the language of the soul. From the depiction of this “grave” chronotope, the novel's synthesis of secular and religious thought comes to the fore. The images of the evil angels mentioned in this chronotope have their roots in the Holy Qur'an, religious narrations and myths. Through the image of the grave and the spirit in the grave, one can feel that man is not only a product of social relations, but also a miracle related to the essence of the divine creation. We also understand from the language of the soul that the benomus of his servant, "wrapped in the whirlpool of life", forgets his loved ones. Just as man lives in the mortal world, so he longs for paradise in the eternal world. However, in this world called life, man makes many erroneous mistakes, and a person who is not determined by his faith or religious imagination cannot think religiously. At the heart of the events in this chronotope is the state of mind of a sinner who, in the course of his life experiences, does not know what sin is and what is good, and does not even understand himself. The spiritual world of the individual today is shaped by both religious and enlightenment as a result of objective secular activity and thought. Factors influencing people by traditional religious beliefs are mainly reflected in the socio-ethical life of human activity. As long as a person thinks both secularly and religiously, he is always alert and progressive.

Abdullah Hakim remained faithful to his friend in the grave. He did not lose his humanity. Munkar-nakirga did not say that I am ShukurBurhon. Apparently, the writer's protagonist is portrayed as a loyal friend who has not lost his human qualities in social relations, even if he has not married, had children, lived as a human being, or has not performed actions required by religious beliefs. The original image of the human person is manifested in the conditions of intention-social relations, in the conditions of tension and intensity of relations.

The sequence of chronotopes in the novel makes sense for the sequence of events. Each chronotope does not have a single image or event that does not match it. Initially, the driverless bus chronotope was a homeless people; where does it lead? – “red brick building” (second chronotope) under the Red Empire (oppression, mangling); Corollary: The third chronotope is the “grave,” which leads to the destruction of society and death.

The third story in the novel is called "The Lord's Childhood" and uses the chronotope "Desert" and "Palace". In the "desert" chronotope, all the animals and insects lived unchanged for many years. Everyone is busy with their own lives. One day a donkey, a stranger to the desert people, appears. The main events in the desert are conversations between animals. The desert is also a symbolic chronotope, not a simple technical one. This can also be felt in the speech of the animals. For example, a dialogue between a donkey and a fox:

- Ahmoqekansan-ku, - dediungatulki. – *“You're a fool,” said the fox.*
- Seningeshshakekanligingnio'zimiz ham ko'ribturibmiz. Biz sendan, masalan, oldinlarboshqabirovbo'lganmisan, kimningruhisani, deb so'rayapmiz. - *“We can see you're a*

donkey." We ask you, for example, if you have been someone else before, whose spirit you are.

- Mana, deylik, toshbaqabirpaytlararbobbo'lgan. Men qozibo'lganman. Ilonvazir, arslonshoh...sen ham shunaqabirovmidingyokiavvaldaneshshakmisan?....Ayiql. - *"Let's say the tortoise was once a man." I was a judge. Snake was a Minister, Lion was a King... Are you like that or are you a donkey before? Bear.*
- Men oldinlarmirshabedim. Haligachao'shakunlarnieslabyuraman. - *"I used to be a policeman." I still remember those days.*

The writer's style seems to create a story within a story.

Kultepa Palace - Kultepa used to have many horns, and now there is a horn named Rahimbek. The palace is inhabited by representatives of the political system, such as Rahimbek Shah, Rahimbek II (son of the horn), Prime Minister, ministers, officials, and brothers of the horn. "Oppression is better than justice, hypocrisy is better than truth, and corruption is better than truth." [3, p. 206] Decrees on the fate of the country and the people are read there. Indeed, the selfless prime minister will be sentenced to death from here. Rahim II (the king) locks his brothers in the palace. He doesn't meet anyone, he doesn't communicate. Does not communicate with outsiders. In governing the country and the people, he relies on the advice of foxes like Ghulam. The spread of all false myths about the "justice" and "generosity" of the king also rules the palace. Tullak Ghulam finds a mysterious death. All this fits into the essence of the palace chronotope. The name of the palace is Kultepa, which is given in the chronotope of time.

The main thing that distinguishes fiction from other forms of art is that it has a figurative speech and is one of the central elements of a work of art. Because a writer's intention and idea cannot be realized without the means of speech. Hence, emblems and images, portraits, landscapes, expositions, artistic details, dialogues, and monologues are important literary units that create plot and plot directions that move the writer in the realization of his artistic intent.

Literary theoretical sources state, "Symbolic images are the generalization of social phenomena through objects, plants, objects, animals, and colors. For example, the dove is a symbol of peace... and so on. Another type of symbolic imagery is called allegorical imagery. Allegorical images are characterized by the fact that birds, animals, and insects are portrayed as having human characteristics, that is, they are humanized, and thus ridicule the shortcomings of some people in life [4, p. 58].

The third story in the novel A Thousand and One Images is called The Lord's Childhood. In addition to the images of the lord, King Rahimbek, there are images of donkeys, foxes, turtles, snakes, lions and bears in the story, and the author summarizes the social shortcomings of a particular place and period by entering them into a dialogue. It is also through this image and depiction of events that the writer's position on contemporary realities is understood. When the donkey heard that its owner (Efendi) was going to serve in the royal palace, he ran away to the desert. an unseen white donkey appeared out of nowhere all the animals in the desert — those insects — were curious and surrounded the donkey. They stared at him.

- Sen kimsan? – debso'rashdiulareshakdan. - *Who are you? They asked the donkey.*
- Men eshshakman – dedieshshak. - *"I'm a donkey," said the donkey.*

- Ahmoqekansan-ku, – dediungatulki -". Seningeshshakekanligingnio'zimiz ham ko'ribturibmiz. Biz sendan, masalan, oldinlarboshqabirovbo'lganmisan, kimningruhisani, deb so'rayapmiz. - *"You're a fool," said the fox. We see that you are a donkey. We ask you, for example, if you have been someone else before, whose spirit you are.*
- Qanaqaruh? – ajablandieshak. - "What spirit?" The donkey wondered.
- Mana, deylik, toshbaqabirpaytlararbobbo'lgan, men qozibo'lganman. Ilonvazir, arslonshoh...sen ham shunaqabirovmiding, yokiavvaldaneshshakmisan? – *"Let's say the tortoise was once a man, and I was a judge." Snake was a Minister, Lion was a King... Are you like that, or are you a donkey before?*
- Men avvaldanfaqateshshakman, - tan oldieshak. - "I'm just a donkey before," said the donkey.
- Harkimningqismati! Bu gaplardanzig'irchaozorchekmay – dedieshak. - *"Everyone's destiny!" Don't worry about it, 'said the donkey.*
- Men avvaldanshunaqayaratilganman. Odamningxizmatiniqilibkelaman. Zodagonlar – kattakonlargaishimtushmagan. Ko'pinchaoddiy, faqr, rag'ibkishilarningkunigayarayman. Nasriddindagan bola bor. Hoziro'shaningeshagiman. – *"That's how I was created before." I have been doing the service of man. Nobles are nobles. Most of the time, I'm good for the simple, the poor, the poor. There is a boy named Nasriddin. I'm his door now.*
- Xo'p, bunisimayli, - dedivishillabilon. – Biz odamdanqo'rqamiz. Birgabo'lishimizqiyin. Odamhechqachonmeniqo'ynigasolibasramaydi: hattokiarslonni ham qafasgatiqibqo'yadi. Ahmoqbo'lamsang, sennegaegangnitashlabbuyarlargakelding?! – *"All right, that's it," said the snake. "We're afraid of people." It's hard to be together. A man will never put me in his arms: he will even put a lion in a cage. If you're stupid, why did you leave your food and come here?!*

The donkey said curiously:

- Egam, shohningoldiga, Kultepagaboraman, shohbarchamizningotamiz, men ungaxizmatqilmoqchiman deb qoldi. Uningrostanbormoqchiekanliginiko'rib, arqonniuzibqochdim"("To'rtomonqibla" 127-bet). - *"Lord, I will go to the king, to Kultepa, the king is the father of us all, and I want to serve him." When I saw that he was going in the right direction, I broke the rope and ran away"(Qibla on all fours, p. 127).*

In creating this dialogue, the writer skillfully used the style of fairy tales. It is clear from the content of the dialogues that both the animal images in them and their speech evoke conditional imagery. Because the author is purposefully using this dialogue to realize an artistic intention. The fact that the fox was once a judge, the tortoise a nobleman, the serpent a minister, the lion a king, and the bear a sergeant, and that "I still remember those days," also signifies the author's position on the former Soviet era. These symbols are the image of the tyrants of that time, the rulers of the dictatorial regime. It is clear from the dialogue that they no longer live in the former "palace", but among ordinary people.

CONCLUSION

In total, the plot of the novel consists of three unique stories, 4 scenes and several chapters. Although the plot on which the composition is based is unique in each story, they are connected by Abdullah Hakim's stream of consciousness. The plot and style of expression of the novel give dialectical inertia to the flow of the reader's mind.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00737.0**

ARCHAEOLOGICAL STUDY OF ANCIENT KHOVOS MONUMENT

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ABSTRACT

This article provides a brief overview of the results of research at the Old Havasu monument in the northern Ustrushna region, as well as a scientific analysis of the work done by researchers to date, which has been proven by archeological sources to be the capital of Havasu rustok. In addition, in the XI-XII centuries there was a place of rabot outside Shahristan, and according to archeological excavations on the south-eastern side of Shahristan, the city border was not surrounded by a defensive wall in the Middle Ages, which in turn reminded medieval chronicles of trade and military routes clearly proves that it was mentioned as a destination at the crossroads of trade routes. In addition, on the basis of new archeological materials in the coming years, researchers were asked about the important tasks that need to be addressed.

KEYWORDS: East, West, Ustrushna, Fergana, Shohrukhiya, Khojand, Syrdarya, Kurkat, Anaxita, Humo, Rustoq, Bath, Medieval, Kiln, Brick.

INTRODUCTION

In ancient and medieval times, one of the branches of the Great Silk Road, which connected East and West, passed through the territory of Ustrushna, indicating that the region played an important role in international trade relations. The fact that such an international network passes through this area has had a significant impact, that is, the settlements located on the caravan routes have prospered and developed through trade and caravan services. Among these settlements, there are two monuments in terms of size and magnitude: Nurata in Sayhunabad district and Old Havos in Khavas district. The total area of the monument is about 12 hectares, and it consists of two parts, a majestic arch in the north-west and a shahristan separated by

adjacent walls. The main center of the city is its arch and the ruins of Shahristan have been completely preserved to this day. Archaeological excavations at the Old Havasu city monument, the center of Ustrushana's Havas rustak, allow the study and scientific analysis of the data to draw more conclusions about the topography, political and economic life and cultural relations of the city's population.

THE MAIN FINDINGS AND RESULTS

According to medieval written sources, Havas was located at the crossroads of the road east of Samarkand. One network went through Kurkat to Khojand and Fergana, the other to the north after crossing the Syrdarya, to the large city of Banokat (Shohrukhiya), and then to the second largest city, Harashkent, and finally to the capital of Chach, Binkat. In the Middle Ages, the Havas Road and the Binkat Road were interconnected and were widely known on the Great Silk Road. V.V. According to Barthold, there were two roads to the Chirchik river valley, one of which was through Havos and the other through Jizzakh [1, p. 388]. Similarly, it was possible to go from Havas to Binkat by two routes. The first road was short and led through the town of Mirzachul to the town of Khushket. The city of Khushket was located on the site of NurataShahristan in Sayhunabad district of Syrdarya region. The second road was longer and safer, running along the right bank of the Syrdarya River, that is, through Old Havas. Although it was possible to travel by road from Bunjikat, the capital of Ustrushna, to Havas via Sabot, caravans to Fergana usually traveled through Havas and Kurkat [2, p. 214-223].

There was also a road to Havas from Bunjikat, the provincial capital, through Sabot, another major city in Ustrushna. Although the "Great Road" passed through Sabot from the south, trade caravans generally found it convenient to travel to Khojand and Fergana via Havas and Furkat [3, p. 21]. The importance of Havasu, its strategic convenience, lies in the fact that it is located on the one hand at the crossroads of ancient important trade and military routes from west to east and from north to south through Bunjikat to Bactria [4, fig.1].

Arab geographers mention it only as a place at the crossroads of caravan routes. The Arab traveler Ibn Hawqal wrote about the way of Hawass: "If anyone wants to go from Zaamin to Khojand on the way of Hawas, he will meet Kurkat on his way." Havas is one of the destinations of Ustrushna, which is mentioned in practically all medieval road guides as the address of the way from Sogdia through Ustrushna to Chach, Khojand, Fergana and back. According to Yakut (XIII century), "Havos is a village in Ustrushona" [5, p. 64]. Ibn Khordadbeh (ninth century), in his famous Book of Roads and Countries, dwells on the distances from Hawas to neighboring areas and from them to Hawas. Similar information about Hawass is found in the works of Qudama, Ibn Rusta (first half of the tenth century); Al-Istahri, Ibn Hawqal (tenth century), As-Samani (twelfth century), Yaqut (thirteenth century), and Abul-Fida (fourteenth century) are given. At the beginning of the 11th century, the last representative of the Samanid dynasty, Havas, is mentioned in the details of the battle between Muntasir and the Karakhanid dynasty [6, p. 388]. The name of Havas is also mentioned in NizamiddinShami's famous work "Zafarnoma" (early XV century) [7, p. 69]. It is reported that Amir Temur himself was in Havas. In 1367-1368, one of the many clashes between Amir Hussein and Amir Temur took place. In this battle, Sahibkiran's army began its movement from Havas and crushed its opponent's army, which was far superior in numbers. It is also reported that in the second half of the 15th century, the famous poet Abdurahman Jami and the famous Sufi Khoja AhroriWali were in Havas [8, p. 235]. Havas is mentioned several times in the rural style by Babir Mirza (16th century). In particular,

according to him, “Umar was defeated in a battle with Sheikh Sultan Ahmad Mirza in the village of Hawas between Shahrukhiya and Uratepa” [9, p. 34-35].

Although the chronicles mention the trade and military routes as a location at the crossroads of the Hawassian trade route, no direct information about the city is mentioned.

RESULTS AND DISCUSSION

The first archeological excavations at the monument were carried out in 1988-1989 by the Syrdarya archeological team of the Institute of Archeology of the Academy of Sciences of the Republic of Uzbekistan. As a result, archeological sources obtained from the lowest layers of the monument (although the tin could not reach the ground) showed that the settlement appeared at least in the I and I centuries AD. In other words, the old Havas has a history of at least two thousand years and has been proven to be the oldest urban ruin in the entire Syrdarya region [10, p.31-51].

Subsequent research was conducted fourteen years later, in 2003-2004, and as a result, the remains of the first Hellenic wall wall dating to the first half of the second century BC were discovered here. It is noteworthy that this wall was found to be built on ancient cultural layers [11, p. 19; 12, p. 61-65; 13, p. 48-51; 14, p. 94-98]. There are also fragments of pottery from the VI-IV centuries BC, decorated with angob, typical of the Eilaton culture. This discovery provides information about the relations of Old Havas with Fergana (Dayuan). In addition, a number of unique artifacts were found, proving that there were constant political, economic and cultural relations with the ancient Chach, Bactria, Sughd and other regions. Remains of walls and pottery from the IV-III centuries BC were also found. This proved that life in the monument lasted almost non-stop from the IV century BC to the XX century [12, p. 61-65; 13, p. 48-51]. It was scientifically substantiated that the ruins of the ancient city of Havas were a reference monument to the whole of Ustrushna. However, significant breaks are observed in the strata of Mugtepa (Uratepa) and other urban monuments in Ustrushan [15, p.105-106]. However, in our previous research, it has been proved that the ruins of Old Havas were replaced by a “royal road” during its operation and then a city before the appearance of the Great Silk Road [16, p.105]. In their subsequent research, researchers hypothesized that based on the materials obtained in the monument, there was a large rural settlement here at least in the VI - IV centuries BC, and on this basis the city was formed later [17, p. 23].

During the 2014-2018 survey conducted in the monument's shahristan, the first medieval dwellings belonging to two farms were discovered. Furnaces of various shapes were found in the rooms and courtyards of this house. They were divided into cooking, room heating, fire worship and metal melting furnaces depending on the shape and location. It was found that the shape of kitchen and room heating stoves is exactly similar to the shape of modern stoves. Also, if we consider that fire-worshipping furnaces are recorded in the rooms here, it testifies that these rooms served as a family-owned temple and that the metal smelting furnaces were not belonging to the general community but rather private family-owned furnaces. One of the most unique finds of these years is a lamp post with the image of Anaxita, the goddess of fertility, and Humo, a bird of the 12th century. It is known that the fertility goddess of Zoroastrianism was named Anaxita, Nohid or Nana. According to the traditions of that time, this goddess was made in the form of a statue or an idol and kept in the houses as a symbol of the luxury of each house and the abundance of the table. The opening of the first medieval defensive wall at the monument

testifies to the fact that the city had its own strong defense in the V-VIII centuries. In addition to the above findings, on the north side of the excavation was excavated a wall that served as a defensive structure from the time of the Principality of Havas or defined its boundary. The storage height of the wall is 70 cm and its width is up to 2 meters. It was noted that the wall was built mainly of guava, raw brick and its fragments, and at the same time, the monument had its own strong defense in the late Middle Ages [18, p. 35; 19, p. 131-132].

During the excavations on the eastern side of the Shahristan, a bathhouse dating back to the beginning of the 11th century was excavated. Its poly is made of baked brick, and the part where the water flows is fully preserved. In the center of Tashnov there is a circular millstone, around which a series of baked bricks are collected [20, p. 11; 21, p. 203-207]. The size of the baked bricks is 24-25 x 12.5-13 x 3.5-4 cm. The drainage point of the bath is located in the center of the rock, it is 6-7 cm in diameter. Pieces of pottery and two copper coins found on the bathroom floor date back to the Middle Ages, the late 11th and early 12th centuries AD.

During the 2019-2020 survey, planned excavations were carried out around the monument, i.e. in its southern, eastern, western, northern areas, as well as in the excavations in the Shahristan area. During the excavations of the first excavation, 14 farm sheds, 5 furnaces, 3 column sheds, as well as 4 semi-basements were discovered. It was found that the pottery fragments mentioned in this semi-basement payment belong to the late 18th-early 19th centuries, and at the same time were rabot outside the shahristan in the Middle Ages [22, p. 40-41; 23, p. 92]. Studies in the second excavation had suggested that there was a medieval defensive structure on the southeastern side of the shahristan. However, instead of it, the settlements of this period were studied.

Written sources state that Ustrushna was one of the most prosperous and developed countries in the Middle Ages. However, according to the analysis of written and studied archeological sources, in the Middle Ages there were 18 rusts in these areas, and 9 of them were located in the plains, and the rest in the mountainous areas. At the same time, each rustak had its own central cities. The researcher's views on the number and naming of rusts are still accepted in history [4, 3p. 4-35]. However, it has been noted that the researcher's comments on the location of rustaks and cities have caused controversy among researchers in recent years [24, p. 102-103]. N.N. Negmatov, based on written sources, includes Old Havas among the cities and states that it was the center of Havas rustok [4, p. 41; 24, p. 113]. This idea is mentioned in written sources as one of the important settlements of Ustrushna on the plain, i.e. the desert rust of Havas and its center, mainly at the intersection of caravan routes.

CONCLUSION

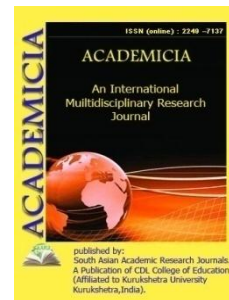
Archaeological excavations at the monument to date have shown that life on the monument dates back to BC. It shows that it lasted almost non-stop from the IV century to the XX century, and at the same time, Old Havasu was one of the important crossroads of trade and military action for the ancient Ustrushan Fergana, Chach, Bactria, Sughd cultural lands. In addition, the above scientific analysis shows that the material found during the excavations in the south-eastern corner of the monumental shahristan shows that the city was not surrounded by defensive structures in the Middle Ages. This, in turn, clearly proves that in medieval chronicles the monuments of trade and military routes are mentioned as a place at the crossroads of the Old Havas trade route.

In conclusion, we believe that a number of unresolved issues related to the period in which Old Havas gained its urban status will be resolved in the coming years, with the recording of new archeological materials.

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DOI: 10.5958/2249-7137.2021.00780.1

DEVELOPMENT OF ENTREPRENEURSHIP AND IMPROVEMENT OF ORGANIZATIONAL AND ECONOMIC BASES OF ITS STATE REGULATION

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ABSTRACT

This article focuses on the opportunities provided by the state in the development of entrepreneurship and small business, the expansion of incentives to support and regulate them. Also, the organizational and economic bases of state regulation of entrepreneurship were studied, analyzed and proposals and recommendations for solving the problem were developed.

KEYWORDS: *Small Business, Entrepreneurship, Investment, Lending, Business Environment, Business Support, Microcredit Allocation, Protection Of Private Property Rights, Competitive Products.*

INTRODUCTION

In world practice, entrepreneurship plays an important role in the sustainable development of national economies and plays a leading role in solving economic and social problems. In the world economy, this sector plays an important role in the production of employment, social protection, new types of products and services

If we look at our high history, during the reign of Amir Temur and the Temurids, ie in the XIV-XV centuries, Samarkand was recognized as a highly developed center of science, literature, music and fine arts, folk theater, dance.

Sahibkiran Amir Temur (1336-1405) had active political and trade relations with the leaders of European countries. Amir Temur supported entrepreneurship and glorified entrepreneurs, emphasizing that they will be of great benefit not only to himself but also to society, emphasizing that a person should always be active, better than careless, indifferent people, indicates that.

At the initiative of the President of our country, great measures are being taken to further develop private property and private entrepreneurship, eliminate obstacles and obstacles to their development, sharply strengthen the responsibility and accountability of regulatory authorities, reduce the tax burden, simplify taxation and improve tax administration.

As noted by the President of the Republic of Uzbekistan Sh. Mirziyoyev: "Another important task is to support and encourage small business and entrepreneurship, to strengthen the economic power of our country, peace and stability, social harmony in our country, to create favorable conditions for further increasing the share of this sector.

After all, an entrepreneur feeds not only himself and his family, but also the people and the state. I never tire of saying, "If the people are rich, the state will be rich and powerful."

In the third direction of the Action Strategy "Further development and liberalization of the economy" approved in the country in five priority areas of development of the Republic of Uzbekistan for 2017-2021: strengthening macroeconomic stability, protection and strengthening of private property rights, promotion of small business and private entrepreneurship, continuing the policy of reducing the tax burden and simplifying the tax system, improving tax administration and expanding appropriate incentives.

MATERIALS AND METHODS

Comparative and comparative analysis, complex assessment methods were used in the study of the problem.

RESULT AND DISCUSSION

From the first years of independence in our country, the development of entrepreneurship and small business has been identified as an important direction in ensuring socio-economic development. It should be noted that a solid legal and regulatory framework for the development of the industry has been formed and is constantly being improved, the state provides systematic assistance in providing benefits and preferences for business, technical and technological reequipment and modernization of production.

Systemic measures have been taken to regulate entrepreneurship and small business, including increasing its share in GDP and employment, improving the technological structure, meeting the needs for credit resources and creating a favorable business environment. As a result of such important reforms, by the end of 2018 the share of entrepreneurship and small business in GDP reached 57.9%, industrial production 45.6%, agricultural production 99.4%, fixed capital investment 40.8%.

As noted in the Address of the President of the Republic of Uzbekistan Sh.M.Mirziyoev to the Oliy Majlis, "Fifth, the work to support entrepreneurship will be continued. World experience shows that the country that has pursued an active investment policy has achieved sustainable growth of its economy.

Along with investment, new technologies, advanced experience, highly qualified specialists will enter various industries and regions, and entrepreneurship will develop rapidly.

In recent years, more than 13 trillion sums of soft loans have been allocated to cover more than 600,000 families within the framework of "Every family is an entrepreneur", "Our youth future" and other social programs aimed at attracting a wide range of people to entrepreneurship and expanding their sources of income.

These programs serve as an incentive for the population to engage in entrepreneurial activities in the regions, to improve their living standards and increase employment.

At the same time, the experience gained and international practice require the formation of an integrated system of complex and complementary credit opportunities.

In the context of modernization of the economy, expanding the opportunities for small business and private entrepreneurship to effectively use loans, raw materials, as well as public procurement is an important factor in increasing their economic activity.

To do this, it is necessary to continue practical measures to further improve and increase the mechanisms for allocating loans to them, primarily long-term loans for investment purposes, the formation of start-up capital, expanding the scope of micro crediting.

It would be expedient to establish a fund to finance the preparation of project documentation for investment projects, which will reduce the cost of preparing business plans, improve their quality and reduce the terms of loans.

In this regard, in 2000-2018, the volume of loans issued by commercial banks to IBRD entities had a steady growth trend.

If in 2000 loans were issued in the amount of 365.7 billion sums, in 2018 it increased by 6789.2 billion sums and increased by 20.9 times. It should be noted that during this period in the practice of lending micro crediting is widespread.

Their amount in 2000 was 44.9 billion. By 2018, the amount will amount to 1392.0 billion sums. Sums, or increased by 14.6 times. It also indicates that this type of credit has become one of the independent directions of credit policy of commercial banks.

This can be seen from the share of microcredit in total credit resources. During the analyzed period, their share increased from 8.9 points to 21.4 points

The increase in the volume of loans issued by commercial banks to small businesses, including long-term investment loans, depends directly on the level of their interest rates

In 2006-2018, the average annual interest rate on loans issued had a downward trend. This is a positive development and will serve to increase the use of loans from commercial banks.

In particular, in 2018, the average annual interest rate on loans to small businesses by commercial banks amounted to 9.3%.

Further development of the activities of IFCS entities and improving their economic activity requires improving the practice of financing investment costs

If we analyze the trend of indicators characterizing small business investment in 2000-2018, the amount of investments in fixed assets by them in current prices has a high growth rate (14.3 times).

In addition, the volume of production, which corresponds to an investment of 1 sum, increased by 6.6 times during this period; although this is a significant growth rate, it can be seen that this figure has decreased significantly compared to 2000-2018.

This decrease is explained by the fact that the growth rate of investments in fixed assets by small businesses during this period was higher than the growth rate of the volume of products produced by them.

In addition to the positive successes in small business investment, there are some challenges, including can be added:

- ❖ Lack of sufficiently feasibility studies;
- ❖ low level of use of long-term investment loans due to lack of highly liquid collateral;
- ❖ Lack of state bonification of loans to small businesses engaged in the production and export of goods in priority sectors, lack of practice.

To this end, in our opinion, a comprehensive examination of the proposed investment projects, the introduction of a mechanism for issuing loans under the guarantee of highly solvent third parties, It is expedient to introduce a unification mechanism at the expense of funds.

The sustainable development of the country's economy and economic activity depend to a large extent on external factors in addition to internal ones. However, CBT entities cannot enter foreign markets independently. This situation is explained, firstly, by the fact that it requires large expenditures, and secondly, by the lack of sufficient information and knowledge about the state of the foreign market and the specifics of the legislation.

Today, one can observe the growing trend of the share of small business in the country's exports. It increased from 10.2% in 2000 to 27.2% in 2018, an increase of 2.7 f.p., and the growth rate also averaged 28% annual growth over the same period.

The share of CBD in the country's imports increased from 27.4% to 46.8%, or 1.7 f.p., respectively, and the annual growth rate averaged 13.5%. However, there is a significant imbalance between the share of small business in the republic's exports and its share in imports. This indicates that the export potential of small businesses and private entrepreneurship is not used effectively enough.

In our opinion, a significant difference between the share of small business in the country's exports and its share in imports should not be allowed. This is because import duties lead to a decrease in the supply of foreign currencies in the country's domestic foreign exchange market.

This reduction should be offset by foreign exchange earnings from the production and export of quality, competitive products through the introduction of new equipment and technologies in the production activities of small businesses

CONCLUSION

1. Relying on theoretical foundations in setting criteria for the number of employees in order to determine the object of state regulation of small business and private entrepreneurship, in particular, the concepts of "final added output", "minimum effective size of the enterprise" and "functional staffing" to ensure the efficiency of the industry.
2. The forms and means of state regulation of small business and private entrepreneurship should change according to the level of development of the small business sector and use appropriate tools. In the first stage of the industry's development, more entrepreneurship training, business is planning assistance and advice, various benefits, micro crediting play an important role. Providing, facilitating access to foreign markets, attracting national and foreign investment. Also, while the direct regulatory mechanisms of the state are more effective in the early stages of the sector's development, the role of indirect regulatory mechanisms will increase with its development.
3. The approach is to simplify the registration of business entities, including the reduction of deadlines, to encourage them to be organized as much as possible, to support the idea of establishing business entities, to study their feasibility and to prepare relevant documents in a timely and quality manner. Further improvement of the activities of special infrastructure services and the strengthening of the mechanism of responsibility for the quality of their services will lead to an increase in the efficiency of expanding the boundaries of state regulation of these processes.
4. It is proposed to improve the theoretical basis of state support for CBT entities in the following areas:
 - ❖ First, economic support is based on selection, targeted, short-term, criteria-based, and socio-economically efficient and market mechanism, anti-discrimination measures that have a positive impact on the viability and competitiveness of business entities without impeding the formation of free competition. to be an event
 - ❖ secondly, based on the experience of developed countries and the results of our research, the optimal level of economic support for business entities of the state should be determined at the point where the marginal socio-economic benefit is equal to the marginal social cost: $MSB = MSC$.
5. The analysis shows that the implementation of future structural changes in the region requires, first of all, the full use of domestic resources and opportunities, the creation of favorable conditions for attracting foreign investment. Improving the legal framework to encourage new forms of foreign investment in this area; effective use of available benefits; development of investment partnership between public and private structures; giving financial enterprises more freedom in choosing and justifying investment projects; foreign partners are required to provide more information about the country's investment potential.
6. In the context of modernization of the economy, it is necessary to take the following measures to increase the role of small business and private entrepreneurship: improve practical measures to increase the share of small businesses in industry, support export-oriented enterprises, modernize production capacity through domestic and foreign investment; to stimulate the growth of production of competitive products through

technological re-equipment, establishment of new enterprises comprehensive support of farms, strengthening their material and financial base, creating new opportunities for them, development of service structures; Measures should be taken to help agricultural enterprises to take advantage of the wide range of opportunities created for the purchase of modern technologies for processing their products.

7. In the implementation of financial support for small business and private entrepreneurship, it is necessary to pay attention to: microcredit and micro leasing services to the production and service sectors mainly related to individual labor, family business and home-based work and job creation; increase the number of customers using start-up capital in the number of customers using microcredits. At the same time, special attention should be paid to private business entities that do not have the status of a legal entity; strengthen monitoring and prevention of overdue indebtedness by ensuring full repayment of principal and interest payments on microcredits in the future; given the steady increase in the number of microcredit customers and the need to increase the effectiveness of local seminars on these topics in order to prevent problems with the timely repayment of microcredits
8. It is necessary to create an effective incentive system for small business and private entrepreneurship to carry out regular technical and technological modernization of production.

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DOI: **10.5958/2249-7137.2021.00782.5**

THE MODELING OF OPTIMIZATION OF SUPERCRITICAL CO₂ EXTRACTION OF RESVERATROL FROM BERRIES OF MULBERRY

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ABSTRACT

This study used a supercritical (SC) of CO₂ - extraction to extract resveratrol (RT) from the mulberry. To do this, define the conditions (preliminary experiments) of the extraction process, namely, the temperature, pressure and fluid flow SC (CO₂). Given that this process is multifactorial, the method RSM - response surface methodology and CCRD -central composite rotatable design used to determine the optimum operating conditions of the process. The effectiveness of the established SC-CO₂ extraction conditions, expressed RT content in the extracts as compared with a yield of RT produced by the conventional extraction method, when applied SC-CO₂ modified polar co-solvent (ethanol). In describing the RT yield predictions using appropriately combined RSM with CCRD, we found that the yield of RT mainly depends on the pressure and quantity of SC-CO₂ used for extraction. It turned out that there is a significant relationship for the linear and quadratic terms of the relationship between the output of the RT and these parameters. Noticeable interaction between the three process parameters (pressure, SC-CO₂ temperature and flow rate) was observed. Mulberry is subjected to heat pre-treatment. Cooked thereafter pitch used as a raw material for the extraction of by SC-CO₂. Initial studies for a wide spectrum of SC-CO₂ density value (690-780 kg / m³) indicates that it is possible to set optimum operating conditions for the RT isolation. According to RSM - analysis of the optimal process conditions: 15,8 MPa, 30,5⁰ and 20,08 g CO₂ / g.d.m CO₂ consumption for the extraction of RT from licorice using SC-CO₂. SC-CO₂ density calculated for the optimum pressure and temperature equal to 725 kg / m³, which was found as a result of a preliminary analysis of the correlation between the output of the RT and CO₂ density. The maximum yield of RT is equal to 0,052 g of 1 g of dried material (about 0,5% of extract) with SC-CO₂ density equal 725 kg/m³.

Preliminary tests performed at condition resulting in SC-CO₂ density ranging from 690 to 780 kg/m³ indicated that at some pressure, temperature as well as consumption of supercritical fluids the optimal working conditions for resveratrol isolation could be determined. For this purpose the following range of working conditions of SK-CO₂ were tested by using Central Composite Rotatable Design (CCRD) and Response Surface Methodology (RSM): pressure from 18 to 30 MPa, temperature from 20⁰ to 40⁰ and consumption of SK-CO₂ from 12 to 24 g_{CO₂}/g_{d.m.}. The results of this investigation indicated that maximum yield RT 0,052 mg from 1 g materials on dry basis (about 0,5 % of total extract) at 15,8 MPa, 30,5⁰ and 20,08 g_{CO₂}/g_{d.m.} could be obtained.

KEYWORDS: Berries of mulberry, organic acids, glucose, fructose, essential oils, vitamins, carotenes, micro- and macro elements, resveratrol.

INTRODUCTION

Mulberry berries (white, red and black) contain a large number of substances useful for the human body: simple sugars (glucose and fructose), organic acids, essential oils, vitamins (water- and fat-soluble), carotenes, a number of micro- and macro elements. The content in the fruits of the strongest natural antioxidants - carotenes, vitamins C, E, resveratrol and selenium - relieves the aging organism of many diseases and has a rejuvenating property.

The purpose of this study was to analyze the chemical composition of fruits and leaves of mulberry, as well as the isolation of individual ingredients, in particular resveratrol (PT), using extraction with supercritical carbon dioxide (CO₂).

In previous works, conditions of supercritical (SC) -CO₂ extraction of glycyrrhizic acid (GA) from licorice roots were considered. To do this, it was necessary to determine, by preliminary experiments, the conditions of the extraction process, namely, the temperature, pressure, and flow rate of SC-CO₂. Bearing in mind that this process is multifactorial, RSM - response surface methodology and CCRD - central composite rotatable design were used in the work with the aim of establishing optimal operating conditions of the process [1,2]. A similar approach was used by other authors [3] in the extraction of diosgenin (DG).

Advantages of the SC-CO₂ extraction method, as compared to conventional methods, are already known [4]. SC - extract does not contain a solvent, the extraction process can be carried out very quickly and finally, there is no need for further purification of the SC extract from the extractant.

EXPERIMENTAL PART

Extraction was carried out in weighing bottles autoclave firm ASTELL (UK), the extracts were collected in receptacles to determine their total content. Samples were stored in the refrigerator (-5⁰C) for analysis RT by liquid chromatography high resolution (HPTLC, ELSA company Ing–Techn, 2000 UK).

The effect of the duration of SC-CO₂ extraction was studied at 32°C and 16 MPa. Samples of the extracts were collected after different extraction times, which corresponded to a specific flow rate of the SC fluid. The yield of the extract was compared and used for subsequent analysis of the effect of operating conditions [5,6].

To study the effect of pressure, temperature and extraction duration (SC-CO₂ flow), as well as their interactions, RSM and CCRD were used. A similar procedure was applied earlier [1]. However, instead of comparing the output of diosgenin (DG) SC-CO₂ extraction was determined using the "overlapping" parameters (yield DG received SC-CO₂ was compared with the yield by the method [2]) as a dependent variable [1], total extract yield on gram of the prepared isolate and the content of DG in 100 g of a common isolate or per 100 g of a dry plant were used in this work. The investigated parameters were pressure (denoted as x_1 , MPa, the temperature (x_2 , 0 ° C) and the amount of consumed CO₂ (x_3 , mCO₂ / mGA). Actual and coded variables used in the experimental scheme, determined on the basis of preliminary experiments carried out for various densities –SC-CO₂. The central building experience are 3 variables and all 20 experiments involving nine factorial vertices 5 and 6, the center points for RSM and CCRD analysis used yield as shown in Table. 1. Polinomal equation 2nd order prediction considered yield RT as a function of the independent ($i = 3$) pressure (x_1), temperature (x_2) and the amount of CO₂ (x_3) as an encoded value

$$\gamma = \sum \beta_0 + \sum \beta_i x_i + \sum \beta_{ij} x_i^2 + \sum \sum \beta_{ij} x_i x_j \quad (1)$$

It true for $j < 1$ and $i = 3$.

The Matlab 2014 version was used to apply RSM analysis of experimental data with a 3-dimensional surface dependence and a contourmap of independent variables and their interactions [7].

Table. 1. Data on the composition of mulberry fruits according to USDA Nutrient Database are presented.

TABLE 1 COMPOSITION OF MULBERRY FRUITS PER 100 G OF FRUIT

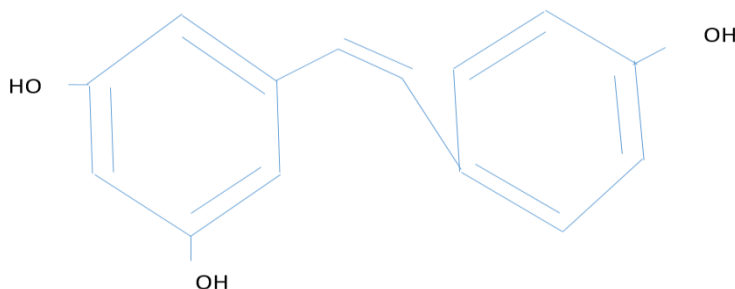
1	Organic acids	1,2 g.
2	Mono- and disaccharides	8-12 g.
3	Vitamin B ₁ (thiamine)	0,04 mg.
4	Vitamin B ₂ (riboflavin)	0,01 mg.
5	Vitamin PP (niacin)	0,80 mg.
6	Vitamin C (ascorbic acid)	30 mg.
7	Vitamin B ₄ (choline)	12 mg.
8	Vitamin A (retinol)	6 mkg.
9	Carotene (vitamin A provitamin)	0,02 mkg.
10	K ₁ (phyloquinone)	8 mkg.
11	Lutein	130 mkg.
12	Antioxdants	20 mkg.
13	Resveratrol	40 mkg.

A comparative study of amino acid extracts of leaves of white, black and red mulberry showed that their total content in black mulberry is 13.10 g.%, White - 10.60 g.% and red - 9.4 g.%.

The first part of the research is devoted to the study of the effect of different density of SC-CO₂ on the total yield of the extract. Based on the preliminary data obtained, as well as tests at various pressures, temperatures and flow rates of SC-CO₂, we tried to establish optimal operating conditions for the isolation of RT by SC-CO₂ extraction. Studies concerning the effect of pressure, temperature, and density of SC-CO₂ on the yield of PT, as well as the interaction of

these parameters during the process have not been carried out so far. It turns out that the selectivity of SC-CO₂ extraction can be achieved using different pressures, temperatures and flow rates of SC-CO₂ (3).

Resveratrol refers to polyphenols, solubility in water 0.003 g / 100 ml.



The content of the material is 0.2-5.8 mg / l.

Scheme of Experiments

Based on preliminary studies, the following network of coded parameters (x_1 , x_2 , x_3) and non-coded parameters (X_1 - pressures, MPa, X_2 -temperature, °C and X_3 , SC-CO₂, gCO₂ / gdm) were selected, as shown in Table 2.

TABLE 2. NOT ENCODED AND CODED VALUES OF INDEPENDENT VARIABLES USED IN THE RSM-SCHEME.

Coded values	P_1 (MPa)	t , °C	flow rate (r_{CO_2} / r_{sm})
-1,598	8,2	20	10,68
-1	10	24	14
0	12,5	30	18
+1	15	36	22
+1,598	16,8	40	26,6

A) the density of SC-CO₂ 690-780 kg/m³

B) $t = 30^\circ\text{C}$ is the center point, ± 100

C) $P_{kr} = 7.41$ MPa

The rotatable scheme was applied for the above independent variables (pressure, temperature, CO₂ flow), which was carried out 20 times.

Influence of the density of SC-CO₂ and time.

It turned out that the total yield of the extract could be increased almost 2-fold if the extraction time of SC-CO₂ increased from 80 min (CO₂ flow rate = 12 gCO₂ / g.dm) to 150 min (CO₂ flow 22 gCO₂ / g.dm). It is interesting that if further extension of the extraction time continues and finished after 180 minutes, only an additional (10%) increase in the yield of the extract is achieved. This fact was the main use for 150 min. Duration of SRE (CO₂ flow rate 22 gCO₂ / g.dm.), at which the yield of the total extract for various densities of 690-780 kg / m³ was analyzed).

For the SC-CO₂ density used above 780 kg / m³, the extract yield was greater than 12% and about 780 kg / m³ the maximum yield (15%) was achieved. Although the relationship between the yield of the total extract and the density of SC-CO₂ indicates that some maximum yield could be at a density of about 780 kg / m³, it is more realistic to assume that the yield could be higher for a density above 780 kg / m³ and, that with an increase in density above 780 kg / m³, the yield of the initial total extract should be between 12 and 15% (g_{exp} / 100 g.dm).

According to preliminary experiments, although there was a limited amount (4), it is evident that the desired operating conditions for optimum recovery could be established for the SC-CO₂ density higher than 780-840 kg / m³ and lower than 788 kg / m³. This conclusion follows from experiments carried out at the same duration (150 min) and further details and a more accurate analysis of pressure and temperature (including the density of CO₂) as well as the effect of the flow rate of SC-CO₂ (120 mm, the extraction time) is performed using RSM and CCRD.

RSM and CCRD Analysis

The rotatable scheme was applied 20 times for the three above variables (pressure, temperature, CO₂ flow).

The results of determining the total yield of the extract are shown in Table. 3.

TABLE 3. THE TOTAL YIELD AND SEPARATION OF RT BY SC-SO₂ EXTRACTION, CARRIED OUT UNDER VARIOUS CONDITIONS

Nº	Pressure, (encoding value) x ₁	Temperature (encoding value)x ₂	Amount of sample. CO ₂ (kg / m ³)	Density of CO ₂ (kg/m ³)	Extract output (r _{exp} /r _{sm})	Output of RT mg/r.d.m
1	+1	+1	+1	780	80,4	122
2	+1	+1	-1	780	70,8	108
3	+1	-1	+1	832	70,8	114
4	+1	-1	-1	832	60,6	98
5	-1	+1	+1	660	50,6	95
6	-1	+1	-1	660	50,2	84
7	-1	-1	+1	750	60,6	95
8		-1	-1	750	26,2	42
9	+1,678	0	0	830	18,8	28
10	-1,678	0	0	650	17,8	26
11		+1,678	0	710	94,2	146
12		-1,678	0	824	88,4	130
13		0	+1,678	782	88,4	130
14		0	-1,678	782	52,2	85
15		0	0	690	80,6	130
16		0	0	690	80,6	130
17		0	0	690	80,7	131

1	0	0	690	80,6	130
1	0	0	690	80,4	129
2	0	0	690	80,4	129

The effect of pressure, temperature and quantity of CO₂ on the RT output and the quadratic function of these process parameters, determined by equation (1), were tested. Using variational analysis (ANOVA), the values of various coefficients that determine the yield of RT were calculated.

The linear and quadratic effect of variables, as well as their interactions and coefficients, on the value of the variables obtained by ANOVA, a probable equation was calculated and derived, which represents the empirical interaction between the output of the RT and the independent variables (2).

$$\gamma = 0,70 + 0,033x_1 + 0,024x_2 + 0,073x_3 - 0,22022x_1^2 + 0,001668x_2^2 - 0,064x_3^2 + 0,007802x_1x_2 + 0,000088x_1x_3 + 0,0008878x_2x_3 \quad (2)$$

Where γ is the RT output (mgR / gdm) and x_1 is the coded pressure value, x_2 is the coded temperature value and x_3 is the coded value of the amount of used SC-CO₂, as shown in Table 2.

Since R_2 (0.9088) is greater than 0.8, this indicates that the model well confirms the results.

Both linear and quadratic terms for the SC-CO₂ flow rate were more reliable ($p < 0.05$), as well as linear and quadratic pressure terms. The interactions between pressure, temperature and the amount of CO₂ were not significant. The RSM analysis proved the initial results and expectations, and that the pressure and flow rate of SC-CO₂, designated as x_1 , x_3 , x_{12} , x_{32} terms, were significant parameters of the model, which means that these independent variables (pressure and CO₂ flow) could be used to determine the yield of RT at SC-CO₂ extraction.

Despite the fact that the duration of extraction increases the yield of RT, it leads to a rise in the cost of such an operation and thus, a suitable time could be established based on the results of this study.

The effect of temperature on SC-CO₂ extraction was observed through two possible effects on PT-extraction, although, as indicated by statistical analyzes, the effect of temperature on the yield of RT was insignificant. Knowing that SCFE is also designated as a "destruction" process, which means a combination of extraction and distillation, it is obvious that high pressure of SC-CO₂ was not favorable for extraction (high density), while high temperature increases the vapor pressure of various compounds. However, according to the molecular weight of RT, as well as other compounds that could be extracted from mulberry, a very slight effect of temperature on the yield of RT by extraction could be expected. Specifically, RT apparently has a low vapor pressure at the temperatures used in this study (30-50°C) and the RSM analysis has proved that the temperature (as the encoded value of x_2) is an almost insignificant parameter that determines the yield of RT (GFR) by extraction (equation 1). Moreover, increasing the temperature at constant pressure leads to a decrease in the density of CO₂ and thus reduces the strength of the

solvent. Thus, the increase in the yield of RT with increasing temperature is also analyzed, but no noticeable effect is detected.

Bearing in mind that the more important independent changes with significant values and impact on the output of the RT are the pressure and flow rate of SC-CO₂, the following and simplified equation could be used to calculate the release of RT from mulberry:

$$\gamma = 0,70 + 0,32x_1 + 0,073x_3 - 0,22x_1^2 - 0,064x_3^2$$

These equations can be used to yield (γ) RT at pressures from 16.9 to 32.2 MPa (coded value x_1 from -1.662 to +1.668) and for SC-CO₂ flow from 11.08 to 28.84 (also used as x_2 coded value from -1.688 to +1.668).

Comparison of the extracted amount of RT calculated using equations (2) and (3) and experimentally found values showed only a small difference in the correlation coefficient between the calculated and experimentally determined values of γ ($r = 0.987$ and using equation (2), $r = 0.989$) to show the results of the RSM-CCRD analysis [8,9].

RESULTS AND ITS DISCUSSION

It was shown that the amount of extract that could be obtained from mulberry varies from 0,52 to 1,6%. These results can be compared with those published data, where the extraction was combined with microwave treatment and they amounted to 8.7% -16.8%. Some other literature data refer to SC-CO₂ extraction [4]. However, these authors use the term defined as the ratio of SC-CO₂ output to that which occurs in classical extraction methods. They found that SC-CO₂ extraction yields of 20-85%, while in the classical method the yield fluctuates between 11- 43%.

According to the RSM analysis, the optimal conditions for the maximum yield of RT (0,52 mg RT / gdm) are 15.8 MPa, 30.5 ° C and 20.08 gCO₂ / gdm. (The amount of CO₂ used or for 150 minutes of extraction). The CO₂ density calculated for the optimum pressure and temperature values is 725 kg / m³, which was also found as a result of a preliminary correlation analysis between the yield of RT and the density of CO₂. As shown in the literature, the optimum conditions for SC-CO₂ extraction are 15.8 MPa, 30.5 ° C and 129.8 min [4,5], which are quite close to the optimum conditions found by us.

The results of SC-CO₂ optimization carried out in this study as well as those available in the literature for various plants have proved that the extraction temperature has little or no influence on the extraction (yield) of RT. It is also important to note that this study for the first time provides data on SC-CO₂ extraction of RT from mulberry berries.

CONCLUSION

In this study, RSM in combination with CCRD is adequately used to describe and predict the yield of RT under different conditions of SC-CO₂ extraction. It is established that the yield of RT is mainly dependent on the pressure and amount of SC-CO₂ used for extraction. It turned out that there is a significant dependence on the linear and quadratic terms for the relationship between the yield of RT and these parameters. There was no significant interaction between the three parameters of the process (pressure, temperature, and amount of SC-CO₂). The optimal conditions were determined: 15.8 KPa, 30.5 °C and 20.08 g CO₂ / gdm. Consumption of CO₂ for extraction of RT from berries of mulberry, using SC-CO₂; The maximum yield of RT was 0,052 mg from 1 g of dry material (about 0.5% of the total extract) can be carried out under certain

optimum extraction conditions; it will be possible to obtain the maximum yield of RT at a density of SC-CO₂ equal to approximately 725 kg / m³.

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DOI: **10.5958/2249-7137.2021.00781.3**

SUSTAINABLE MANAGEMENT AND EFFICIENT USE OF WATER RESOURCES IN THE CONDITIONS OF ECONOMIC MODERNIZATION

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ABSTRACT

This article presents the problems in water resources management and offers and recommendations for overcoming them, and the acuteness of the problem of water resources in Central Asia is aimed at preventing the crisis associated with the growing shortage of water in the countries of the region. Ensuring sustainable management and efficient use of water resources in the context of modernization of the economy is becoming one of the key issues in the sustainable economic development of all regions and countries in the world.

KEYWORDS: *Water resources management, Water resources quantity management, Water resources quality management, Water resources management in the broadest sense, Water resources management in the narrowest sense.*

INTRODUCTION

Ensuring sustainable management and efficient use of water resources in the context of modernization of the economy is becoming one of the key issues in the sustainable economic development of all regions and countries in the world.

This issue is especially relevant in the context of new economic, social, political and environmental realities in the Central Asian region, where water resources are limited, the economy and population are growing rapidly, and the effects of climate change are increasingly

felt. Improving the efficiency of the use of limited water resources while ensuring the sustainability of both economic and environmental requirements is a pressing issue of our time;

Introduction of the principles of integrated water resources management in the Concept of Water Resources Development of the Republic of Uzbekistan for 2020-2030, guaranteed water supply to the population, sustainable water supply to the economy, improving water quality and maintaining the ecological balance; The development of interstate relations on the use of trans boundary water resources, the development and promotion of mutually acceptable mechanisms for joint management of water resources and programs for the efficient use of water, ensuring a balance between the interests of Central Asian countries were highlighted as priorities.

The main direction of increasing the efficiency of water use is the sustainable management of water resources and water demand, the reduction of inefficient water consumption by the participants of the water sector, i.e. sectors of the economy.

The second direction in this regard is to eliminate large water losses at all stages of water use. Today, the situation of water loss occurs in the systems of all participants of the water management complex. The need for water resources management is determined by the following circumstances:

- Limited and uneven distribution of available water resources;
- Sharp increase in demand for water;
- Variability of the amount of water resources over time, depending on the conditions and sources of their formation, and the magnitude of the amplitude of change;
- Increased pollution of water resources under the influence of natural and anthropogenic factors;
- Negative impact of water bodies on nature and economic objects (floods, floods, etc).

MATERIALS AND METHODS

Comparative and comparative analysis, complex assessment methods were used in the study of the problem.

RESULT AND DISCUSSION

Under the concept of water resources management, redistribution of water resources by time and region, ensuring environmental sustainability taking into account the requirements of environmental sustainability and optimally meeting the water resources requirements of the economy, where water resources are needed, in the required quantity and quality timely delivery is understood.

In short, water management can be interpreted as the process of natural distribution of water resources in time and space, as well as the process of adapting the regime of quality indicators to the needs of consumers.

Often we come across the simple notion that water resources management is about delivering water to the right point at the right time and in the right amount.

However, given the current trends in the world due to natural and anthropogenic, external and internal factors in the formation of water resources and their demand, water management is a more complex process today.

Thus, "water resources management" - must meet the needs of nature and society for the required quality and quantity of water on a regular basis, for all time periods (operational, annual, perennial and long-term). In other words, water resources management is about ensuring a constant balance between water resources and water demand.

Economic, political, social and environmental requirements for water in sustainable water management, prior declarations in management and strict management procedures play a major role in expansion.

In general, all water management efforts should be coordinated at the national level and at the basin level within all hydrographic units.

A similar system exists in Spain (since 1926), France, the Netherlands, and a number of other developed countries around the world. Such a system has existed since 1926 in the Zarafshan River basin in Central Asia. However, in the recent past, this system was changed and eventually transformed into an administrative-territorial system. In recent years, the countries of the region have been gradually moving to the hydrographic basin principle, and the Resolution of the Cabinet of Ministers of Uzbekistan dated July 21, 2003 No. 320 "On improving the organization of water management" was approved.

According to this decision, 10 irrigation system basin departments and one central dispatch center have been established in the country.

Millions of consumers use water resources for their various needs at the same time. In the use of various beneficial properties and properties of water, there are conflicts not only between the ecological needs of human society for economic and environmental sustainability, but also between the interests of individual consumers and even countries.

Conflicts can occur in terms of quantity, quality or mode of water (time and duration of availability of water in the required quantity and in the required quality indicators).

History has witnessed many such contradictions. The need for water varies depending on the population density and the amount of costs required obtaining this water. The need for water is different from the demand for water. The demand for water is fixed and does not change and does not depend on the available quantity and price of water. For example, the amount of water required for plants is usually directly related to the amount of water needed for the plants to survive.

Water needs can vary depending on a number of socio-economic factors, such as the prevailing legal system, institutional constraints, customs and traditions, religion, economic and financial preferences in any country. Climate is another factor that affects the need for water. For example, arid zones require more water than zones with high humidity. Finally, water quality also affects the need for water. Water containing large amounts of salt is not used for domestic or agricultural purposes.

Characteristics such as soil density, structure, water permeability, fertility, mineralization, drainage, and topography also affect the amount of water required for irrigation purposes. Water resources have a direct impact on economic development and environmental sustainability.

Three factors help to ensure that the amount of water available is sufficient to meet the future needs that will be available to it. These are that water use can be improved by reducing its losses, secondly, the redistribution of water and finally the creation and opening of new water projects, new water sources should contribute to the fair distribution of water and economic development.

The purpose of water resources management is to achieve a constant balance of available water resources and the requirements of society, nature in terms of volume, quality and time.

Water resources management - includes a wide range of political, legal, socio-economic, technical, technological and other functions related to ensuring the distribution of water in a broad sense, ie the concepts of water authority (management, decision-making) and water resources management (in the narrow sense) takes

It is at the stage of water power management that the active democratic participation of various participants in the water management complex is ensured and the stability of the decisions taken is ensured.

In the second stage, ie at the stage of water resources management (in the narrow sense), the decisions made will be implemented. Thus, water resources management (in the broadest sense) consists of two stages, namely, the process that includes water authority (first stage) and water resources management (in the narrow sense - the second stage).

Water resources management is an activity that includes the planning and implementation of technical, technological, financial and organizational measures aimed at the distribution of water resources in a narrow sense and the maintenance of the working condition of water management systems. It is also seen as a synonym for the word 'exploitation'.

Water resources management is carried out in two directions:

- Water resources management;
- Water quality management.

When managing the amount of water resources, it is necessary to take into account the average size of the circle and dimensions set by consumers, as well as to study the characteristics of each consumer, based on the need to conduct this or that event.

When managing the quality of water resources, it is necessary to rely on consumer requirements. In practice, different consumers set established requirements for water quality that must be met.

There are simple and complex forms of water resources management. Simple management means management in which water resources are delivered to the consumer without redistribution over time by water facilities and technical means in terms of quality and quantity, or use special beneficial properties and characteristics of the water body along the way.

Simple quality management of water resources is a management in which water, before consumption, is cooled, decontaminated for sedimentation, suspended particles and floating substances, and then delivered to the consumer through various facilities.

Underlying the concept of sophisticated management lays the management that requires the preparation of water resources before they are delivered to the consumer. With the help of facilities (reservoirs, underground tanks) water resources are redistributed over time and delivered to the consumer by various facilities and technical means (canals, trays, etc.) only after the regime of changes in water quantity and quality is subordinated to the water consumption schedule.

In the complex management of water quality, complex measures are taken, such as special methods of improving water quality: removal of excess salt and gases from water; water softening, demineralization, fluoridation, manganese extraction, silicic acid extraction; addition of certain salts (fluorine, etc.) to water in order to improve the organoleptic properties of water or to increase the trace elements in it.

Water resources, including surface water - can and should be managed by building reservoirs and canals, diverting flow to other areas and other methods, as well as groundwater - using groundwater tanks. There is also a great deal of experience in the management of atmospheric precipitation in world practice.

The severity of the water resource problem in Central Asia is aimed at preventing the crisis associated with the growing water scarcity by the countries of the region.

Fair and sustainable water use management requires a strategic approach. Water is a common resource in Central Asia. Irrigation infrastructure in the irrigation, hydropower, water supply and sanitation sectors will change depending on specific policies in the areas of institutional, financial and management systems of water use.

Unappreciated water resources are often uncertainly distributed, inefficiently managed, and lost. An unjustified program of capital investment and irrational management of the sector can lead to disproportionate use of scarce resources.

One-sided views on water resources at the national and sectoral levels and the growing scarcity of water resources are increasingly complex challenges today. In particular, social and political disputes are a problem that poses economic challenges for countries located in different parts of the river basins. All Central Asian states have common water management problems, including:

- Lack of legal and managerial norms, as well as institutions that are economical, socially oriented and have a sustainable approach to environmental protection and are able to manage water resources sustainably;
- Insufficient participation of real participants of water use in the process and responsibility of water resources management;
- Deterioration of the water system, low operational efficiency, rapid increase in infrastructure and water distribution costs due to the fact that a large part of the infrastructure has reached its economic and spiritual obsolescence;
- Cases of disproportionate management of water resources leading to losses and water shortages;
- Interstate and intersect oral conflicts in the lower and upper reaches of rivers;

- Uncertainties in water resources data (meteorology, groundwater reserves, hydrological forecasting).

CONCLUSION

In order to address the above problems, the concept of development of water resources of the Republic of Uzbekistan for 2020-2030 has been developed in our country.

This concept envisages sustainable water supply of the population and all sectors of the economy in the Republic of Uzbekistan in 2020-2030, improvement of reclamation of irrigated lands, widespread introduction of market principles and mechanisms and digital technologies in water management, ensuring reliable operation of water facilities and land and water resources. The following main tasks have been identified in order to increase:

Improving the system of forecasting, accounting and database formation of water resources and ensuring transparency;

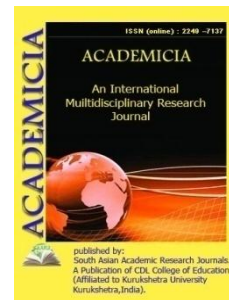
- Modernization and development of water facilities (except for drinking and sewage systems), automation of management of large water facilities on the basis of digital technologies, widespread introduction of modern technologies that save electricity and other resources, attract foreign investment and targeted and ensure efficient use;
- Ensuring the safety and reliable operation of reservoirs, flood reservoirs and other water facilities;
- Improvement of water resources management system, introduction of “Smart Water” and similar digital technologies in water use and water consumption accounting;
- Further expansion and encouragement by the state of the introduction of water-saving irrigation technologies in the cultivation of agricultural crops, attraction of foreign investments and grants in this area;
- Improving the reclamation and sustainability of irrigated lands, helping to increase soil fertility, reducing soil salinity and applying effective technologies to prevent it;
- Introduction of the principles of market economy in water management, including the system of gradual reimbursement of part of the cost of water supply by water consumers, timely and quality repair of water facilities, the introduction of digital technologies and effective management;
- Introduction of public-private partnership and outsourcing in water management, allocation of separate water facilities for use by farmers, clusters and other organizations, and directing the saved funds to the modernization of water facilities and remuneration and incentives for staff;
- Introduction of the principles of integrated water resources management, guaranteed water supply to the population, sustainable supply of water to the economy, improving water quality and maintaining the ecological balance of the environment;
- Development of interstate relations on the use of transboundary water resources, development and promotion of mutually acceptable mechanisms for joint management of

water resources and programs for the efficient use of water, ensuring a balance between the interests of Central Asian countries;

- Training of qualified personnel for the water sector, improvement of the system of staff training, development of cooperation between education, science and industry, as well as the introduction of scientific achievements and know-how into production;

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DOI: **10.5958/2249-7137.2021.00783.7**

MODERN DIAGNOSIS AND TREATMENT OF ALLERGIC RHINITIS IN CHILDREN

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ABSTRACT

Subcutaneous (SCIT) and sublingual (SLIT) immunotherapy methods are more commonly used to deliver the allergen to the patient. Both methods are able to alter the natural course of the disease and prevent the emergence of new sensitivities [6]. The use of ASIT leads to a reduction in the symptoms of the disease, a decrease in the need for treatment, and in addition has a long-term clinical effect by preventing the development of allergies and its symptoms. Treatment affects the underlying immunological mechanisms responsible for the development of clinical symptoms.

KEYWORDS: Allergic rhinitis, Pediatric, Immunotherapy, Unsatisfactory.

INTRODUCTION

ACADEMICIA: An International Multidisciplinary Research Journal
<https://saarj.com>

Among the current issues of modern allergology, the problem of allergic rhinitis (AR) in children occupies a special place [2, 4, and 5]. Allergic rhinitis is one of the most common allergic diseases in childhood [1, 3]. This disease is a worldwide problem because it has a high specific gravity (60–70%) in the composition of allergic pathology and is common in the pediatric population (10–15%), emphasizing its importance [6].

Given the impossibility of eradicating an allergen of significant importance and the short-term effects of pharmacotherapeutic effects, allergen-specific immunotherapy (ASIT) is the most effective treatment for AR and is important [1].

Subcutaneous (SCIT) and sublingual (SLIT) immunotherapy methods are more commonly used to deliver the allergen to the patient. Both methods are able to alter the natural course of the disease and prevent the emergence of new sensitivities [6]. The use of ASIT leads to a reduction in the symptoms of the disease, a decrease in the need for treatment, and in addition have a long-term clinical effect by preventing the development of allergies and its symptoms. Treatment affects the underlying immunological mechanisms responsible for the development of clinical symptoms.

MATERIALS AND RESEARCH METHODS

The study was conducted in the pediatric allergology department of the Tashkent Medical Academy Multidisciplinary Clinic and examined 79 sick children with a diagnosis of AR. The age of the patients diagnosed with allergic rhinitis was 6 to 12 years, and the mean age of the patients was 9.1 ± 0.31 .

All patients were interviewed prior to admission to the clinic to diagnose or confirm “Allergic Rhinitis”. The survey was developed and adapted by the international ARIA program. The questionnaire consists of 2 main questions and 10 sub-items. Small items have “yes” or “no” answers.

The diagnosis was made according to the international classification of ARIA. During the study, all 40 patients were diagnosed with AR interstitial course and 39 patients were diagnosed with AR persistent. The skin irritation method was tested in all patients, where sensitivity to different groups of allergens was determined. ASIT was performed in 35 patients with hypersensitivity: SCIT in 40 patients with AR for 3 years and SLIT in 16 patients. The effectiveness of allergen-specific immunotherapy was evaluated on a 4-point scale:

"4 points" - a very good result (complete absence of symptoms after a course of treatment);

"3 points" - a good result (significantly improves nasal breathing, restores olfactory function, rhinorrhea and sneezing are only in great contact with allergens);

"2 points" - a satisfactory result (the main symptoms are less noticeable than before treatment, the need for drug treatment is reduced);

"1 point" - unsatisfactory result (no effect from treatment).

The data obtained were processed using the SPSS statistical software.

RESULTS AND DISCUSSIONS

According to the results of Key Question 1, the following questions were answered during a survey of 79 patients. Aqueous discharge from the nose was detected in 40 patients (100%), and in 20 children (17.8%) - a small amount of mucous discharge. Sneezing and nasal congestion were observed in all children in the study (100%). Difficulty breathing through the nose was observed from mild to non-nasal breathing at all. Itching of the nose was confirmed by all patients, persistent itching was noted in 32 patients (28.5%), moderate itching - in 45 patients (40%).

In answering question 2, all patients denied unilateral nasal symptoms, and nasal congestion was observed without other symptoms, confirming the presence of an allergic process. Thick discharge from the nose to the throat was observed in 16 (20.3%) patients and mucosal-purulent discharge in 7 (8.8%) patients, indicating the presence of other otolaryngological pathology. Recurrent nosebleeds, watery rhinorrhea, and forced nasal congestion occur in 45 (40%) patients. In 70 patients (88.3%), odor insensitivity was identified as an additional symptom of AR.

Thus, the survey identified allergic rhinitis in all children, as well as pathology of the otolaryngological organs, which required further detailed definitive diagnosis.

Next, we analyzed the age at which the first symptoms of AR were observed. The first symptoms of AR were recorded at 5.9 years of age. The mean age for referral to AR and clinical diagnosis was 9.1 years. It should be noted that 3 years elapsed from the onset of the average AR symptoms until diagnosis. The non-parametric analysis method identified the formation and late diagnosis in 74 patients (95.5%) and noted timely referral in 5 (4.5%) patients. Thus, the above study confirmed global data on delayed referral to specialists. The distribution according to the severity of patients with AR showed the following: in patients with intermittent AR, the severity was observed in 32.5% (13), moderate (42.5% (17) and mild - 25% (10) cases.

Mild persistent AR was not observed, the mean level was recorded in 22 patients (43.6%), and the severe level was recorded in 17 patients (43.6%), $r < 0.05$. It should be noted that children with a mild level of AR are excluded from the scope of medical examination, parents do not correctly interpret the symptoms of AR in children, and only consult a doctor when the level of AR worsens.

In group 1 patients with intermittent AR, an exacerbation of the disease was observed mainly from June to mid-July. In the group of pollen allergens, sensitivity to cereals was most often detected - in 40 (74.1%) patients. Sensitivity to weeds from the group of pollen allergens was observed mainly in wormwood pollen - 35 (54.9%), sensitivity to tree dust - 7 (13%) and poplar in 5 (11.1%) patients. Epidermal sensitivity was noted in 3 individuals (7.5%). Children in the examined patient group were found to be hypersensitive to household products.

Patients in group 2 with persistent AR showed high sensitivity to pollen and household allergens. Skin sensitivity to weed allergy was predominant in 56 (96.6%) patients. In 49 patients (84.5%), sensitivity to grass and cereal dust was found to be unusual. Among pollen allergens, sensitivity to tree dust was lowest in 6 patients (10.3%). Sensitivity of the skin to household allergens was detected in almost half of patients with persistent AR - 25 (43.1%). The following were identified from the spectrum of aeroallergens: *Dermatophagoideus farinae* - 13 (22.4%), *Dermatophagoideus pteronissinus* - 16 (27.5%), library dust - 6 (10.4%) patients. Epidermal allergens were also identified: dog hair - 3 (5.1%), cat hair - 8 (13.8%) and pillow feathers - were observed in 10 patients (17.2%) who were in constant contact with the allergen.

In this study, patients underwent ASIT based on data obtained after skin scar analysis. Subcutaneous immunotherapy was performed in 19 patients from group 1 (47.5%) and 21 patients from group 2 (52.5%) with intermittent AR in 40 patients. After 1 course of subcutaneous immunotherapy, good results were observed in 6 (31.6%) patients with intermittent AR in group 1 and in 5 (23.8%) children with persistent AR in group 2, only during the disease season and in contact with allergens. The result was satisfactory in 10.5% of cases due to the exacerbation of AR symptoms.

Subcutaneous ASIT significantly improves the effectiveness of treatment in both groups of patients, taking into account the dose of allergens delivered each year. In all patients in group 1 with intermittent AR, treatment results were found to be positive (89.5%) within 3 years after receiving ASIT, but were satisfactory in 10.5% because the disease was seasonal and contact with allergens led to an increase in AR symptoms. In 31.6% of cases, the treatment outcome of patients was good, which was explained by significant contact with allergens and cross-sensitization in the use of binding allergens i.e. observation of episodic recurrence of AR symptoms. In 57.9% of patients, very good results were obtained after the completion of the entire course of treatment, in this category of patients neither the use of binding allergens nor significant contact with allergens showed AR symptoms. Positive results were observed in 66.7% of children with persistent AR in group 2 after 3 years of treatment. In this group of patients, good and satisfactory results after treatment were 33.3% and 42.9%, respectively. After 3 courses of ASIT, the efficacy of the subcutaneous treatment method in group 2 with persistent AR was statistically confirmed ($r < 0.05$).

To assess the effectiveness of the received therapy, skin scarification tests were repeated in all groups after ASIT by subcutaneous method, taking into account the sensitization spectrum after 1-2-3 years. In the 1st group of patients with intermittent AR after the course of treatment, a positive trend was observed in 18 (94.7%) children after 1-2-3 years, a strong, direct correlation between treatment efficacy and skin scarification test results was $r = 0.512$. statistically confirmed ($r < 0.05$).

After ASIT treatment in group 2 of children with persistent AR, only after the 2nd and 3rd courses of treatment, positive dynamics was noted in 12 (57.1%) patients, which was confirmed by the results of a skin examination - showed a direct and strong correlation $r = 0.537$, $p < 0.05$.

The sublingual ASIT method was performed in 31 patients with AR. All patients were divided into two groups: 16 (51.6%) children with intermittent AR in group 1, 15 (48.4%) patients with persistent AR in group 2 underwent 3 courses of treatment, and at the end of each course to assess the effectiveness of ASIT skin tests were performed.

After ASIT sublingual treatment, a positive result was observed in 14 (87.5%) patients in group 1 with intermittent AR and in 13 (86.6%) patients in group 2 with persistent AR ($r < 0.05$).

Exacerbation of seasonal AR symptoms was observed only in 4 (25%) children in group 1 with intermittent AR and in 2 patients (13.3%) in 2 groups with AR after 3 courses of sublingual ASIT.

Complete clinical remission of the disease was confirmed with positive dynamics after 2 and 3 courses of ASIT in 100% of patients in group 1 with intermittent AR; a very strong relationship was found $-r = 0.946$, $r < 0.01$. No complete clinical remission of the disease was detected in

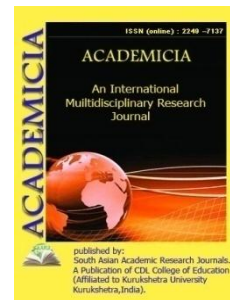
group 2 patients with persistent AR, but a positive trend (partial clinical remission) was observed after ASIT in 11 (73.3%) patients. In this group of patients, disease progression was observed, and during ASIT, patients may not always follow a hypoallergenic regimen and diet, i.e., are more likely to interact with allergens [6].

CONCLUSION

1. It is recommended that the questionnaire proposed by the ARIA program be implemented at the primary care level. It is recommended to use the questionnaire method for pre-clinical diagnosis and diagnosis of otolaryngological pathology in children with suspected AR, as well as AR, and timely consultation with specialists.
2. The data obtained are a priority in the development of a strategy of preventive measures aimed at preventing the development of AR and lead to early detection of AR in children.

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DOI: **10.5958/2249-7137.2021.00784.9**

CHARACTERISTICS AND ECOLOGICAL SIGNIFICANCE OF CRATAEGUS L. PLANTS IN THE CONDITIONS OF KARAKALPAKSTAN

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ABSTRACT

The article provides information on the aim of our work is to study the biological features of the species of the genus hawthorn, in connection with their introduction in the conditions of the Southern Aral Sea region. Introduction of new plant species is an important issue for the Republic of Karakalpakstan, characterized by severe soil and climatic conditions. Hawthorn was first introduced in England in 1750. Already in the XVIII and XIX centuries, hawthorns appeared in Holland, France, Denmark, and Sweden, but only up to 40 species were used in landscaping. In many botanical gardens of the former USSR in the 1930s-1940s, work began on the introduction of hawthorns into culture.

KEYWORDS: Hawthorn, *Crataegus L.*, introduction, flowers bloom, vitamins, flora, Botanical Gardens, Southern Aral Sea region.

INTRODUCTION

The generic name of the hawthorn *Crataegus* comes from the Greek word «cratanos», meaning strong, sturdy. This name was given to hawthorn for its outstanding durability (up to 400 years), resistance to adverse conditions, and for its strong, solid wood. Sharp thorns - that is what people noticed when they first met this plant [2, p. 272].

Hawthorn was first introduced in England in 1750. Already in the XVIII and XIX centuries, hawthorns appeared in Holland, France, Denmark, and Sweden, but only up to 40 species were used in landscaping. In many botanical gardens of the former USSR in the 1930s-1940s, work began on the introduction of hawthorns into culture [1, p. 222].

A number of research papers are dedicated to the study of hawthorn. A. Raeder points out that more than 1000 species of hawthorn naturally grow in North America. According to the scientist, the genus has 1250 species worldwide, of which 1125 species grow in America [8, p. 514-577].

In the Botanical Gardens of Central Asia, work on the introduction began in the post-war years. In Central Asia, the introduction and study of the biology and ecology of hawthorn was first carried out in the central botanical garden of the Republic of Turkmenistan [10, p.10-15].

Especially widely in Central Asia, work was carried out in Uzbekistan, the collection of hawthorns was considered the largest in the post - war years, it numbered 120-130 species [1, p.222].

The introduction of new plant species is an important issue for the Republic of Karakalpakstan, characterized by severe soil and climatic conditions.

Taking this into account, along with local breeds, it is necessary and possible to introduce new breeds from the flora of other zones in order to create a rich and diverse planting material of fast-growing, long-lasting ornamental trees and shrubs for the early implementation of landscaping in the populated areas of the Republic of Karakalpakstan.

Among the many plants introduced by the Karakalpak branch of Academies of sciences of Republic of Uzbekistan of Botanical Garden, species of the hawthorn genus *Crataegus* L. from the Rosaceae family are of great interest.

Plants of the genus Hawthorn (*Crataegus* L.) according to the traditional classification and the structure of the flower and fruit belong to the family of Rosaceae (*Rosaceae* Juss.), the subfamily of Apple trees (*Maloideae*) [11, p.611]. The scientific name of the genus comes from the Greek words *crata* (strong, strong) and *agein* (lead, act).

Hawthorn - *Crataegus* L. belongs to the Rosaceae family. These are trees or large shrubs, in the best growing conditions it reaches a height of 10-15 m, most species have a height of 5-8 m. The maximum trunk diameter of 40-50 cm is noted in some species of American hawthorns. Deciduous, rarely semi-evergreen trees 3-5 m., sometimes up to 10-12 m in height, often multi-stemmed or growing or fractured, in some species exfoliating with small plates [5, pp. 57-62,].

The flowers bloom in spring or early summer later than the leaves – a period when the latter have not yet reached normal size; protogenic, honey-bearing, but have an unpleasant smell and are pollinated mainly by various flies, as well as beetles and bees; at the end of flowering, when the stamens are fully developed, self-pollination is also possible [8, p.514-577]. Inflorescences are

corymbose or umbellate, in a few species the flowers are single or two or three, a corolla of five petals, columns from one to five, stamens from 5 to 20, their color is diverse. The fruits are apple-shaped, spherical, ellipsoidal or pear-shaped, yellow-orange, red or black [3, p. 154-155].

Many species of the genus of hawthorns, for example, Altai hawthorn – *Crataegus altaica*, blood-red hawthorn – *C. sanguinea*, Almaati hawthorn – *C. almaatensis*, Songarsk hawthorn – *C. songarica*, Korolkov's hawthorn – *C. korolkovii* – ornamental, fruit, medicinal, vitamin plants, at the same time they are resistant to adverse conditions of our republic, well tolerate salinity and dryness of the soil. All species can tolerate shading, but in open areas they develop well and bloom profusely.

PURPOSE AND OBJECTIVES OF THE STUDY

The aim of our work is to study the biological features of the species of the genus hawthorn, in connection with their introduction in the conditions of the Southern Aral Sea region. Introduction of new plant species is an important issue for the Republic of Karakalpakstan, characterized by severe soil and climatic conditions.

Taking this into account, along with local breeds, it is possible and necessary to introduce new breeds from the flora of other zones in order to create a rich and diverse planting material of fast-growing, long-lasting ornamental trees and shrubs for the early implementation of landscaping in populated areas of the Republic of Karakalpakstan.

In the conditions of the city of Nukus, in 1989, several scientists studied the appearance of vegetative and reproductive organs on the buds of some species of the genus hawthorn [5, p. 57-62, 4, p. 145-147].

RESULTS AND DISCUSSION

In the Botanical Garden of Karakalpak branch of Academies of sciences of Republic of Uzbekistan, it grows from March 25 to October 30. The growth of shoots is observed from April 9 to May 20, with an annual increase of more than 25 cm. In the conditions of the garden, the pinnately cut hawthorn grows well, does not suffer from dry air, it is quite winter and frost-resistant. It is of great interest as an ornamental plant. Suitable for creating hedges. Because of beautiful flowers, it is bred in gardens and streets for decorative purposes. It grows in a variety of soil and climatic conditions, both in mountainous areas and on plains with forest and steppe vegetation, and has very broad adaptive properties, which greatly facilitates its introduction in new conditions.

Introduced hawthorn species in the conditions of Karakalpakstan grow intensively in April-May, when the relative humidity is quite high and the temperature is relatively low. During these months, most hawthorn species show the greatest growth compared to other months. During this period, plants are provided with up to 80-90%, and in some cases the entire annual growth. The nature of the growth varies within a single plant and depends on their position on the shoot, age status, environmental conditions (light intensity, temperature, relative humidity of the air and soil).

Hawthorn is especially valued for its fruits. The fruits of many species are large, fleshy and edible. Fresh hawthorn berries can be eaten, used for making jam, marmalade, jelly [4, p. 8-10; 9, p. 25; 6, p. 145-147; 12, p. 860-863].

Ripe fruits in fresh form are soft, mealy and delicious, with little medicinal value inferior to rosehip. The sugar content ranges from 4 to 11 %, it mainly consists of fructose, so that they can be consumed in diabetes, as well as a complex of biologically active compounds — tri terpenic acids (oleic, ursolic and krategic), choline and acetylcholine, quercetin, tannins, phyto sterols, tartaric and citric acid, vitamins A, C, P. The acid content is small and ranges from 0.26 to 0.93%. The vitamin content reaches: vitamin C-31-108 mg/% (in American species up to 257.3 mg/%), vitamin P-330-680 mg/%, carotene 2-4 mg/% (in American species up to 75 mg/%). Fruits contain quite a lot of pectin, which not only forms jelly during processing, but also removes heavy metal salts and other harmful compounds from the body [7, p.287].

The use of hawthorn in medicine has been known for a very long time. Dioscorides wrote about this plant: "It is a tree covered with thorns... It has small fruits, similar to apples, but smaller. They are red, sweet, and each fruit has three grains." Later Avicenna wrote: "The fruit of this tree is round and edible, tart to the taste. Hawthorn binds more strongly than rowan, suppressing bile and locking up the flow more strongly than any other fruit" [2, p. 272].

In ethno science, hawthorn was used for palpitations, insomnia. The fruits were widely eaten fresh, as well as in the form of flour made from dried ground fruits. Sweetbread was baked from this flour. Hawthorns are great honey plants. Honey collected from their flowers is famous for its wonderful aroma and healing properties.

The hawthorn tree serves to protect nature, protects the soil from wind and water erosion. In the practice of green construction, for landscaping squares, parks, alleys, hawthorns are planted both in groups and alone. They make very beautiful hedges.

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DOI: **10.5958/2249-7137.2021.00785.0**

THE FISH FAUNA OF RICE FIELDS AND RESERVOIRS OF SOUTHERN ARAL SEA REGION

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ABSTRACT

The article deals with the issues of the species structure of fish living in rice fields and their formation, the intensification of fish farming in the modern conditions of the water regime in the southern Aral Sea, the rational use of young fish in rice fields for further breeding.

KEYWORDS: *Fish Fauna, Fish, Southern Aral Sea Region, Rice Fields, Reservoir, Rational Use.*

INTRODUCTION

Currently, rice fields with internal irrigation channels, collector and drainage systems in the southern Aral Sea region occupy a huge water mirror, and it has a great impact on both the life and distribution of fish. In this regard, the problem of rational use of these valuable fish is very important. Therefore, it is necessary to use different types of reservoirs of the agricultural zone of the Republic for fish farming with the greatest efficiency. Fish enter rice systems annually during the irrigation period from the Amu Darya riverbed (including the Karakum canal systems) and the fish fauna of rice, collector and drainage systems of the lower reaches of the Amu Darya is formed by these. In our discharges of rice systems, almost all the main commercial fish species that live in the Amu Darya riverbed, the Karakum canal and their reservoirs (Tuyamuyun, Kurtlin, Kopetdag, and Sauskhan) are noted [1, 1218-1221; 2, pp. 227-229; 6, pp. 75-76].

Material and methodology

Materials were collected from rice fields and reservoirs during the summer periods of 2017-2020. The fishing gear is a 15.0 m long fry drag with a cell size of 0.2 mm, a 20.0-meter long dragnet (2.0 m high, 1.5 m long ball bag, 0.6 mm cell size) sheathed with gauze inside. The captured young fish were fixed with 4-6% formalin solution, then the species composition was measured, weighed and determined in the laboratory. [3, pp. 107.]

Purpose and objectives of the study

The aim of the study is to determine the species composition of fish and to develop ways of rational use of bio resources in the southern Aral Sea region. They can serve for the development of fisheries in these reservoirs, along with local farms to provide the population with fresh fish products and preserve them in changing habitat conditions.

RESULTS AND DISCUSSION

The rice fields and the KS-1 reservoir are home to 19 species belonging to seven families. Of these, 9 species are representatives of native fish fauna, 10 species are acclimatizers. The largest number of species, as in natural reservoirs, belong to the cyprinidae family (13 species, *Rutilus rutilus aralensis* Berg, *Aspius aspius iblioides* Kessler, *Ctenopharingodon idella* (Valenciennes), *Pseudorasbora parva* (Temminik & Schlegel), *Chalcalburnus chalcoides aralensis* Berg, *Alburnoides taenitus* Kessler, *Abramis brama orientalis* Berg, *Parabramis pekinensis* (Basilewsky), *Hemiculter leucisculus* (Basilewsky), *Carassius auratus gibelio* (Bloch.), *Cyprinus carpio* Linnaeus, *Hypophthalmichthys molitrix* (Valenciennes), *Aristichthys nobilis* (Richardson.), and the rest of the family – Siluridae, Ophiocephalidae, Percidae, Adrianichthyidae, Poeciliidae, Gobiidae contain only one species (Table 1).

TABLE – 1 SPECIES COMPOSITION OF FISH IN RICE FIELDS AND RESERVOIRS IN THE SOUTHERN ARAL SEA REGION

Fish species and families	KS-1 Reservoir	Rice fields	Aboriginal	Imported
CYPRINIDAE				
<i>Rutilus rutilus aralensis</i> Berg	+	+	+	-
<i>Aspius aspius iblioides</i> Kessler	+	-	+	-
<i>Ctenofaringodon idella</i> (Valenciennes)	+	+	-	+
<i>Pseudorasbora parva</i> (Temminik & Schlegel)	+	+	-	+
<i>Chalcalburnus chalcoides aralensis</i> Berg	+	-	+	-
<i>Alburnoides taenitus</i> Kessler	+	+	+	-
<i>Abramis brama orientalis</i> Berg	+	+	+	-
<i>Parabramis pekinensis</i> (Basilewsky)	+	+	-	+
<i>Hemiculter leuciscus</i> (Basilewsky)	+	-	-	+
<i>Carassius auratus gibelio</i> (Bloch.)	+	+	+	-
<i>Cyprinus carpio</i> Linnaeus	+	+	+	-
<i>Hypophthalmichthys molitrix</i> (Valenciennes)	+	+	-	+
<i>Aristichthys nobilis</i> (Richardson.)	+	+	-	+
SILURIDAE				
<i>Siluris glanis</i> Linnaeus	+	+	+	-
OPHIOCEPHALIDAE				
<i>Ophiocephalus argus warpachowskii</i> Berg	+	+	-	+
PERCIDAE				
<i>Stizostedion lucioperca</i> Linnaeus	+	-	+	-
ADRIANICHTHYIDAE				
<i>Oryzias latipes</i> (Temminik & Schlegel)	+	-	-	+
POECILIIDAE				
<i>Gambusia affinis</i> (Baird & Girard.)	+	-	-	+
GOBIIDAE				
<i>Rhinogobius similis</i> Berg	+	+	-	+

The data about the fish fauna of rice fields and reservoirs given below is mainly related to the Kizketken canal, feeding from the Amu Darya river, often rolling larvae from the Tuyamuyun reservoir end up in irrigation channels.

In rice fields, there are mainly larvae, fingerlings and yearlings, and even mature ones are also found in reservoirs, and they are unevenly distributed in terms of species and quantitative composition.

The most numerous species both in the reservoir and in the rice fields is the white silver carp and it makes up more than 60% of the total catch. The abundance of white carp in rice and collector-drainage systems persists until the end of the growing season. The size of fingerlings in rice fields by the end of the growing season ranged from 6.5 to 9 cm, and in the KS-1 reservoir near checks ranged from 7.8 to 47 cm. In deep water places far from the checks there are large sizes of white carp (from 20 to 70cm). It should be noted that in the rice fields, as a rule, there are more flickering white young silver carp than in the main reservoir.

This is probably due to the fact that the larger young white carp, getting to the rice fields, still comes out when discharged to the collector, while the younger part of the population, which does not have the strength to overcome the obstacles encountered in significant numbers, remains in the fields until the end of the growing season.

During the water discharge from the fields, some numbers of young fish go out into the discharge channels and fall into the main collectors, and in the main collectors the depth reaches 1.5-2 m and in such places they winter until the next year, when all the checks after the growing season dry out. The white amur in the rice fields of the lower reaches of the Amu Darya river was 18.6%, and this is the second largest indicator after the white carp. The size of the white amur caught in rice fields ranged from 7 to 10.1 cm, and in the collector of the KS-1 near the checks ranged from 12.8 to 40.1 cm. In deep-water areas, there are large sizes, both white carp and white amur. Crucian carp in rice fields and reservoirs is one of the most common species. In our catches, they occupy the third place in number, and make up 15% of the total catch. The size of crucian carp in rice fields ranged from 5 to 13.1 cm. At the end of the growing season, compared to the total catch in July, there is a slight increase in the number of crucian carp in rice fields, apparently due to its ecological plasticity. The size of common carp in rice fields and reservoirs ranged from 6 to 30.6 cm. in terms of the number of total catch, they occupy the fourth place, and is about 10%. At the beginning of the growing season, feeding on rice fields, without leaving the outlet furrows, they are kept in the checks themselves. At the end of the growing season, when water is discharged from the checks, young carp gradually leaves them in the outlet furrows, through it to the collector, and most of them remain in the rice fields. Roach, amur bream, eastern bream and gobies are less numerous than the above-mentioned representatives of rice fields and reservoirs, but they are common. In the rice fields fastfish, asp, amur chebachok, catfish, bighead carp and snakehead are found in single copies. Other types of chalcid, hemiculter, pike perch, mosquito fish, and copper fish in rice fields are not noted, and in the KS-1 all collector other 19 species are found everywhere. When compare these data obtained with the literature, about the stingray of young fish and larvae in irrigation channels, you can see a sharp change in the species composition and quantitative ratio of fish living in rice fields and the KS-1 collector.

In the Amu Darya river, larvae mostly rolled up to 80% of fish representatives of the Aral-Amu Darya fish fauna, while the Amur-Chinese complexes accounted for less than 1% [4, p. 47-57; 5, p.36-41]. Currently, the Amur-Chinese complexes account for up to 60% of the total catch. This indicator is not only typical for rice checks and reservoirs, but can also be seen in the Amu Darya riverbed and irrigation channels [2, p. 227-229]. Thus, the species structure of fish living in irrigation channels, rice fields and reservoirs continues to degrade regarding the whole Republic.

In the Republic of Karakalpakstan, rice checks cover 36,116 ha, and collector and drainage networks cover 20,454.7 km, which allows only 50% of checks and main collectors to grow 100-

150 kg/ha of fish annually. The use of rice checks for fish farming allows to get a double harvest of rice and fish from one area.

Rice checks fully meet the basic requirements for reservoirs that are intended for growing fish. The water temperature in the receipts did not exceed 35⁰. The content of dissolved oxygen throughout the entire period remained within the limits of fisheries standards (6.2 mg / l-10.7 mg/l), the pH of water changed from 6.2-9.3 [1, p.1218-1221].

Checks should be arranged so that the sprinklers and discharges are parallel to the slope. Before filling with water along the perimeter of each check, fish-breeding grooves should be made in which the fish would find shelter in low water, and secondly, during fishing, the grooves will serve to collect fish. Fish collecting ditches, in the third place, will play the role of drainage ditches, contributing to the rapid drainage of checks, which is very important when harvesting rice.

The existing checks and checks currently under construction are not suitable for fish breeding, and therefore every year in rice checks, the young of valuable fish that have been fed die irrevocably at the end of the growing season.

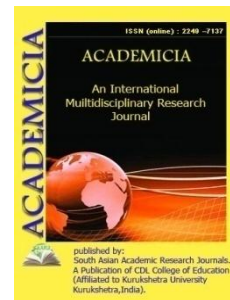
For effective application of the biological method in large permanent reservoirs of the southern Aral Sea region, it is necessary to stock herbivorous fish of two or three years of age, and for small reservoirs, it is necessary to launch fingerlings and yearlings of the white amur and silver carp. Preliminary preparation of an overgrown and silted reservoir, or drains for the application of the biological method, consists in sinking strictly in the center with the obligatory leaving on both sides of the passage a narrow, reed-covered coastal strip of 50-60 cm. With this preparation, almost all categories of reservoirs are made suitable for fish to live in, especially for the white amur fish, which controls the development of aquatic vegetation and provides shelter in low water.

Therefore, in order to make rational use of water resources and resilient young fish in Karakalpakstan, where the pond economy is not widely developed, the potential reserve for obtaining fresh fish or planting material without high costs is rice fields and reservoirs.

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DOI: **10.5958/2249-7137.2021.00786.2**

SALINE SOILS OF ARID TERRITORIES OF THE SOUTHERN ARAL SEA REGION AND METHODS OF STUDY FOR MONITORING

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ABSTRACT

The article deals with the issues of soil salinization in the arid territories of the Southern Aral Sea region. In irrigated soils, there is a fairly even distribution of nitrates along the soil profile. The development of secondary salinization in the region can be considered as one of the existing problems that arose as a result of the widespread development of irrigation, which determined the transfer of automorphic soils. This issue requires some elaboration of new approaches to the development of irrigation in the region.

KEYWORDS: *Southern Aral Sea Region, Soil Salinization, Monitoring, Soil Physical Condition, Irrigation, Fertility.*

INTRODUCTION

Relevance of the topic

Saline soils are an indispensable component of both natural and anthropogenic landscapes of arid territories. Soil salinity is one of the main genetic indicators of arid soils, as well as a property that limits its fertility. The issues of classification, origin and agro melioration of the soils of arid territories cannot be resolved without painstaking research of saline soils, detailed monitoring of their distribution and forecast development. In connection with the growth of anthropogenic pressure, soil degradation is one of the most urgent problems of today that call for an immediate

intercession. Taking into account the actual occurrence and the natural and economic significance of the consequences, soil salinization is considered as one of the most significant types of soil degradation. One of the main environmental problems of the region is secondary salinization of land, which occurs due to increased salinity of groundwater. The Southern Aral Sea region is officially recognized as an ecological disaster zone due to existing environmental problems, such as water scarcity, soil salinization, water pollution, poor supply of high-quality drinking water to the population, degradation of pastures and arable land, and the death of tugai and saxaul forests [4, 6]. The main criterion for assessing the physical condition of the soil is the correspondence of the complex of soil properties to the nature of the functions performed by the soil in a particular landscape. In this context, the most relevant issues are the quantitative assessment of saline soils. This means that, first of all, it is necessary to establish how, and to what extent, the amount of salts affects the performance of the soil of its ecological functions through changes in physical properties.

Salinization of soils leads to the physical degradation of land and its further loss from agricultural use [1]. In turn, the physical degradation of soils serves as a trigger for a large number of natural destabilized processes. The widespread increase in the area of saline soils and the resulting reduction in arable land makes it necessary to assess the ecological status of saline soils [2, 3]. From this point of view, the protection of soil fertility and its increase is one of the main environmental problems. When using the soil, some anthropogenic processes that affect it contribute to a decrease in its fertility, and therefore it is necessary to carry out measures aimed at eliminating them.

MATERIALS AND METHODS

The research was carried out in the arid zone of the Southern Aral Sea region (Republic of Karakalpakstan), occupied by irrigated soils in shirkat farms of the central zone of the republic (Chimbay, Nukus, Kegeyli, Khodjeyli districts). The climate of the territory is sharply continental with dry and hot summers. Soil samples for determining the degree of salinity were taken by the envelope method from each site from the upper 0-30 cm layer. The content of water-soluble salts was determined in the soil samples selected and prepared for chemical analysis. The degree of soil salinity and the salinity of ground water were estimated by the content of water-soluble salts (ions) according to the method of V. Pankov [4].

DISCUSSION OF THE RESULTS

The process of soil salinization is one of the leading degradation processes in the irrigated lands of the Southern Aral Sea region. The current state of the soils in the Aral Sea region is critical. The humus content has decreased by 30-40% over the past 40-50 years, and about 60% of the cultivated areas contain less than 1% of humus. In this regard, the primary problem of agriculture in the Aral Sea region is the reclamation of saline soils and their return to agricultural circulation. The complex of environmental hazards and problems plays an important role in determining the main strategic directions for ensuring environmental safety, preventing and eliminating environmental threats [5].

Saline soils include soils containing easily soluble salts in toxic amounts for agricultural plants. They have a direct negative effect on plants as a result of an increase in the osmotic pressure of soil solutions and the toxic effect of individual ions, as well as an indirect effect through changes in physico-chemical, biological and other properties under their influence [5, 6]. Soda, then

chloride, then sodium and magnesium bicarbonates, and then sodium and magnesium sulfates show the greatest toxic effect. Gypsum, as well as calcium carbonate (unlike toxic magnesium carbonate), is not toxic, however, its presence in large quantities (gypsum bark) leads to a decrease in soil fertility [2, 3].

In irrigated soils, there is a fairly even distribution of nitrates along the soil profile, the maximum limits of their content in virgin soils are 16.4-75.2 mg/kg in the upper 30-cm layer, and at a depth of 70-100 cm – they vary within 6.3-19.2 mg/kg of soil. In soils with a low content of nitrate nitrogen compounds in virgin conditions, there is a sharp reduction in their concentration in the layer of 50-70 cm. In the low-lying layers of the soil, the reduction is no longer observed. With a high content of nitrates in virgin conditions, there is a consistently high amount of nitrates in the entire meter thickness with an accumulation in the layer of 0-30 cm and with a tendency to accumulate in the layer of 50-70 cm. In irrigated soils, there is a very gradual decrease in the distribution of nitrates along the soil profile; only in old-irrigated soils, there is a slight increase in their content in the layer of 70-100 cm.

According to researchers [9], in virgin automorphic soils, an increased amount of mineral nitrogen is observed only in the upper, 0-50 cm layer, with a sharp decrease in its content down the profile. The presence of high amounts of nitrates in the lower horizons of the soil profile is an anthropogenic factor [9, 10].

According to the depth of the upper boundary of the salt horizon, saline soils are divided into saline – salts in the layer of 0-30 cm, saline – 30-80 cm, deep saline – 80-100 cm and deep saline – deeper than 150 cm. The salt content is expressed in % and in mg-eq per 100 g of soil. In the first approximation, saline soils are considered to contain water-soluble salts of more than 0.25% of the soil weight, and salt marshes-more than 1, 2, 3%, depending on the type of salinity. A more accurate ecological assessment of soil salinity takes into account the nature of salinity (the predominant chemical composition of cations and anions), and an even more detailed assessment takes into account the amount of toxic salts [3, 4].

The analysis of the irrigated lands of the Southern Aral Sea region by soil-reclamation areas showed that the main share of soils is gray-brown soils – 55.6%, followed by desert-sandy soils – 15.7%, the smallest share is swamp-meadow, which amounted to only 0.10%. (figure 1).

The analysis of water extraction of soils (in %) showed that the main type of salinization in the studied areas is chloride-sulfate. Samples were taken at 3 main points in 5 horizons. The analysis showed that at the sampling site №2, the sulfate-chloride type of salinity was recorded in the 20-30 cm horizon, and at the sample site №3, the transition from the salinity type to the sulfate-chloride type was observed in the 10-20 cm horizon.

According to the authors, the irrigated soils of the northern cotton-growing areas in the Southern Aral Sea region were able to yield raw cotton at the level of 13-15 c/ha due to natural fertility. The content of total nitrogen is gradually reduced until 0.042 % loss of total nitrogen in recent years was 31.8% [8] there is also a significant reduction in the amount of phosphorus and potassium, but for typical stabilization of humus content in soils and its deficiency does not exceed 162-199 kg/ha.

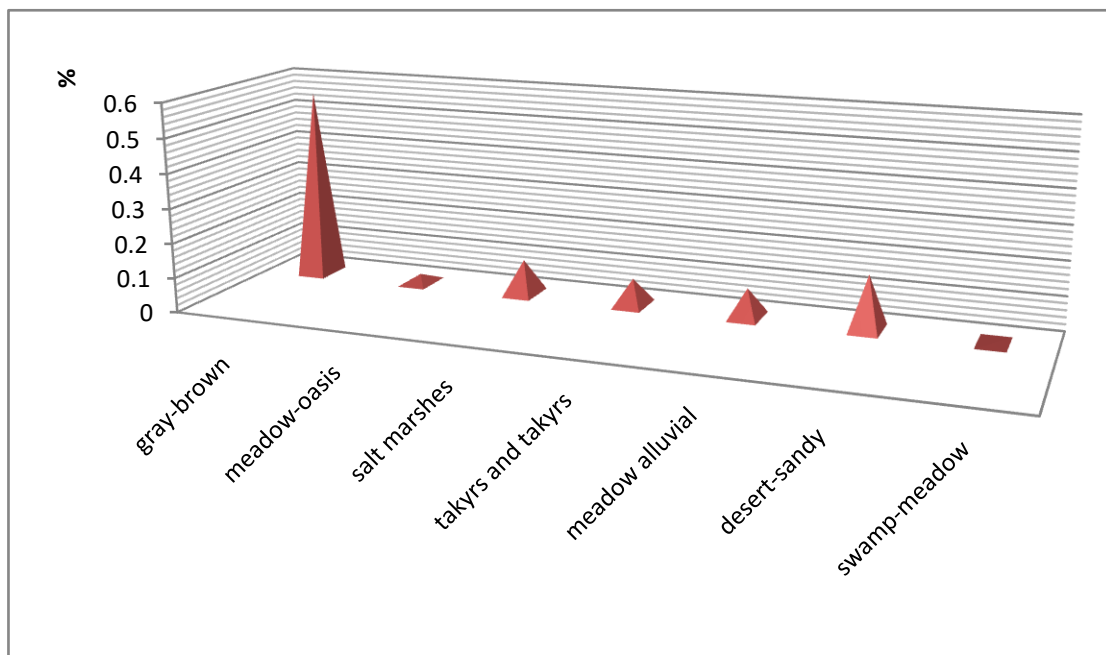


Fig.1. Distribution of irrigated lands in the Southern Aral Sea region by land reclamation areas

It is the stable preservation of the humus content in the soils that shows a stable yield of raw cotton at the level of 13-15 c / ha [8]. The stability of the humus content is also explained by the natural ability of soils to preserve their ecological function, fertility and ensure the yield of cultivated plants, which is achieved due to the activity of soil micro flora, root residues, leaf litter, irrigation water, as well as atmospheric precipitation [7]. With an unfavorable background, the natural processes of transformation, consumption and replenishment of soil reserves with nutrients prevail in the soil [7].

Consequently, on irrigated lands, the salts contained in the deep horizons of the soil-forming and underlying rocks enter into circulation. Depending on the hydrogeological conditions, depth, and distance between drains, the volume of salts discharged from deep horizons can be from 20 to 60% of the total volume of salts entering the drainage runoff. The development of secondary salinization in the region can be attributed to the existing problems that arose as a result of the widespread development of irrigation, which determined the transfer of automorphic soils to this issue requires the development of new approaches to the development of irrigation in the region. First of all, it is necessary to conduct an inventory of irrigated land based on modern methods of remote sensing and modeling of salinization processes for individual irrigation massifs in order to determine the direction and intensity of the salt accumulation process. Already on the basis of these data, the most promising lands for irrigation should be identified and new irrigation methods, in particular, drip irrigation, should be introduced on these massifs.

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DOI: **10.5958/2249-7137.2021.00787.4**

BIO-MORPHOLOGICAL FEATURES OF SALSOLA RICHTERI KAR IN CULTURAL CONDITIONS

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ABSTRACT

The article is devoted to the study of the bio-morphological features of the Richter's saltwort (salsola richteri kar.) in the conditions of culture. Good growth of cherkez on bare sands, high seed productivity, the ability to reproduce by seeds and cuttings and tolerate significant salinity, powerful growth of the root system contributed to its promotion as a promising plant when fixing the sands.

KEYWORDS: *Root System, Vertical Direction, Horizontal Direction, Seed Productivity, Ability To Reproduce By Seeds And Cuttings, Fodder Plant, Growth And Development, Experimental Plot, Lateral Roots, Branching, Aboveground And Underground Parts, Germination And Germination Of Seeds, Cotyledons, Flowering And Fruiting, Drought Resistance.*

INTRODUCTION

Richter's saltwort (local name: Akcherkez) belongs to the Marev family - Chenopodiaceae this species is an example of complex use in phytomeliorative practice. Good growth of Cherkez on bare sands, high seed productivity, the ability to multiply by seeds and cuttings and tolerate significant salinity, powerful growth of the root system contributed to its promotion as a promising plant when fixing sands [3]. Formation and long-term preservation of large organic matter with economical water consumption, the relatively high protein content characterizes Richter's hodgepodge as a valuable forage plant for the creation of autumn-winter pastures [2,4]. In addition, Richter's hodgepodge is included in the State Pharmacopoeia. Fruits and shoots

contain alkaloid solsolidine and solsoline of Orekhov [2], which are used for hypertension and complex nervous diseases.

Based on the listed economically valuable properties of Richter's hodgepodge, scientists recommended its introduction into culture. Sokolov V.S., Petrov, Nechaeva, Prikhodko, Zaprometova [3], [4].

Despite the practical value of this species and the great attention on the part of researchers, the growth and development of Richter's saltwort, taking into account the influence of the environmental conditions of the Karakalpak part of the Kyzylkum desert.

MATERIAL AND METHODOLOGY

Richter's saltwort is one of the main food plants of The Kizil Kum. In our conditions, the culture of Richter's hodgepodge has been poorly studied. Therefore, we set ourselves the task of studying the dynamics of growth and development of the vegetative organs of Richter's hodgepodge, conducting phenological observations of the studied plants, and introducing it into culture.

The sowing soil was prepared by strip plowing. Sowing in the experimental plot was carried out in autumn and early spring.

The study of germination and germination of seeds in laboratory conditions was carried out according to the methodological instructions of MK Firsova [12], M.G. Nikolaeva and others [5]. The study of soil germination was carried out under the conditions of two experimental plots, depending on different sowing dates and the depth of seeding. Phenological observations of the rhythm and development of plants were carried out according to the method of I.N. Beideman [2]. The root system was studied using the trench method. Taranovskaya [2]. The flowering biology and seed productivity were investigated by the method of AN Ponomarev [7], IV Vainagy [6]. Morphological descriptions of vegetative and generative organs are made according to the methodology of IG Serebryakov [9], A.A. Fedorov and others [10], [11]. When studying ontogenesis, we used the scheme of age states proposed by T.A. Rabotnov [8], I.G. Serebryakov [9].

Study results

Laboratory germination. To determine the germination rate of Richter's saltwort seeds in laboratory conditions, we used seeds collected in the fall in 2015 from pure Cherkez, associations in the vicinity of the city of Nukus (near the bypass road on the sands). The experiments were carried out in Petri dishes, 100 seeds in triplicate at room temperature 18-23°C, seed germination exceeded by 30%. The absolute weight of Richter's hodgepodge seeds is 9, 25 gr.

Soil germination. With the autumn sowing of the collected seeds in 2015, the field germination rate was 16%, with the spring sowing 18%. Determination of soil germination of seeds is of great practical importance for determining their seeding rates, obtaining a certain number of seedlings per unit area. We studied the effect of storage time on the germination of Richter's hodgepodge seeds in February 2018 for various storage periods. With a long shelf life of Richter's hodgepodge seeds, their germination rate decreases after 28 months of collection and was 9.6%, and after 16 months it was 11%, after 4 months it was 32.3% (Table-1).

TABLE 1 INFLUENCE OF SHELF LIFE ON LABORATORY GERMINATION OF RICHTER'S SALTWORT SEEDS

Place of collection	Array	Date of delivery of the experiment	Duration of storage period	Date of collection, year	Germination rate
North-western The Kizil Kum	Bypass road	2.02.2018.	28	2015	9,6
		2.02.2018.	16	2016	11,0
		2.02.2018.	4	2017	32,3

Seedlings appear in March, early April. There are frequent cases of seed germination in winter. Seedling cotyledons are linear-filamentous, juicy, light green, 20-30 mm long and 1 mm thick. Hypocotyls reach 50-60mm in length. A root that penetrates 30-40 mm deep into the soil, i.e. at this stage, the development of the aboveground part dominates over the root [2].

Cotyledons are characterized by a period of 1.5-2 months, they die off at the end of May. The height of the aboveground part of the Richter's saltwort plant (at the beginning of June) is 22 cm, the length of the main root is 15 cm, the length of the lateral roots is 3-5 cm. During this period, the plants have 5-6 shoots of the first order. At the end of July, the height of Richter's saltwort reaches 113 cm, the number of internodes is 120 (Table-2).

In our experiments, in Richter's saltwort, the flowering and fruiting phase was observed in the first years of life, the beginning of flowering in July, fruiting in mid-August.

TABLE 2 GROWTH DYNAMICS OF THE MAIN SHOOT OF RICHTER'S SALTWORT

Plant name	Observation dates						
	March	April	May	June	July	August	Sept.
Richter's saltwort	4 sm	7,3 sm	19 sm	43 sm	113 sm	143 sm	146 sm

At the end of the growing season, the plant height reached 146 cm (Table 2), the number of internodes on the main shoot was 120, the plant had shoots of I-III orders. The maximum shoot length is I-order 84 cm, on some specimens the number of fruits is up to 700 pieces [3] (table-3).

TABLE-3 SOME MORPHOLOGICAL INDICATORS OF THE VEGETATIVE ORGANS OF RICHTER'S SALTWORT AT THE END OF THE GROWING SEASON

Plant name	Number of I-order shoots	Length of shoots	Number of II-order shoots	Length of shoots	Number of internodes on the main shoot	Number of fruits
Richter's Saltwort	36	84	99	41	120	13-700

It should be noted that the emergence of seedlings in the studied species was observed earlier at high air temperature and atmospheric precipitation.

In the two-year-old Richter's saltwort, the regrowth of young shoots began in the first ten days of April, simultaneously from the lateral branches and from the main shoot. The appearance of leaves begins from the lower part of the main shoot, the number of leaves is 10, the length of the

leaves is 6 cm, new shoots appear at the base of the dried shoots, they are shiny, reddish black, the trunk diameter is 1.7 cm, the bark is white. life in the first decade of May, buds appear in the leaf axils in the upper part of the fourth order shoot. The number of buds in one generative shoot ranges from 6 to 14 pieces.

The results of studies on the study of flowering and fruiting of Richter's saltwort showed that in the Karakalpak part of the The Kizil Kum, under culture conditions, it begins to bear fruit in the first year of life. Richter's saltwort blooms simultaneously from the third decade of May-June to September. Mass flowering was noted from June 1-20.

Fruiting is highly dependent on the age of the bushes. According to N.S. Zapremetova [3], in the conditions of The Kizil Kum, Richter's saltwort bushes with a stock of seeds of up to 2 kg, on average, 200 grams, are rare. We, in the North-West of The Kizil Kum, under the conditions of culture of individual bushes of Richter's saltwort in the second year of life, gave 300-600 seeds.

The root system of the three-year-old Richter's saltwort on gray-brown soils and on sandy soils form numerous shoots of the first and second orders, and shoots of the third order are formed.

On gray-brown soil, the length of the roots reaches 130 cm, and on sandy soil, 152 cm. Their lateral roots reach 119-136 cm, the diameter of the main root is 1.2-1.7 cm, and the lateral roots are 0.6-1.2 cm. The number of lateral roots of the first order is 20-25 cm [3].

The concentration of the root system of Richter Saltwort in the soil layer, i.e. their penetration depth and volume depend on the age of the plant and on the type of soil.

The study of the dynamics of the underground part of Saltwort Richter shows i.e. gives the basis to consider that the formation of roots continues and there is no inhibition of growth in the fifth year of the growing season [3].

CONCLUSION

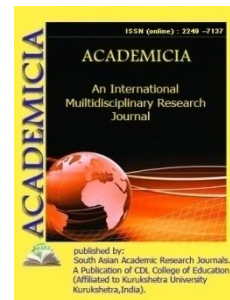
As a result, it was revealed that the underground part of the Richter Saltwort, deepening significantly in the first year of life, continues to develop intensively in subsequent years. Thanks to the powerfully developed root system, a large volume of soil is cooled and provides itself with moisture.

It should be noted that, under the conditions of culture, Richter's saltwort begins to grow in early April, bloom in June. In mid-September, lionfish appear on the fruits, in the second half of October the first ripe fruits appear, in early November they fully ripen, which means that this species develops normally, goes through the entire development cycle, self-seeding is annual, surviving without agrotechnical care.

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DOI: **10.5958/2249-7137.2021.00788.6**

FAMILY IS THE MOST IMPORTANT PILLAR OF SOCIETY AND THE STATE

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ABSTRACT

This article describes family law, the basic principles, functions, system, rules of family law. In particular, opinions and conclusions in this area are given. Even in today's rapidly changing globalization, Uzbekistan believes that its future is in the development and respect of the family, which is one of the priorities of state policy to build a modern, exemplary and prosperous family, enriching our traditional values. In practice, all of this implies an obligation by the state to establish and maintain kindergartens, maternity homes, including hospitals, and to provide benefits and benefits to low-income families or single mothers.

KEYWORDS: *Family, Family Law, Principles, Monogamy, System, Convention, Declaration, Marriage.*

INTRODUCTION

The family is described as a stronghold, a sacred place, a place of love. After all, the family is a small homeland within the homeland, the blood vessels of the homeland. If it is strong and loving, the country will prosper. Our enlightened ancestor Abdurauf Fitrat said: "The happiness and glory of any nation, of course, depends on the internal discipline and harmony of this nation. Peace and harmony, on the other hand, rely on the discipline of families of this nation. The stronger the discipline of the family, the stronger and more powerful the country and the nation," he wrote.

The family is the most important pillar of society and the state, leading in social development. It is well known that the family is important in the life of any person, society and country. For man, the family has always supported all spiritual and economic activities, the essence of life, not only the state, but the whole world order. Even in today's rapidly changing globalization, Uzbekistan believes that its future is in the development and respect of the family, which is one of the priorities of state policy to build a modern, exemplary and prosperous family, enriching our traditional values. In turn, on the basis of the analysis of universal and national family values, a comprehensive priority is given to the definition of modern, exemplary family criteria and the promotion and inculcation of the constitutional principle of "Family in the protection of society and the state."

Family law is a set of rules governing non-interrelated relations arising from the adoption of citizens for marriage, adoption, guardianship and custody of minors, family, upbringing of children. Family law is an independent branch of law that regulates relations arising from forms of marriage, consanguinity, pedigree of the child, placement of children deprived of parental care. Family law is a set of legal norms governing the family, an individual relationship of a material nature formed as a result of marriage between people, adoption for the upbringing of children, and mutual relations. Levushkin considers it necessary to understand the range of persons involved in mutual rights and obligations in the field of personal property and non-property relations, arising on the basis of kinship, marriage, custody and other legal evidence on the basis of family relations.

Family relations are a basic principle in the field of family law. Family relationships occur in the following legal situations.

1. Marriage
2. Dissolution of marriage
3. Relationships between spouses
4. The relationship between parents and children
5. Family relations
6. Child support
7. Deprivation of parental rights
8. Child custody
9. Covers relationships such as inheritance.

The priority of family law is to build and strengthen the family, to establish relationships in the family. Family law includes mutual consent, monogamy, equal rights in family relations, proper upbringing of children, concern for their health, education, development, including parental care. Consists of principles that incorporate them. One of the first principles of family law is state support and protection of the family. In practice, all of this implies an obligation by the state to establish and maintain kindergartens, maternity homes, including hospitals, and to provide benefits and benefits to low-income families or single mothers. Another important principle of family law is that the state only recognizes marriages registered with the marriage registration office.

The principle of voluntariness of family law, based on the principle of equality of husband and wife, prohibits any unreasonable restrictions on family rights. In family relations, all citizens, regardless of nationality, language, gender and religion, all family problems, disagreements and other elements of family law are resolved only by mutual consent of husband and wife. The voluntary feature of a marital relationship between a husband and wife is a free voluntary union of a man and a woman based on marriage, monogamy, or monogamy. The spouse is also not bound by the will or consent of other persons to marry. Family law regulates relationships that require regulation by the country. These include the relationship between the couple, the relationship between the children, the relationship between the parents and the children, other members of the family, which are related to the termination and annulment of the marriage, the registration of civil status acts. The basic principles of family law are equality between husband and wife, equality of other spouses in all family matters, equality in marriage, protection of motherhood, upbringing of minors, regardless of nationality, race, religion and gender. 'care, monogamy, freedom of divorce, mutual cultural and spiritual support of the participants of family relations and care for each other are among the principles. The basic rules of the family are that their norms are binding on all because they are included in the sources of family law. These include strengthening the family, mutual respect and love in the family, the fact that all family members live on the basis of responsibility and mutual assistance to the family, not to allow anyone to interfere in family affairs without the consent of family members, to exercise their rights. covers rules such as unimpeded implementation. Articles 12, 16, and 25 of the 1948 Universal Declaration of Human Rights cover the area of family protection. Article 16 of the Declaration states that "The family is the natural and fundamental group unit of society and is entitled to protection by society and the State." Indeed, society is interested in a strong, spiritually and morally healthy family. Therefore, the society pursues a policy of strengthening the family, helping it to perform its social functions, raising children and improving the living conditions of families.

Article 8 of the Convention for the Protection of Human Rights and Fundamental Freedoms provides for the strengthening of the right to respect for family life. Respect for family relationships is, of course, one of the elements of law enforcement. Indeed, we can see that in the life of every society, special attention is paid to family relationships.

The 1989 Convention on the Rights of the Child is an important document in the field of family rights. The family, as the basic unit of society and the natural environment in which all members, especially children, develop and mature as individuals, must be provided with the necessary protection and assistance to carry out the tasks assigned to them. .

The system of family law is its structure, the structure of the institutions of individual norms in a particular direction. The system of family law is objective, it reflects the specific features of social relations that form the subject of family law and the unity of the separation of interrelated institutions.

In short, the family is a free association of people on the basis of voluntariness and the most rights, distinguished by commonality, social, moral, economic and other conditions and interests. The family carries out the most important social tasks, such as raising children, their physical and spiritual development, living in a family environment, mutual assistance, ensuring the economic and social development of society.

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DOI: **10.5958/2249-7137.2021.00789.8**

PEDAGOGICAL CONDITIONS OF PERSONAL DEVELOPMENT IN THE EDUCATIONAL PROCESS

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ABSTRACT

The article reflects the views of our great scholars on pedagogical education and the art of education and their activities. An experienced educator says that first of all, each student should take into account his feelings and direct him to the goal.

KEYWORDS: Education, Upbringing, Art Of Upbringing, Inspiring Art, Compulsory Method, Ethics, Social Environment, Heredity, Biological Factor, Activity, Activity, Psychological Mechanisms, Perspective, Mnemonic, Figurative Activity, Level Of Education.

INTRODUCTION

The development of society, national well-being has always been associated with the education of the younger generation, new personnel with deep knowledge of modern knowledge, their high qualifications. It is the responsibility of the youth to build on the achievements of the older generation and the experience they have gained, to further enhance the scientific, economic, cultural and educational potential of the country.

"The art of education is familiar and understandable to almost everyone, and to some it may even seem easy, the clearer and easier it seems, the less theoretically and practically it is known to that person," said KDUshinsky. Education is mainly provided by: demonstration and explanation; encouragement and punishment; assignment and demand; verification and correction, persuasion and analysis. In this way, adults create and direct children's cognitive and practical activities, and these activities are monitored, corrected, and developed.

There are two types of pedagogy. The first method is for those who are interested in (inspiring) art. The second method (coercion) is the method used to educate foster children. An example of this is the way teachers use students or teachers. For example, the government or the state will be the teacher and educator of the people living in that country. A parent is a teacher who uses a variety of methods to bring up children. It is clear that the government and the teacher are both teachers and educators who give to children or workers in their own way. One of them raises children with kindness and kind words, and the other raises them compulsorily.

Educational work is also carried out as an ideology that expresses the ideas of Naqshband. In addition to teaching children to believe in Islam, the scholar teaches them to love work, to be moral, to help people, to get an education, to learn a trade, and other virtues. In mosques and madrassas, the right and effective way to be close to God in the minds of students is to live for the happiness of society, not creativity, but to value creativity and hard work, and to acquire knowledge and knowledge. In order to achieve perfect morality, in short, the ideology that embodies the character, the effort, which requires active participation in the life of society, has been gradually absorbed.

An experienced educator, first of all, takes into account the feelings of each student and directs him to the goal. Creates the conditions to manage them.

According to Ibn Sina, man feels the need for things beyond the nature and natural phenomena that surround him, he creates things only by labor, but he cannot do these things only by his own labor, in order to create them others must also participate or the team should help. To do this, team members need to have a good relationship with each other. This relationship is formed through language, meaningful sounds. Man acts consciously and knows the result of this action, that is, he thinks about the future. Acting with a clear purpose protects a person and a team from bad deeds, directs them to do good deeds, and creates a sense of confidence in them. According to Ibn Sina, life, the life force, comes in three forms. Manifested in the form of plants, animals and humans. Man has these three vital forces and the mental power that is unique to man. The highest expression of the nafs is the intellect, which is unique to man.

Pedagogical conditions of personal development in the process of vocational education. The role of social environment in the formation of personality is invaluable. There are many examples of how the development of hereditary traits depends on a person living in a social environment. If a human being falls into another environment, say, an animal environment, rather than a social one, some biological manifestations of hereditary traits will be preserved, but there will be no human thought, activity, behavior (in 1920, Dr. Singh of India, a wolf near Midnapur) the lives of the girls Kamola and Amola, who found it in their nest, are an example of this).

Hereditary traits are among the objective factors in shaping a person. Humans inherit the anatomical structure of the body, physiological movement, nerve type, basic unconditioned reflexes. Behaviorism, pragmatism, and biogenetic currents, which highly value the role of biological factors in human personality and behavior and link the individual to the offspring, are some of the representatives of which say that the human child acquires all the characteristics of the future. and mental ability is also passed down from generation to generation, he says. Some even link a child's mental development to heredity.

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The role of biological factors in human formation is important and unique, the importance of heredity is undeniable, human characteristics - mental and physical ability to work, thinking and speech can also be innate, but these innate possibilities for development, the human child must have a human environment, live among people, interact with people, participate in social life, and follow certain rules of etiquette.

The role of the social environment in the formation of great people is important, of course, Alisher Navoi - a poet, Einstein - a physicist, Ulugbek - an astronomer, Ibn Sino - a doctor, of course. The social environment and education played an important role in the development of their talent buds. The role of the environment in the formation of personality is also reflected in the policy of our state on the education of harmoniously developed people

Education plays a leading role in the formation of a person. Education is the acquisition of reading, writing, labor, skills and abilities that are not spontaneously affected by heredity and the environment, and even congenital defects are changed in a certain direction (deaf, blind, training the dumb) can also eliminate negative deficiencies caused by environmental influences.

It is no coincidence that today in our country attention is paid to gifted, talented and gifted children, and these young people are said to be the future of Uzbekistan. The introduction of the Nihol Prize, the Zulfiya Prize, Abu Ali Ibn Sino, Abu Rayhan Beruni and Presidential Scholarships is also a manifestation of the attention paid to young people.

The role of the concepts of "activity" and "activity" in the development of the individual is invaluable. Great people have worked hard to achieve great things in their fields. One can achieve great heights with one's aspiration and activity, and one must work on oneself in order to realize one's abilities and talents.

"Human activity is closely related to the concepts of 'Action', 'Activity' and 'Behavior' and is concerned with the individual and his consciousness." It is through various activities that a child is formed and expresses himself

This means that student activity is not a passive process, but an active process that is consciously controlled. That is, activity is a specific form of activity that is guided by the mind and thinking of the student, arises from the needs of the various districts in it, and is aimed at changing and improving the external world and self. It is an activity in which the student learns the essence of real objects in the classroom through a specific solution within his imagination, to discover new discoveries.

If in the process of teaching there is a transition to mental processes based on external activities, such a process is called internalization in psychology, and vice versa, the transfer of ideas formed in the mind directly to external actions or external activities is called externalization.

Activities also vary according to the degree of direct involvement of the mind. At the beginning of some actions, each element needs to be taken seriously, individually, and all the attention - the attention, the direction of the mind. But over time, that is likely to change, and more parts will be automated.

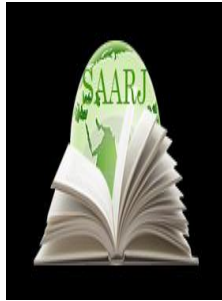
The great scientist, thinker Abu Nasr al-Farabi, emphasizing the important role of activity in the development of the individual, divides its types into several stages and describes the methods of implementation, time and space, physiological mechanisms. puts forward the idea.

One of the most important elements of professional pedagogical training is the acquisition and application of at least a simple method of determining the personal and character traits of students. Teachers of higher and secondary special educational institutions often focus on the study of the mental abilities of students - young people, but the continuing education of the problems of correcting their levels of education (in the broadest sense) and behavioral disabilities do not try to interpret it in terms of a single membership and integrity in the system, to find its solutions. The intellectual development of pupils and students depends to a large extent on independent thinking and general level of education. One of the most important requirements of our time is to diagnose the level of their upbringing, to study the features of their spiritual and enlightenment development, and, if necessary, to eliminate their moral defects.

Upbringing and education Understanding the pedagogical culture of the past is useful not only for teachers, educators, future educators, but also for everyone, parents. After all, everyone, the parent, is the educator of their child and the other children are the educators of the self-disciplined teenagers who interact with them.

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DOI: **10.5958/2249-7137.2021.00970.8**

QUALITY OF WORK LIFE: AN ANALYSIS

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ABSTRACT

Work is an integral part of everyday life, as it is our livelihood or career or business. On an average we spent twelve hours daily life and it is the one third of our entire life. Research on quality of work life is considered to be more important at the individual and organization level. Quality of work life is considered for both the employees and organization and it is involved with job satisfaction, productivity, job involvement, job enrichment etc. The success of any organization is highly dependent on how it attracts recruits, motivates, and retains its workforce. Today's organizations need to be more flexible so that they are equipped to develop their workforce and enjoy their commitment. This study is made attempt to analyses the "Quality of work life". In order to improve quality of work life, various coping techniques have been suggested to upgrade the employee's attitude towards their job and the working environment in the organization

KEYWORDS: *Quality, Business, Work Life, Productivity, Job, Environment*

INTRODUCTION

Quality of work life Movement initially a loosely organized network of a few dozen academics in the early 1970's, the QWL Movement had grown by the 1980's into an international grouping of trade union officials, personal managers and social scientist generally. QWL will have direct and indirect relationship with the economic and social well - being of large portion of population

which lies beyond the domain of Industry. Improved QWL naturally helps to improve the family life of the employees and world also improves the performance of the Industry/ enterprises. This article reviews the meaning of QWL, various definition of QWL and determinant of QWL based on the reviews. Improving the Quality of Work Life, barriers and Issues of QWL described. However, there is positive and significant relationship between QWL and employees' job satisfaction. QWL practice involves acquiring, training developing, motivating and appraising for the best performance of the employees as per Organizational objectives. QWL provides for the balanced relationship among work, non -work and family aspects of life. We therefore, have undertaken this study influence of workers QWL

II) STATEMENT OF THE PROBLEM

Employees at the grass root level experience a sense of frustration because of low level of wages, poor working conditions unfavourable Terms of employment, by their superiors And the like where as managerial personnel feel frustrated because Of alienation over their conditions of employment, inter personnel Conflicts, role Conflicts, job pressures, lack of freedom in work, Absence of challenging work etc....

Job discontent and job pressures have their substantial effect on employees health in the form of reduction in general happiness increase in smoking drinking and putting on excess body weight etc....Frustration weight also be due to absence of recognition , tedious work, unsound relations. This can be improved by better quality of work life.

III) DEFINITION

QWL improvements are defined as "any activity, which take place at every level of and organization, which seeks great organizational effectiveness through enhancement of human degree and growth... a process through which stake holders in the organization – management ,unions and employees learn how to work together better....to determine for themselves what actions ,changes and improvements are desirable and workable in order to achieve the twin and simultaneously goal both the company and the unions".

According to Richard E.Walton, 'QWL is a process by which an organization responds to employee needs for developing mechanisms to allow them to share fully in making the decisions that design their lives at work.

Quality of work life (QWL) concerns about employee commitment morale and skills during a period of downsizing, organization full bought and rapid technologies change recognizing the achievement of missions and goals require high performing employees to address work force issues balancing personal & professional life is a challenge that we must meet balance, in my view, makes us more successful in all aspects of our lives.

Human resource departments are involved with efforts to improve productivity through changes in employee relations. QWL means having good supervision, good working conditions, good pay and benefits and an interesting, challenging and rewarding job. High QWL is sought through an employee relations philosophy that encourages the use of QWL efforts, which are systematic attempts by an organisation to give workers greater opportunities to affect their jobs and their contributions to the organisation's overall effectiveness. That is, a proactive human resource department finds ways to empower employees so that they draw on their "brains and wits," usually by getting the employees more involved in the decision-making process.

IV) QWL PROGRAM HAVE BEEN FOUND TO

- Improve work place morale
- Encourage employee commitment
- Support recruitment
- Encourage retention
- Enhance productivity
- Reduce absenteeism and
- Maximize staff resources.

Criteria for Measuring Quality of work life :

Richards E. Walton explains QWL in terms of right broad conditions of employment that constitute desirable QWL. The proposed sense criteria for measuring QWL. There criteria/conditions include:

- Adequate and fair compensation
- Safe and health working conditions
- Opportunity to use and develop human capacities

Opportunity for Career Growth

Opportunities for promotion are limited in case of all categories of employees either give to educational barriers or limited openings at higher level QWL provides opportunities, knowledge and Qualification.

Social Integration in the Work Force

This can be established by creating freedom from prejudice, supporting primary work groups, a sense of community inter personal openness, egalitarianism and upward mobility

Constitutionals in Work Organization

QWL provides constitutional protection to the employees only to the level of disability on such matters as privacy, free speed, equity and due process.

V) SPECIFIC ISSUES IN QWL

Trade unions claim that they are responsible for the improvement in various facilities to the workers where as management takes credit from improved salaries benefits and facilities.

Pay and Stability in Employment

Good pay still dominates most of the other factors in employee satisfaction. Various alternative means for providing wages should be developed in view of increase in cost of living index, increase in levels and rates of income tax and profession tax. Enhancing the faculties for human resources development can provide stability to a great extent.

Occupational Stress

Stress is a condition of strain on one's emotions, thought process and physical condition .it is determined by the nature of work, working conditions, working hours pause in the work schedule.

Worker's abilities and nature and match with the job requirements. Stress is caused due to instability, hypes excitation or depression, unstable behaviour, fatigue stuttering, trembling psychosomatic pains, heavy smoking and drug abuse stress adversely effects employee's productivity. The hr manager, in order to minimize the stress, has to identity, prevent, and tackle .the problem. He may arrange for the treatment of the problem with the health unit of the company.

Organizational Health Programs

Effective implementation of health programs result in reduction in absenteeism, hospitalization disability, excessive job turnover and premature death. They should also cover relaxation, physical exercise, diet control etc

Alternative Work Schedule

Alternative work schedules including work at home, flexible working hours. Staggered hours, reduced work week, part time employment that may be introduced for the convenience and comfort of the workers.

Participative Management and Control

Workers feel that they have control over their work, use their skills and make a real contribution to the job if they are allowed to participate in creative and decision making process.

Recognition

Recognizing employee as a human being rather than as a labour increases the QWL. Participate management award and reward system, congratulating the employee for their achievement, job enrichment, offering prestigious designation to the jobs , providing well furnished and decent work place offering membership in clubs or associations , providing vehicles or some of the means to recognize the employees.

Congenial Superior and subordinate relationships

Harmonious supervisor worker relations give the workers sense of social association a sense of belongings; we should not ignore the impact of social relations at the work place the productivity resulting from this.

Grievance Procedure

Workers have a sense of fair treatment' when the company gives them the opportunity to ventilate their grievances and represent their case succinctly rather than settling the problems arbitrarily.

Adequacy of Resources

Resources should match with st4ted objectives; otherwise, employees will not be able to attain the Objectives. This results in employee dissatisfaction and lower QWL

Seniority and Merit in Promotions

Seniority is generally taken as the basis for promotion in case of operating employees. Merit is considered as the basis for advancement for managerial people whereas the promotional policies and activities should be fair and just in order to ensure higher QWL.

VI) METHODS TO IMPROVE QWL

Flex time the employees are given freedom to choose their own work schedules, the quality and productivity of their work increases.

Flexi place

Flexi place gives an employee the freedom to select the location of work. This kind of arrangement requires a formal commitment between the employer and the employee.

Alternative work schedule

This helps employees work for a certain number of hours every day, though the schedules differ from the traditional work schedule.

Part time employment

This option has fixed days hours each week or flexible schedule. Part time employees work for less than 35 hour per week.

Compressed work week

CWW helps employees the week from five to two, three or four days depending on the work number of hours they do the work. CWW results in lower turnover, increased satisfaction and employee morale, decreased overtime.

Job enrichment

The program redesigns employee jobs to give freedom and responsibility in achieving their work goals.

Job enlargement

This program aims at making an employee's job more challenging and rewarding by adding more duties and tasks to the existing ones. This increases the employee's self esteem and satisfaction.

VII) STRATEGIES TO IMPROVE QWL**Self managed work teams**

These are also called as autonomous work groups or integrated work teams, they are formed with 10 to 20 employees who plan co-ordinate and control the activities of the team with the help of a team leader who is one among them.

Job redesign and enrichment

Jobs can be redesigned to later the changing needs and thereby help employees in increasing their worth. Jobs redesigned enrich and satisfy the higher order human needs.

Effective leadership and supervisory behaviour

Organization should aim at adapting the most effective, style of the leadership and a congenial leadership between both the managers and supervisors is essential.

Career development

Provision for career planning, communicating and counselling the employees about the career opportunities, career path, education and development and for second career should be made.

Alternative work schedules

This provides for flexibility in working hours and part time jobs. This will also helps working couples and students security. This is one of the most important motivating factors and tops the employee's priority list and needs to be adequately taken care off.

Participative management

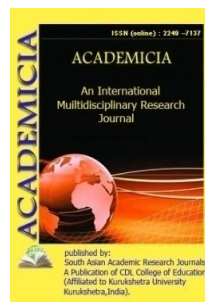
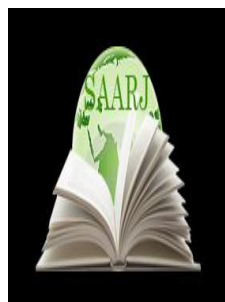
This creates sense of pride and responsibility among the employees organization adopt various strategies in this regard "Quality Circles" being the most popular among them.

CONCLUSION:

Organization should focus on the benefit that are aimed to words self improvement of the employees. Organization need to maintain the appropriate balance of work. Opportunity for career growth should improve. Benefits provided by the organization are very good to satisfy the employee personal needs. Teamwork in the organization is very good. Organization should focus on the training sessions in order to motivate the employees. Organization need to provide scope for the employee development. There is no discrimination at work place. The relationship with superior at workplace is good. On the whole the quality of work life good.

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DOI: **10.5958/2249-7137.2021.00884.3**

THE ROLE OF PROGRAMMING AND USE OF PROGRAMMING PRODUCTS IN PEDAGOGICAL ACTIVITY

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ABSTRACT

In today's age of technology, information technology and their products, such as programming and programming products, have entered every field. As these industries merge with each other, development and modernization are taking place. The results of the analysis show that the use of such technologies and their products in pedagogical organizations increases the efficiency by a minimum of 30% to 45%. In this study, the results of the observation and analytical work are described and summarized.

KEYWORDS: *Information technology (IT), Multimedia, Computer, Pedagogue.*

INTRODUCTION

Multimedia is a rapidly evolving modern information technology. Its distinguishing features include the following:

- Different types of information: traditional (text, tables, ornaments, and others), original (speech music, video clips, TV shots, animation, etc.) in one software product. In day various devices for recording and displaying integrated information: microphone, audio systems, optical CDs, television, VCR, video camera, computer using electronic musical instruments performed under management;
- Work at a given time, text that is static by nature, and unlike graphics, audio and video signals are only known for time will be considered in the interval. Computer processing of video and audio data and the rapid mobility of the centre processor to display data signal | the bus has high bandwidth, RAM and video memory capacity external memory (mass memory), volume and computer input-output channels the exchange rate will need to be doubled;
- A new level of "human-computer" interactive communication, in which In the process of communication the user receives a much wider and more comprehensive information to improve

the conditions of study, work or leisure allows. Teaching and staffing students through multimedia retraining is a topical issue today.

MAIN PART

In developed countries, this method of teaching is the current form of education applied in the field. In fact, every family is multimedia without tools. Multimedia tools 1981 the annual turnover is 4 billion. USD, and in 1994 it was 16 billion USD and now everyone is selling you can't imagine a computer without multimedia. Of computers the loss of jobs in the field of education in the 70's, primarily due to their extremely low productivity. Practice shows that teaching students through multimedia is twofold is equally productive and time consuming. Knowledge based on multimedia tools You can save up to 30% on learning, and the knowledge gained is stored in memory will last a long time. View student submissions (video), the retention of information increases by 25-30%. In addition, the training materials are in the form of audio, video and graphics given in aggregate, the memory retention of materials increases by 75%. This is another aspect of our multimedia learning process made sure there are.

Innovative technologies in the science of programming technologies Ways to increase the effectiveness of education through Knowledge, experience and interactive methods of pedagogical technology and pedagogical skills ensure that students acquire knowledge and advanced skills. In this section, we will talk in detail about innovative technologies.

A modern teacher must be able to use and implement innovative methods in the educational process.

Requirements for the teacher in this process:

- know the concept of innovative technology, the essence of its content;
- know the role and place of innovative technologies in the implementation of educational goals;
- Principles of application of innovative technologies in science to know;
- Knowledge of educational and business games;
- Knowledge of problem-based developmental teaching methods; Innovation is an English word meaning "to innovate" means.

To improve the quality of innovative socio-cultural objects is a system of action of focused social actors and is expected forms a system of news that leads to results.

- Organize and provide independent student activities know the ways;
- Improving students' ability to work independently mastery of methods;
- know and master the methods of visual teaching;
- Exemplary teaching using advanced pedagogical technologies take classes;
- know and master the methods of activating education.
- Mostly full of interactive methods in its implementation used.

Initially, distance learning is far from geographical schools and academic education. However, development of modern information and telecommunication technologies allowing the natural

educational process to take place over long distances gave. As a result, distance learning is becoming more and more popular widely used in schools, businesses and manufacturing enterprises and was another impetus for the use of new teaching methods. Distant Analysis by the International Council on Teaching Based on the Methodology Today, more than 10 million students around the world are taught in this way are taking. A new course of study in the United States based on this method centers are being built. Thus, they are the modern requirement of national cadres Progress is being made in training and retraining.

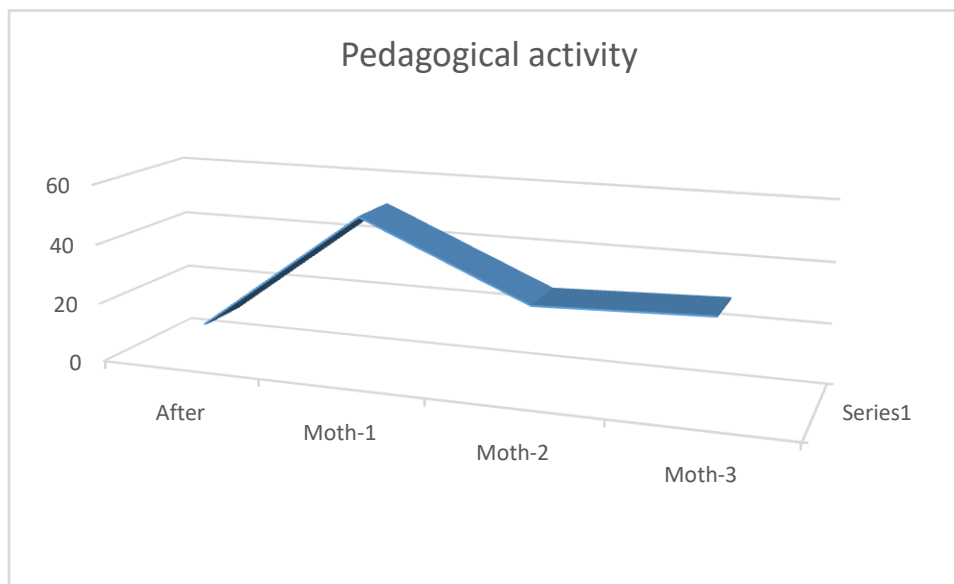


Fig.1. the effectiveness of programming and the use of its products in pedagogy

CONCLUSION

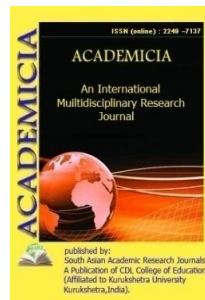
The hierarchical decomposition of the software product is as follows directions. Software product design from top to bottom. — Software product design is one of the main stages in its organization. A well-designed program can be written poorly. But a poorly designed program cannot be written well. Van Tassil. The initial goal is that detection errors will require major changes not only to the software, but also to it. Accordingly, software projects can be divided into 3 groups.

In short, no matter how advanced the capabilities of a personal computer, if they cannot connect to each other, their rich potential cannot be fully exploited. For example, Tashkent State Technical University has about a thousand personal computers, almost all of which are actively involved in the educational process. If they weren't connected, about a thousand people would be running around the building with floppy disks. If it is a matter of collecting students' test results, then it is possible to collect the results on floppy disks, although it is more inconvenient. However, if we sell tickets to the plane in this way, then it is safe to buy several tickets in one place. That's why computers need to be connected to each other. The challenges of creating multimedia teaching aids and their future performance are further complicated by the variety of technical tools and instruments. This creates certain difficulties, and often it is not possible to use different training programs in a single course. These courses are designed in a single scheme and the courses are placed on the floors of this scheme. The incompatibility of the computer fragments of the course is not an easy problem to solve, either in terms of the technique of

organizing a dialogue with the student and the logic of construction, which arises in the absence of this single scheme. Even the different use of the control keys and buttons and their placement on the screen can cause inconvenience and lead to a loss of teaching efficiency as the student moves from one course to another.

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DOI: **10.5958/2249-7137.2021.00885.5**

THE RELATION BETWEEN NAMES AND LANGUAGE

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ABSTRACT

The reason for the spreading of elements of dialects is the influence of natural factors, the diversity of people's migration to regions their interregional connection and many other causes can be mentioned. The specificity of geographical names lies in the fact that along with naming and identifying objects they reflect, capture and retain social and historical facts in the development of the society, bringing ideological messages from the past to our daily lives. An important constituent of grammar is the syntax, determining the way words should be connected together into larger semantic conglomerates. Most names start their existence as such a semantic conglomerate.

KEYWORDS: *Interregional, Conglomerates*

INTRODUCTION

Various differences of language units in different regions, dialect of the region depend on a number of ethno linguistic factors. The reason for the spreading of elements of dialects is the influence of natural factors, the diversity of people's migration to regions their interregional connection and many other causes can be mentioned. As a consequence, firstly we need the naming of the area and origins of the place. As the geographical names, toponyms are the great scientific and practical importance, they play a great role in socio-educational, scientific function. So toponyms are studied for different purposes as they are learned in a number of spheres of life, for instance: geography, social sciences and philology.

A researcher of Central Asia's geographical names E. M. Mirzayev introduces seven ways of learning purposes of toponymy:

- What type the name or the geographical object belongs to;

- The origin of the geographic name;
- What language does it belong to?;
- Meaning and etymology;
- Compliance with grammatical rules and etymology;
- How to translate to other languages;
- Habitat and migration.

Toponyms are considered to be the product of a definite period and have become the property of the people. In the past, the people were nomadic or semi-sedentary, as a result they were scattered in different regions.

Scientists semantically divide toponyms into different types or several groups:

1. Names denoting a sign of a natural condition which they consist of a few words without an element. Some of them which are connected with the names forest-vegetation relief, names with land, water, soil etc. can be examples of some toponyms of Uzbekistan: Qiziltepa, Yakkatut, Beshtarak, Uzunsoy, Kaltaqul, Yemanjir etc.
2. Names related to socio-economic events, ethnic composition of population, furthermore, some names related to labor skills, transportation, well-being of the population. For example: Dehqonobod, Qozoqqishloq, Charmgar, Kashtachi, to'qimachi, So'zangaron etc.
3. Location, number, type of geographical component of geographical object denoting names – Avstriya, Severo, Morsk city, southern Chinese sea, Ushkani Islands etc.¹

Currently, a name is given to an object or a place, the language of the name-giver provides both the elements needed and the structure to join them together. The elements consist of semantic and morphologic units – units of meaning and form - called *words* and *morphemes*. The formers are the smallest units that can occur independently, even more smaller particles as suffixes and affixes forming part of them. The structure can be given in the form of a set of rules called *grammar* that defines the way the language can be used to understand and communicate the meaning. An important constituent of grammar is the *syntax*, determining the way words should be connected together into larger semantic conglomerates. Most names start their existence as such a semantic conglomerate. Moreover, most of the names are given according to the people or nations who survive there.

From a global point of view, obviously not all language families are as important, as far as numbers measure importance. More than 75% of all languages belong to only 10 of the 100 recognized families, while judged by the numbers of speakers; two-thirds of the world population speak languages belonging to only two families (Indo-European and Sino-Tibetan). To the topographic-cartographic toponymist, however, other numbers may be even more relevant: after all, the number of geographic names to be dealt with is not so much dependent on current numbers of speakers, as it is on the geographic extent of the area to be surveyed and the scale of mapping the survey is carried out for. Topographic map series of a certain scale use to cover a complete country, irrespective of differences in population density.

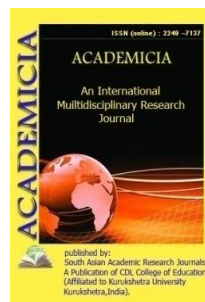
Just like in the context of toponymy numbers of speakers do have another weight than they have from a general linguistic point of view, the question whether or not a language is being officially recognized as such also has less importance in a toponymic sense. This so-called question of linguistic status – is a specific system of common speech to be considered a real “independent”

language or alternatively, “just a dialect” of a “real” language? – can be answered differently depending on the considerations of who is asked. Political considerations in this may prove to be dominant above any linguistic criteria.

In conclusion, there are a great number of place names in every language, all of them have their own importance and actuality in the nations. The specificity of geographical names lies in the fact that along with naming and identifying objects they reflect, capture and retain social and historical facts in the development of the society, bringing ideological messages from the past to our daily lives. Toponyms are regarded as a result of human cognitive activity, establishing relations between different entities in the world and expressing this relationship in the created name. Onomastic units represent the world the way we live in, the way it is seen, learnt, comprehended and reflected.

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DOI: **10.5958/2249-7137.2021.00886.7**

PEDAGOGICS OF FORMATION OF FUTURE TEACHERS ' SOCIAL OUTLOOK IN THE CONDITIONS OF INFORMATIZATION OF EDUCATION

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ABSTRACT

In the article the organizational and pedagogical conditions of readiness of future teachers for the project activity in conditions of digitalization of education are analyzed. The structure of readiness is defined, which includes the following components: motivational-value, content procedural, organizational-managerial, reflex-appraisal. The motivation-value component is aimed at stimulating the motivational attitude of the students to the project activity, understanding its significance for future pedagogical activity. The content-procedural component is aimed at the phased development of the project activities, including the entire life cycle of the project: research, planning, development, deployment and quality assessment. The organizational and management component is aimed at the organization of interaction between teachers, students, administration of the university, developing strategic goals, predicting the result of project activities, performing diagnostics and control in project management. The impact-assessment component is aimed at the formation of a reflective readiness for the project activity. Materials and methods: When writing the article, the following methods were used: theoretical and methodological analysis and synthesis of existing special domestic and foreign scientific and methodological literature, a conceptual analysis of scientific articles and publications. An interdisciplinary scientific and theoretical analysis of the problem was conducted on the subject of the research, as a result of which the conclusion was made that the organizational and pedagogical conditions for the readiness of future teachers for the project activity are to be developed. Results: The set of organizational and pedagogical conditions necessary and sufficient for the successful formation of the project activity of future teachers in conditions of digitalization of education is justified. The program of experimental and

experimental research of the readiness of future teachers for the project activity on motivational-value, substantive-procedural, organizational and managerial, reflective-evaluative components is implemented, ensuring objectivity, complexity, consistency of monitoring and evaluation of the results of project activities. Discussion and Conclusions: The willingness and ability of future teachers to carry out project activities in the digital environment will effectively organize the educational process in the digital age

KEYWORDS: *Interdisciplinary scientific, Digital environment, Components is implemented.*

INTRODUCTION

Informatization of education can be identified as one of the most significant trends today. Currently, there are a wide variety of initiatives that support the informatization of education, from state initiatives to individual higher education institutions and specific projects implemented within the framework of certain training programs.

At the same time, the informatization of education faces some obstacles. Currently, government initiatives are overcoming the classic problem of logistics for educational institutions, but a much more significant problem is the resistance of the participants in the process itself.

The problem of resistance to innovation of participants is sufficiently thoroughly considered in the works of a number of authors. In particular, articles by V. Lykova and I. Marakushina are devoted to this problem.

The experience of participation in the implementation of projects related to the informatization of education at any level allows the author to say that most often it is school teachers and higher school teachers who assess informatization as a significant threat to the current state of affairs and established pedagogical practices.

There are often two lines of resistance here. The first line of resistance is that any actions related to the informatization of education are evaluated by teachers and teachers as an additional burden that is not related to the educational process, unpaid and therefore not worth attention. Separately, we note that the objectives of this work do not include consideration of the qualitative characteristics of teachers' motivation, we can only fix such an objection and state its comparative prevalence.

Interestingly, this "extra workload" is very rarely perceived by teachers at school and teachers at the university as a way to optimize their daily work. In the vast majority of cases, teachers do not use the opportunities implemented within the framework of informatization projects to reduce the current workload or redistribute it. In particular, the use of ICT in higher education allows to significantly optimize the process of preparing teachers for classes, significantly simplifies the control of individual work of students and – in some cases – the assessment of students' knowledge.

The second objection is that the use of ICT significantly impoverishes the process of communication between both the teacher and the student, and students among themselves. In contrast to the first objection, which can be corrected if appropriate information support is provided for projects on informatization of secondary and higher education, the second objection

cannot be compensated within the framework of an information campaign and requires a meaningful scientific analysis, partially undertaken in the work of V. A. Lykova.

For our work, it is essential to fix this objection: the use of ICT in the educational process significantly reduces the communication potential of the educational situation and therefore critically negatively affects educational results. A full and detailed inventory of this objection goes far beyond the scope of our work. However, the argument itself certainly deserves attention: the learning process is really built on the communication of the student and the teacher, and therefore changes in communication may well have an impact on the results of the learning process.

MATERIALS AND METHODS

We are faced with the need to answer an additional question: what kind of learning outcomes are we talking about and, accordingly, what kind of educational outcomes should we pay attention to in the framework of our research.

To answer this question, let us turn to the recently established division of soft skills and hard skills in training. Usually, this division can be simply interpreted as the division of professional skills and skills related to interaction and coordination of joint work.

Obviously, within the framework of our analysis, it does not make sense to discuss professional skills and their formation on several grounds. First, different skills are formed in different training programs, and the significance of the communication situation for such skills may vary.

Secondly, the subject of our analysis is not the formation of professional skills. Professional skills or, in other words, the direction of training of students can serve as a variable by which groups are combined and compared.

Information technology individualizes the student. The purpose of ICTs in training is precisely to promote an individual approach. At the same time, for a number of specialties (especially for the specialties "human — human"), social competence is no less important than professional competence. That is why it can be assumed that the work in this regard is more significant for the specialties of the class "person – person", including pedagogical ones.

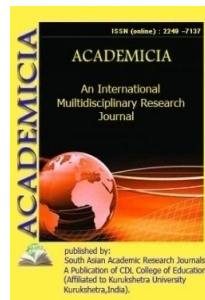
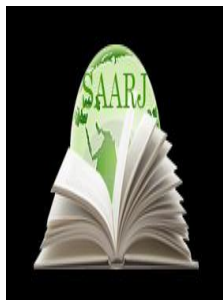
The key contradiction that is important for our work is the following: on the one hand, various forms are introduced into training that individualize the student, thereby excluding him from group interaction and thereby making it difficult to form social competence. On the other hand, the requirements for the skills of cooperation, group interaction and teamwork are currently as high as possible.

The above considerations allowed us to formulate the hypothesis of the work: we assume that in the case of active use of ICT in the teaching of a student group, the communication potential of the educational situation decreases, and such a group will differ in a relatively low level of development of social competence.

In a statistical sense, the basic hypothesis is formulated as follows: there are statistically significant differences in the level of social competence between a group in which information and communication technologies are actively used in the educational process, and a group in which these technologies are used with significantly less intensity.

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DOI: **10.5958/2249-7137.2021.00887.9**

CONTENT OF SOCIO-MORAL QUALITIES OF CHILDREN THROUGH TV SHOWS

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ABSTRACT

This article deals with issues relating to the social and moral education and development of preschool children. The theoretical understanding of the current state of this field is reflected in the modern normative documents "On education in the Uzbekistan", the state educational standards. The analysis of theoretical and practice-oriented research in this area shows that the phrase "moral education" today is gradually being replaced by "social and moral education" and "social and moral development preschool children that many relevant diagnostic methods are aimed at: to explain the actions of children and their relationships with each other and adults and to assess these actions (i.e., to correlate the situation with the moral norm). The analysis of the results showed that children of senior preschool age willingly include themselves in the retelling of the actions described in situations but find it difficult to assess what is happening from a moral point of view. It is obvious that psychological and pedagogical work is necessary in this direction, taking into account the age characteristics of the children, as well as the social and moral guidelines relevant to the current situation in regard to the development of society.

KEYWORDS: *Social and moral development preschool, Moral guidelines relevant, Relevant diagnostic methods.*

INTRODUCTION

Television is an important part of every child's life. From witnessing the magic of superheroes to tuning into horror weekends, children go through an immersive experience through television and live in the bubble of their own world. Sometimes, this bubble becomes a cause for concern, depending on the types of shows being watched. Television builds character and personality and

even has the power to change attitudes and perspectives towards life. Taking extra care will ensure that your child enjoys TV shows without being exposed to the ill-effects of watching TV.

MATERIALS AND METHODS

Formation of moral qualities in primary schoolchildren, perfection as a comprehensively mature, beautiful, kind person is one of the important tasks of the present day. Because this comes from the issue of increasing the effectiveness of education and training in the process of restoring national value and spirituality. In the study of this problem, it is necessary to take into account the individual characteristics of the students in order to properly conduct primary education on a scientific basis in the successful implementation of the task facing psychologists. It is known that in order to establish an exemplary activity for the formation of the personality of the reader, it is necessary to first determine the level of purposeful content of their character traits and personality traits. After determining each student morally, there is an opportunity to be in an individual relationship with the subject obtained separately. The personal qualities of 8-10 Senior Primary School students are unstable; the simple, quick-giving to external manifestations. As noted by the great scientists, the character of a person is more formed in the initial knowledge of his than anyone else, and the quality of in these qualities is greatly strengthened and becomes the second nature of the child. In the second nature of the child, all responsibility for the content of positive emotions, personality qualities, the formation of high moral qualities in them falls on the responsibility of primary schoolchildren. At this age of the student, every question that the teacher says, every behavior, manner of interaction, passes the role of a criterion of truth for him. Thus, the personality of the child is a very complex psychological category, which is gradually formed under the influence of certain concrete factors during the individual of the individual. According to scientific sources, the human personality is contained in the influence of three syllables. The first of them is the influence of the external social environment in which a person is born, the second is the influence of social education – upbringing, which is systematically given to a person for a long period of time, and finally, the third is the influence of hereditary factors, which are given to a person by procreation.

In the development of the psyche of Man and the content of his personal qualities

The role of external, social environment and upbringing has a decisive role. But man

The content of his person, as we have already mentioned above, only to these two

Not only is the third Factor connected. These are some of the ways of factor degeneration

It is the influence of anatomical and biological features. For example, the structure of the body,

The color of the hair and eyes, the voice, the manner of speaking, some characteristically

Can be given. But it should never be forgotten that a person will never his psychic characteristics, that is, his attributes related to the mental side off spring cannot be given by the way. Finally, in rare cases, some disadvantage, for example,

Musical, mathematical abilities can be given in a genealogical way.

In order for such opportunities to be realized, that is, to be able to starve, of course

There must be certain conditions. At present, it has grown among our people

Talented scientists, engineers, inventors and poets, the state and the public by genealogy to figures, talented artists, artists and other people any conditions for the entry of all the given opportunities into the field roof of arrival.

Where there is no spirituality, neither progress, nor happiness, nor the future will be. It is known that in every society the fate of the future is as if in the hands of successive generations, the level of spiritual and cultural perfection of each nation is primarily the upbringing of individuals it seems. What is the spirituality and culture of any person who thinks about the prospect takes care about the formation.

Tasks set before the organization of spiritual and moral work

It consists of:

Formation of moral qualities in Primary School Students Society

To reveal its role in development and the importance of absorbing it into the minds of individuals;

Spiritual with the adoption of the national program of Personnel Training

To show further improvement of moral work and what has been done in this matter generalization of works;

Spirituality, Enlightenment, ideology in the organization of spiritual moral work deny the interconnectedness, relativity of their concepts, the second of which the use of them generalized in the educational process of not doing possible explanation, etc.

Spiritual-enlightenment and ideological propaganda work is never the same as now it has not become an actual vase.

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DOI: **10.5958/2249-7137.2021.00888.0**

MODERN TECHNOLOGIES OF INCREASING THE WEALTH OF STUDENTS IN NATIVE LANGUAGE EDUCATION AND WORKING WITH DICTIONARIES

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ABSTRACT

This paper aims to investigate and implement various uses of technologies in language education in the 21st century. Research explored in this paper show that there are a wide variety of technology to choose from, either offline or online media. Teachers and students who are digital immigrants can benefit from integrating technology in their learning and teaching. If only these teachers and students understood the importance of and practiced Network-based language teaching and e-learning skills.

KEYWORDS: *Wide variety of technology, Implement various uses of technologies, Digital immigrants.*

INTRODUCTION

Education is a collaborative activity of the teacher and students, in the process of which the development of the individual, his / her knowledge and upbringing are also carried out. In the lessons, the teacher achieves his knowledge, skills and skills to the students through training, while the students will have the ability to use it as a result of their assimilation. In the process of learning, students use different forms of assimilation, that is, they rely on specific discrepancies in the perception, processing and application of the assimilated information. In the educational process, issues of education and training in the form of interaction of teachers and students at the time of classes, independent performance of students, extracurricular work are solved.

The purpose of education is formed in accordance with the need of society. Therefore, the purpose of education should be appropriate and proportionate. It was noted that the purpose of education in the scientific literature is to create the right, accurate, appropriate use of the opportunities, skills and skills, develop logical and creative thinking, increase communicative

literacy, integrate the National idea, form shakana education, the expression of spiritual enrichment of a person. On the basis of educational purpose, the culture of their communication is improved by independent thinking, increasing oral and written literacy, developing logical thinking. On the basis of educational purpose, spiritual, ideological, spiritual education is provided. In the process of language learning, it becomes possible to approach the cultural and moral values of the people.

One of the great wise. "...As long as you live with the anxiety of the future, give your children good knowledge, read". It would not be a mistake if we say that the reforms carried out in the educational system of our country in the real sense were not a work aimed at achieving efficiency in a two-year or short period, but a change in the real sense for several hundred years. This shows that the wise policy lies at the time of the idea that all the children of our country – my children, they should be stronger, educated and of course happy than us, worrying about the future of our president, our future generation.

MATERIALS AND METHODS

It is known that the introduction of advanced pedagogical and new information technologies in education not only increases the effectiveness of training, but also plays an important role in the upbringing of an independent and logical thinking, comprehensively high spiritual person by applying the achievements of Science in practice.

Currently, interest in the application of interactive methods and information technologies in the educational process is increasing day by day. One of the reasons why this happens is that by this time, in traditional education, students are taught to acquire only ready-made knowledge, while the use of modern technologies teaches them to search for the knowledge they possess, independently study and think, analyze, and even draw the final conclusions themselves. The teacher in this process creates conditions for the development, formation, acquisition and education of the individual and at the same time performs the function of management, directing. Today in education, modern technologies such as "smart attack", "Mind attack", "networks" method, "Sinkveyn", "BBB", "fifth plus", "6x6x6", "discussion", "role play", FSMU, "work in small groups", "rounded snow", "Zigzag", "let me say The Last Word" are used.

It will give a positive result if it is used in the lessons of repetition or strengthening of the game-tasks during the lessons. The choice of what kind of a game task should depend on the type of lesson, the level at which students are taught to perform the game tasks, their level of knowledge, the possibilities of independent creative work, the ability to quickly restore the learned in memory, the extent to which creativity is also formed.

In education, attention is paid to the issue of thinking the personality of the reader, understanding the thoughts of other people and teaching this idea to make literate statements in oral and written form, the main role is played by the perfection of an independent thinking, speech culture developed literate person. The lifestyle, cultural creativity of the nation is studied on the basis of its rich historical heritage.

ACKNOWLEDGEMENT AND RESULTS

Today, the teacher requires the use of advanced pedagogical and new information technologies in the educational process. Proceeding from the above, based on our experience, we will describe our thoughts on the ways of teaching and learning through the use of interactive techniques in the

lessons. We think that it will provide practical assistance to our colleagues in increasing the effectiveness of training. It also becomes one of their close assistants in the performance of a responsible task, such as the selection of students for their direction and the formation of skills in preparation for an independent life. Below we give recommendations on the application of modern methods of teaching on the basis of some topics in the cross-section of classes. You use it with a creative approach, and in response to the thoughts of our first president: "let's look for answers to the question of what we are doing today, in order to arouse pride and pride in our children, a sense of loyalty to our sacred Mother Earth", we hope that you will add your own sense of achievement.

The law on education says a lot about the search for and introduction of new ways of teaching in the national program of Personnel Training. Teaching children in primary classes the formation of elements of national and universal education in them should be expressed in the process of modern primary education. In the process of Primary Education, various methods are used. But there is a method, which provides a close relationship between the teacher and the pupil, this very process of the lesson is called "Play".

In this, almost all students take part and act. In the process, students learn something. All moves, both excellent and high school students and general students pull briskly. Because the children who are sitting in the classroom have recently come from the world of games. If the teacher makes it interesting to think about educational games, the child will wake up with a feeling of "surprise", this process of Education will not be forgotten by the students, and the goal envisaged in the game will go to the formation. Games are of two different importance, they are educational and educational.

Educational significance is that the knowledge, skills, skills that are given by the teacher in children is mastered through play. Through knowledge, skills and skills, which are integrated with children, such attributes as morality, labor, and patriotism are formed and become of educational importance. There are several types of educational games. They are grammatical, didactic puzzles, problematic games.

Currently, aspiring and experienced teachers achieve effective results by combining the educational process with didactic play in accelerating cognitive performance. Didactic game application can be used in the process of explaining a new topic, strengthening it, testing and evaluation of children's knowledge. The teacher should prepare the students for the individual, and then group games, after they have successfully come out, conduct mass play lessons. Because, students must have acquired the necessary knowledge, skills and skills to participate in didactic game lessons. It is better for the child to work than to sit dumbly, repeating what the teacher said, thinking in any case.

The cognitive activity of the child begins at a young age. Only in that period will Knowledge activity be built on the basis of games. School life differs from family or kindergarten conditions in external and internal aspects. A child who comes to the first class feels school, but cannot adapt to this process. That is why it is necessary to carry out the transfer of knowledge to the child through the game. To teach children only a serious lesson, to give superimposed theoretical knowledge, to arm them with the rules, will cause them to be bored and will remain ragged. A child who is tired of mental strain is illiterate. For this reason, we must encourage children to

think tirelessly with the help of games, to travel to the world of fantasy, to educate themselves in ways that they want without mental strain.

In the process of working in primary classes, one must be able to think, look for new educational tools, and be creative. Attractive names of games attract children's attention, do not get tired of them, creative emotions in relation to the lesson. They can also be entered in the middle, end or beginning of the lesson, the subject should be chosen taking into account the purpose and character of the game.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00738.2**

POETICS OF SHORT STORY TITLE

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ABSTRACT

The article is about title of a literary work. It involves peculiar and distinctive aspects of title stylistics in Uzbek short stories and studies its edges, which reveal literary notion of the author. However, we can see the opposite of this statement in short stories with sarcastic title. For example, one may not perceive the reason for naming short story "The thief" until reading the literary work itself, consequently, we are not able to understand the inner meaning of it. "Strong fall wind, that is not letting to open the eyes for about two weeks is whistling over the top of lonely trees, it is buzzing; hustling over the veins, going straight forward windows and doors and sighing".

KEYWORDS: Title, Composition, Plot Line, Literary Mode, Literary Detail, Literary Concept, Figurative Meaning, Sarcasm, Genre Of Short Story.

INTRODUCTION

Title – the most important part of a literary work. It reveals the true essence of the life. With this feature title is considered as a notable component of literary work composition. "Exactness and laconism are the initial advantages of the prose. It demands thinking. Without it, a beautiful, sophisticated short story serves to nonsense. The title of the literary work must be laid in couple of words, should preciousely contain the concept, which is discussed over hundreds of pages, must attract reader from the first sight. It is quite complicated and pleasant at the same time. [1]

Some of writers choose the title coming out of their literary aims, while majority of literary works are titled after the completion, being the result of thought and choice made by author.

Placing the means of the text into one word or any quote creator hides the key from the literary work caste into the definite title. Title is a tiny literary work in the content of huge one that focuses literary aim, concept of the work and all of components into one point.

So, where can be observed the stylistic feature of the title and its importance in revealing literary aim? What sort of obligations and responsibilities are laid upon the title as the component of a literary work? Basing on which stem and methods do the authors choose certain title?

Title stays in connection with the meaning layers of the literary work. For that reason title might be comprehended only after reading and perceiving the literary work itself. Summarizing above cited notions the main charges of the title can be described as follows:

- Title comes along as a tool of literary work composition;
- Title involves literary aim of the author;
- Title informs about main idea of literary work;
- Title takes the responsibility of heading reader to the meaning of literary work, serves as a navigating star

Title is a poetic piece that drags attention of the reader to the literary work. Consequently, every literary work contains title whether it belongs to epic, lyric or dramatic genre. This fact evidences the differences of title selecting stylistics. For this reason, the shortest epic genre – short story title was discussed below.

After the second half of XX century, we can observe that Uzbek short stories had many changes from the composition point, plot, the issues and from the new point of declaring style.

Notably, coming up to 60-80 years the image of person was observed from different recourses, strengthened the stream of upbringing new heroes and characters to the literary area. While, the literature of independence period can be distinguished as a literature that illustrates changes in the human spirit and coherence with philosophical manner, along with nature delineation and emulation to the world literary trends. It brought Uzbek short story genre onto a new level, a higher stage. To prove our point we address to the shortest piece of the story – title.

Contingently it would be proper to classify titles of Uzbek short stories in the following order:

The title occurring out of short story composition:

- a) Detailed title;
- b) Title of image;
- c) Title of plot;
 - 1. Figurative title:
 - a) Sarcastic title;
 - b) Title involving elements of *tazod* (putting together opposite concepts)
 - c) Philosophical title
 - 2. Spiritual-emotional title.
 - 3. Chronotopic title.

1. The title occurring out of short story composition is a detail compounding events in the literary work, connected to the literary aim of the writer and it is selected based on plot line or image.
2. **Detailed title is a main factor typifying life.** Even the whole story might be build over one detail. [2] Such short stories as «Pomegranate» by Abdulla Qahhor, «Oqtosh» by ShukurKholmiraev, «Stopper» by A.A'zam, «Spate» and «Inscription» by Nazar Eshonqul, «A piece of tear» by A. Ibodova may be considered as detail based. Literary details in those kind of short stories usually have great deal meaning. A phrase or word titling the story definitely included in its text. «The tear awaiting deep in the eyes of Ma'suma finally came out, that it dropped to her atlas dress leaving traces over her face darkened on the sun. Not being penetrated to it, tear fell down to Earth.»[3] Or «Oqtosh is still staying in my room, in the row of my different swimming awards».[4]
 - The detail in title of story obtains general unity at some points.
 - A tool that joins the parts of the story.
 - It may serve as a cause for intense relationships between characters.
 - Component that reveals behavior of characters.
 - The literary factor commits and accomplishes aim of the writer.

6) Title of image. These kinds of stories arise the character as a title. To be more certain, the main character or any image of the story takes their place from above and refers to the story as the central point of discussion. [5] Such stories as «Baker girl» by Cho'lpon, «Lantern man», «Gulnoropa» by Oybek, «Shiroq» by MirkarimOsim, «Grandfather with his grandson» by Tog'ayMurod, «Writer», «Master» and «Unknown person» by ShukurKholmiraev illustrate main character at the center of literary work and with this feature often remind novelette. As it is seen in such short stories the names of heroes and their professions, nicknames or their distinctive features become a title and consider following meanings:

- All the elements in the content of short story serves to demonstrate and enlighten the inner world, personality of a character.
- The noblest characteristic features of the author goes into the portrait of short story's main hero.
- The literary aim of the writer and destiny of main hero become consistent and maintains concept of literary work. To sum up creator puts the main hero to the center of literary work.

c) Title of plot. Above there were stated two main methods of choosing title to short stories. The first is a title that was given according to the initial literary aim of the author, the second is the title that came out later. Title of plot is definitely may be claimed as a second type of title, when the true master of word selects title according to the plot line. Writer informs of the plot actually in the title. Consequently, author views the title as a factor informing about the short story plot.

The title, which is selected in this way covers the whole meaning of the world. «On the horse», «Feast of gins» by A. Qodiriy, «Under the Zov», «Navruz» by Sh. Kholmiraev, «Fishing» by Q.Kenja, «The bus» by A.Azam are the light pattern of a prove to our opinion. In this case literary idea of the author comes along with the plot. The impact of unexpected drastic plot line

to the behavior of characters, using point of view of characters to define events are the most distinguished features of those short stories.

I. Figurative title is based on the different types of meaning shift. The words or phrases in the title begin to live their “second life”. This “second life” becomes consistent with the true meaning of short story coming along with it as a spirit with body. Such short stories as “The thief” by Abdulla Qahhor, “Almonds blossomed in winter” by Sh.Kholmiraev, “The man heading with ape” by N. Eshonqul along with containing elements of figurativeness in their titles, include didactical, philosophical, critical and contrasting means. Figurative titles are divided into three categories:

a) Sarcastic title – comes along as a statue serving to the literary aim of the writer. Such stories as “The ill”, “The thief”, “Thousand and one lives”, “The wife not eaten a raisins”, “Headless rider” by A. Qahhor contain bitter sarcasm. Those titles have following features:

- The title coming equal to whole meaning of short story – in this case literary aim and plot of the story becomes tiny title of a short story. Moreover, conclusion derived from the literary work becomes equal to the title.
- Polysemous of the title – in the following feature of sarcastic title meaning divides into external and internal. From the external point it may seem as ordinary word, but from the inner point it may be alike to the “unhemmed nut”. Writers as well create beautiful poetic piece hiding into it inner deep meaning of literary work.

Title with asocial value – in this case the event or situation laid by author often is linked with not only one person, but the whole society, problems and dilemmas are concerned with entire community. Instance for, A. Qahhor in his short story “The ill” claims the society as ill or sickened by indicating to its negative features. That element can be seen in such short stories as “The thief”, “Thousand and one life”, “The wife not eaten a raisins” and “Headless rider”.

Comprehending the title only after reading the short story. Specialists consider title as “a key” to the short story. However, we can see the opposite of this statement in short stories with sarcastic title. For example, one may not perceive the reason for naming short story “The thief” until reading the literary work itself, consequently, we are not able to understand the inner meaning of it. This circumstance proves that the entire short story may serve as a key for opening the meaning of the short story.

B) Title involving elements of *tazod* (putting together opposite concepts) – occurs as the opposite of two notions. Those kind of short stories often have parallel plot line. Natural landscape descriptions become the most important elements demonstrating the literary idea of the author. Valuable poetic invention of the author has asymbolic meaning and becomes the title. Such stories as “Tulip in the snow” by A. Cho’lpon, “Almonds blossomes in winter”, “Spring weather in fall”, “Moon hided under cloud” by Sh.Kholmiraev, “Tulip in the winter” by Q.Norqobilov falls into taht category.

C) Short stories with philosophical titles often discuss the relationships between person and the universe, relationships in social and universal levels. The title which is selected for short story is also a result of philosophical thinking. Those kind of titles do not serve to deliver writers initial idea, but they motivate to percieve the concept of wold and a person. Following stories as “Person”, “The Magnetism of universe” by Sh.Kholmiraev, “Hub in

the corner” and “Chilla” by N.Raufkhon, “Bakhovuddin’s dog”, “Wind is uncatchable” by N.Eshonqul flow to this category. Such stories obtain one common point and from this angle they deserve statement of “a new literary work”. These are: a) comprehending the situation, describing them in literary way and occurrence of metaphor towards them; b) The leadership of associative method in literary outline c) the structure of the plot and characters fully on metaphor. [6] From the first sight those titles may seem as an ordinary description. However, the assist reader to think philosophically in opening the true meaning of the story, understanding events cohesion.

Spiritual-emotional title

In short stories with such kind of titles there can be lightly seen leadership of spiritual description rather than ideological, critical character. With these features, spiritual emotional stories often remind dramas. For the reason of concerning one spiritual situation into the whole story these circumstance goes on the top of it. “Horror” by A.Qahhor, “Soul”, “Something has gone” by Sh.Kholmiraev, “The joy of falling apart” by Q.Norqobilov and “Tearing” by D.Saidova prove above mentioned opinion with their titles selected through that method. In the story “Horror” the author from very beginning comes along with description of horror landscape and heads reader towards the gates of terrifying darkness. “Strong fall wind, that is not letting to open the eyes for about two weeks is whistling over the top of lonely trees, it is buzzing; hustling over the veins, going straight forward windows and doors and sighing”. In those nights one becomes so slowed and wants to wait for something with struggle.[7] The story that begins with a little “horror” of a nature ends up with a dramatic death. The whole story goes along under this spirit and it turns into the title.

Chronotopic title. Those titles are divided into two types, the first concerns time and periods. The second is title linked with the certain place. Second type of titles are often tiny in shape, nevertheless wide in meaning and initially they describe destiny of one person, even entire society. The title of short story obtains metaphor meaning and stays in poetic connection with literary aim of the author. “Jintepa” (“Hill of gins”), “Groom from city” by O’tkirHoshimov, “In wide, large fields”, “Returning to Galatepa” by Murod Muhammad Do’sit, “Guest” by LuqmonBo’rixon goes into those category.

Short stories titled chronologically often are linked with period, year, season and other notions, and the word in the title describes the period of happening events. “Life of the truthfull” by OdilYoqubov, “Price in fall” by Sh. Kholmiraev, “One day of a peasant” and “One night of a peasant” by O’tkirHoshimov, “Breath of winter”, “The life” by UchqunNazarov, “Where is my birthday” by Ne’matAminov can be light example of chronologic titled short stories.

To sum up, title is important element of literary work. Stylistic of choosing title in Uzbek short stories depends on changeability factors of the plot and derived from the literary coherence of the author. Consequently, poetic feature of Uzbek short stories can be seen in following circumstances: Initially, the style of the author, viewpoint, literary aim and ability of word usage; Secondly, in description of social life dilemmas; Thirdly, in the renewal level of short story genre; Finally, the options of short story genre can be seen in the way of description, the size, from the point of plot composition changes.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00739.4

JADID NATIONAL PRESS AND ITS GENERAL DESCRIPTION

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ABSTRACT

The twentieth century began with some success for the peoples living in the territory of the Russian Empire. This gave rise to the Turkestan national press. After Russia was defeated in the war with Japan, he was unable to withstand the pressure of internal and external forces. Political struggles within the empire intensified, and by the end of 1905 the emperor was forced to declare a freedom manifesto for all political forces and groups. One of the main points of the manifesto was freedom of speech. Different peoples and political strata took advantage of this opportunity to establish their own press. The above mentioned issues are more deeply discussed in this article.

KEYWORDS: *Jadid, Jadidism, Vaqt, Yulduz, Ottoman Turkey, Russian Empire, Turkestan Province Newspaper, Pilgrims, Bukhara Sharif, Tuijor, Tavallo, Oyina - Mirror, Anti-Governmental.*

INTRODUCTION

In the early twentieth century, in addition to the “Turkestan Province Newspaper”, newspapers published in Ottoman Turkey, Iran, India, Egypt, and some European countries were widespread among intellectuals. This situation was facilitated on the one hand by the postal system introduced by the Russian and local governments, and on the other hand by the fact that thousands of pilgrims, traders and other categories brought publications from different countries. Although censorship was an unchanging law for the Russian bureaucratic apparatus, it was unable to provide a complete barrier to all publications being brought into the region.

THE MAIN FINDINGS AND RESULTS

In the late 19th and early 20th centuries, Turkestan was colonized and the Russian Empire began to economically erode it. The colonialists tried in various ways to keep the indigenous people in

ignorance, illiteracy, poverty. Such a policy of the imperial administration gave rise to a national liberation movement of the local population. The revolutionary movements in Iran in 1905-1911, India in 1905-1908, and Turkey in 1908 in the early twentieth century increased the political activity of the Jadids in Turkestan [1, p. 26]. Therefore, the Jadid movement in Turkestan emerged for two main reasons. The first is the influence of political changes in the Muslim world on the spread of national intellectuals, progressive ideas in their homeland, and the second is the influence of Ismailbek Gasprinsky's ideas on Turkestan. Despite the censorship applied by the Tsarism, the Jadids in those years were constantly acquainted with the media in the eastern regions of the Russian Empire. For example, "Tarjuman" (Bakhchisaray), "Vaqt", "Yulduz" (Kazan), "Mulla Nasriddin" (Tbilisi), "Siroti Mustaqil" (Turkey), "Siroj ul-Akhbor" (Afghanistan), "Khabul Vatan" (India).

Also, in awakening the people from their slumber in Asia, the influence of progressive literature as a mass movement led to the publication and further development of the Jadid national media.

Thanks to the selfless work of Munavvar Qori Abdurashidkhonov, Mahmudkhuja Behbudi, Abdulla Avloni, Ubaydulla Khujaev, Nosirxantura, Ashurali Zohiri, Obidjon Mahmudov and others, it led to the spread of serious ideas among the urban population of the country. "Taraqqiy", "Khurshid", "Shuhrat", "Tujjor" and other national media outlets published by them played a significant role in strengthening the socio-political movements of the Jadids [2, p. 25]. The events of 1905 and the revolutionary movements in Turkey, Iran and India allowed the slogan of the struggle for a new school to be sharpened. As the number of readers of the "Tarjuman" newspaper increased, so did the Jadids' interest in the press. The governor-general allows the Jadids to publish a newspaper on the condition that he edits someone close to him. How does "Taraqqiy" see the world through this?

In general, this newspaper is significant in that it served to accelerate the struggle of the Jadid periodical press for a specific goal. Beginning in 1906, newspaper production began to intensify. "Khurshid", "Shuhrat" and "Osiyo" newspapers were published.

The first Samarkand Jadid newspaper, "Samarkand", was published in April 1913 under the editorship of Mahmudkhuja Behbudi. In April 1914, the newspaper "Sadoi Turkiston" was published in Tashkent. The editor was Ubaydulla Khujaev. For the first time in Fergana, the Uzbek-language newspaper "Sadoi Fergana" was published under the editorship of Obidjon Mahmudov. It was compiled and corrected by Ashurali Zahiri. Also in Samarkand "Oyina" (1913) and in Tashkent Abduramon Sodiq o'g'lu Sayyoh magazines "Al-Isloh" (1915) was published [3, pp. 53-55].

Mahmudkhuja Behbudi, Ismail Obidi, Munavvar Qori Abdurashidkhonov, Abdulla Avloni, Ashurali Zohiri, Obidjon Mahmudov, Abdurauf Fitrat, Mirmuhsin Shermuhamedov, Laziz Azizzoda, Islam Shoahmedov, Khoji Muin, Shukrullo, Mard Shokirjon Rakhimi, Akobir Shomansurov, Gazi Yunusov and others have done great work.

After the events of February 1917, the attitude to the press in Turkestan changed and grew rapidly. Unfortunately, these national publications did not fully escape the influence of the policies of the dictatorial Soviet regime.

According to the newspaper, Ismail Gasprinsky had a lively correspondence with Hasan Chonishev on the distribution of "Tarjuman" in Turkestan. Despite the fact that N. Ostroumov

wrote to his teacher Nikolai Ilminsky that he was very angry when he saw the first issue of “Tarjuman”, in the first years of his activity in “Turkistan Region Newspaper” he did not pay any attention to “Tarjuman” and did not express his views.

N. Ostroumov pointed out that despite the fact that he had previously corresponded with I. Gasprinsky and was closely acquainted with his works; in some cases he was not familiar with him. The announcements made after N. Ostroumov's appointment did not mention “Tarjuman” distributors in Turkestan. During the first two years, “Tarjuman” had about 200 subscribers all over Turkestan. According to reports from Bukhara in those years, the “Tarjuman” was read hand-in-hand.

The Russian administration of Turkestan focused only on the development of the intellectual development of the potential of the “Russian intelligentsia” and the implementation of specific measures in this regard. Analyzing the statistics of Russian periodicals in the Syrdarya region, Ivan Geyer [4] describes the group of people who read these publications as leaders of the country's spiritual development. Unfortunately, in such analyzes, the interests of the local people were not taken into account at all.

The Turkestan Regional Newspaper, the official publication of the Governor-General of Turkestan, was one of the first Turkish-language newspapers published in the Russian Empire. Apart from the two short periods in which the national press was published in Turkestan (1906–1908 and 1913–1917), the official newspaper was the only publication in Central Asia in the local language. This newspaper served as the main platform for Turkestan intellectuals who wanted to express their views on the state of the country in a global and imperial context.

However, despite the fact that the Turkistan Province newspaper played an important role in the lives of Muslims, it was extremely conservative and “hostile” to any form of Jadidism. For this reason, according to researchers, the Russian-edited Turkestan Province newspaper cannot be considered a true “Muslim” newspaper.

According to researchers, the role of the “Turkestan regional newspaper” [5, pp. 23-37] is based on hypocrisy and contradiction. The original purpose of the newspaper was to “inform the local population of all orders of the Governor-General” and “to report on commercial and various events in Tashkent and other cities”. Among the less interesting news were excerpts from “A Thousand and One Nights” and various reports from the Russian press.

From 1875, the newspaper began to publish letters from its readers, as well as “useful information” about the time. According to N.Ostroumov [6], the “useful information” included the geography of different countries and information about them, the use of hot air in balloons, railways and telegraphs, instructions on the cultivation of cotton and silkworms, and so on. The “Local News” section reported only criminal cases aimed at exposing the negative aspects of the local population.

Concerned that the local population was less interested in learning Russian, Kaufmann's successors sought to distance themselves from the policy of the late governor-general, and in 1883 N. Ostroumov's appointment as editor of the Turkestan Regional Newspaper was the first step in this change. One of the main directions of Russification policy was the deepening of the Russian language among the local population.

Under the leadership of the new editor, N. Ostroumov, the “Turkestan Regional Newspaper” was to emerge as a tool of the Russian government’s new policy of “enlightening the local people with caution and foresight”. To this end, the newspaper began to be published in both Uzbek and Russian at the same time. Officials in Turkestan’s Russian administration believed that Russian oriental studies could enlighten Asians and that it should do so in a way that the interests of “non-Russians” were in line with the interests of the dictatorial Tsarist Empire. To this end, the Turkestan regional newspaper has doubled the number of “useful information”. But the information was politically “safe”.

The first non-governmental local language newspaper was published in 1906 by Ivan Geyer. The main purpose of this newspaper was defined as to acquaint the local people with new political views and opinions. It should be noted that the private and independent press in the Russian society living in Turkestan was founded in 1890 in Samarkand. I. Geyer’s newspaper “Development - the lifeblood of Central Asia” reprinted, mainly translating reports from Russian newspapers.

Nonetheless, the newspaper provided an opportunity for the Russian administration to express its views to individuals who were unacceptable from the point of view, i.e., local intellectuals. In this way, Ivan Geyer's newspaper paved the way for local intellectuals to join the long-awaited goal of political dialogue. The newspaper was shut down due to financial problems after the 17th issue came out.

The Jadids of Turkestan accepted the newspaper primarily as a sign of progress and a source of knowledge. They interpreted the original essence and purpose of the newspaper differently. At one time, I. Gasprinsky stated that the main purpose of the newspaper was to serve the truth and enlightenment. At the beginning of their journalistic career, Turkestan enlighteners compared the newspaper to a doctor treating the “disease” of society. Shortly afterwards, the press began to regularly criticize the shortcomings of society and became a “true leader” of society.

The struggle of the Turkestan Jadids to achieve their goals, as declared by Ziya Said, “jihad” against conservative thought, began with the newspaper “Taraqqiy”, founded by Ismail Obidi after Ivan Geyer. I.Obidi wanted to rename the newspaper “Sharq”. I.Obidi's newspaper was closed by the court after the 19th issue on the charge of publishing inappropriate materials.

A few weeks after the closure of the “Taraqqiy” newspaper, Munavvarqori Abdurashidkhonov founded the “Khurshid” newspaper. This newspaper also became a follower of the “Taraqqiy” direction. However, unlike Ismail Obidi, Munavvarqori Abdurashidkhonov in his articles focused on political events in Russia and neighboring countries. Apparently, this direction of “Khurshid” corresponds to the political views of I. Gasprinsky.

Gasprinsky considered “Khurshid” to be a “pure national” newspaper and was proud of its “language”, which was very different from that of the Turkestan regional newspaper. According to Zaki Validi, Ostroumov tried to create a language in his newspaper that could be used to distinguish the “Sart language” from the Tatar and Kazakh languages. Gasprinsky, for his part, accused the new Tatar newspapers of spreading street language instead of literary language, and sharply criticized their “language”. The Turkestan Jadids, on the other hand, tried to use the “local central language” promoted by Gasprinsky.

For this reason, I. Gasprinsky republished the main article in the first issue of the newspaper “Khurshid” in “Tarjuman” in order to show the “language” of Turkestan newspapers as an example to others. Before the closure of the Khurshid newspaper, “Tarjuman” republished many news and articles from it that were in line with the editorial point of view. Munavvarqari's newspaper was published until November 13, 1906, and after its 10th issue, the government closed it down for publishing in the “anti-government line”.

Later, “Shuhrat” and its successor, Asia, founded on the joint initiative of Abdulla Avloni, Tatar Ahmadjon Bektemirov and Munavvarqori, were closed down on the same charges. The newspaper “Asia” was banned on May 21, 1908. At the same time, Saidkarimboy Saidzimbaev began to publish the newspaper “Tujjor”. Unlike other publications, the newspaper declared itself to be anti-government, pro-Russian, and non-religious. “Tujjor”, which has such a program, did not gain much popularity among students, and after the 36th issue was closed due to lack of subscribers. With the closure of “Tujjor” in May 1908, the independent national press in Turkestan ceased to exist.

Turkestan readers of “Tarjuman” blamed the Turkestan regional newspaper and N. Ostroumov for the destruction of the national press. N.Ostroumov told various government agencies that he had been involved in the case and had tried to ban the “Tarjuman” newspaper in the country.

He corresponded with the Russian political agency in Bukhara on the issue and tried hard to get a report from him about the “Tarjuman’s” harm to Russian interests in the region.

The four newspapers published between 1906 and 1908 quickly portrayed the Turkestan Jadids as a force on the path to national and religious self-realization.

Unlike Russian Turkestan, the first press in the Bukhara Emirate appeared almost half a century after the newspaper was first published in Central Asia. N.Ostroumov reported in the Turkistan Region newspaper that after I.Gasprinsky's meeting with the Emir of Bukhara, Abdullah Khan, during his 1893 trip to Turkestan, he agreed to I.Gasprinsky's offer to publish a newspaper in Bukhara. I.Gasprinsky immediately declared it a false message as soon as it appeared.

Of course, it is not difficult to see that such misinformation is aimed at depriving I.Gasprinsky of some of his “strongholds” in Turkestan. The Bukhara Jadids, later called the Young Bukhara People, became more active after 1910. They initially advocated reforms in some areas, particularly in the education system, and focused more on the establishment of new method schools in various cities of the emirate.

The Emir of Bukhara had no right to pursue any independent policy without the permission of the Russian political agency. All political issues in the emirate were, of course, discussed with a Russian political agent. Realizing this situation, progressives from Bukhara, such as Mirzo Muhiddin and Mirzo Siroj Hakim, with the help of a Jewish merchant Levi (Levin), were able to “persuade” a Russian political agent of the need to publish a newspaper in Bukhara. They tried to prove their desire to publish a newspaper with such facts as to acquaint the population of the country with the Russian Empire and to help them achieve high results in the cultivation of cotton for Russian factories.

Based on this program, they asked a Russian political agent to help them get permission from the Emir to publish a newspaper. Thus, the first press appeared in the Bukhara Emirate. This was the first Persian-language newspaper, “Bukhara Sharif” [7], published on March 11, 1912, in Kagan

(New Bukhara). This newspaper was to be published once a week until July 14, 1912, and then four times a week.

“Bukhara Sharif” was published under the editorship of Mirjalol Yusufzoda. Yusufzoda, who was invited to the post from Baku, taught religious studies at the Ittihad School and worked as an editor for the “Haqiqati Afkor” newspaper. However, the newspaper's main editor was Haydarkhoja Mirbadalov, a Tarjuman appointed by the Russian political agency.

In July 1912, the Uzbek (Turkish) newspaper “Turon” was published as an appendix to “Bukhara Sharif”. The newspaper was published twice a week and operated as an independent publication in September of that year. Giyas Usmanov, who studied in Turkey from 1906 to 1911 and was an active member of the Bukhara community in Istanbul, was appointed editor of “Turan”. Bukhara newspapers quickly became popular among the people. These two newspapers had a total of 2,600 subscribers (Bukhara Sharif - 800, Turon - 1,800).

In April 1913, the Samarkand newspaper, the first of the Samarkand Jadids, was founded in Samarkand by Mahmudhoja Behbudi, according to Ziya Said. Behbudi published the newspaper at his own expense and was forced to suspend it five months later due to financial difficulties. The newspaper did not re-appear after issue 45.

Reporting on the closure of the Samarkand newspaper, I. Gasprinsky wrote that he was very sorry for it. “Behbudi”, he writes, “started the newspaper with great enthusiasm, but there were not a thousand subscribers among Turkestans for the newspaper in their own language”. Tolagan Khojamyorov (Tavallo) declared the closing day of the Samarkand newspaper a “national day of mourning”.

In 1913, Turkestan intellectuals repeatedly appealed to the government for permission to publish a newspaper. In early 1913, Obidjon Mahmudov of Kokand applied to the military governor of the Fergana region to establish a newspaper in the local language. He soon received permission to publish a newspaper under the name “Jami’u-l-Akhbar” (Message Collection) and to open a reading room under the name Madora. In Namangan, Ishakhan Ibrat applied to the regional governor for permission to publish a newspaper called “At-tijarat An-Namangan” (Namangan commercial news) in his printing house. But the government did not allow the publication of this newspaper.

On June 15, 1915, with the publication of the 68th issue of “*Oyina* - Mirror”, the magazine ceased to exist. According to Fitrat, *Oyina*, like other similar magazines, “could not please” its readers. Readers of the magazine did not like his articles. But Fitrat points out that the case could have been rectified. To do this, all Turkestans had to take part in improving the program of the magazine. In turn, in response to the “accusations”, Behbudi published various letters from students about the language and program of the magazine in “*Oyina* – Mirror” in order to “justify” himself.

Two more Turkestan twin newspapers, which “fascinated” I. Gasprinsky with their “language” and style, were founded in April 1914. These are “Sadoyi Turkiston” and “Sadoyi” Fergana newspapers. Launched in Tashkent, “Sadoyi Turkiston” has become a mainstay of Tashkent's progressives. The newspaper claimed to be the translator of “Ona Turkiston ovozi”. In the first issue of “Sadoyi Turkiston” he said that he would convey to his readers “the words of the

motherland to the sons of Turks in the Turkish language” and confirmed that he would follow the path of I. Gasprinsky.

As you can see, the program and language of “Sadoyi Turkiston” are completely in line with the ideas of I. Gasprinsky. But Shura magazine likened Sadoyi Turkiston’s articles to a sermon by Sufis who annoyed people with their “language”.

Sadoyi Fergana, edited by Obidjon Mahmudov in Ferghana, became popular and received permission from the government to publish a Russian version of the newspaper, “Sadoyi Fergani”. According to the translator, the editors ordered Russian letters as soon as they received permission to publish them, and the newspaper will start publishing as soon as the letters arrive. However, for reasons unknown to us, the Russian version of “Sadoyi Fergana” was not published. “Sadoyi Fergana” itself was forced to suspend its activities after the 123rd issue due to financial reasons.

The fate of the Tashkent newspaper was as tragic as any of its predecessors. “Sadoyi Turkiston” stopped publishing after the 66th issue. The main reason is lack of funds. Tashkent-based developers have failed to support the newspaper’s financial position in a variety of ways.

In any case, the emergence of printing equipment in Turkestan has led to lifestyle changes in certain segments of the population. Although this process took longer than in other regions of the Russian Empire, until the October 1905 manifesto, I. Gasprinsky’s “Tarjuman” newspaper was the only pulpit for Russian Muslims. And, it is he who played a very large and important role in the emergence and development of the Muslim press in the Caucasus, inland Russia and Turkestan.

CONCLUSION

In our opinion, three factors hindered the formation of an independent national press in Turkestan. These are, firstly, economic backwardness, secondly, pressure from the official government, and thirdly, material shortages. Although a group of local intellectuals who began to carry out reforms in the social life of Turkestan was formed in the late nineteenth century, they managed to stand on their own two feet only in the first decade of the twentieth century.

If this situation is taken into account, perhaps this situation may be the main factor in the delay in the emergence of the national press in Turkestan. The people of Turkestan were radically different from other Muslim nations in the Russian Empire in their way of thinking and thinking. Due to the extreme conservative thinking of the population and their “loyalty” to traditions, newspapers were not so popular among the people. It is for these reasons that most of the national press that emerged in Turkestan in the 1920s was forced to close down.

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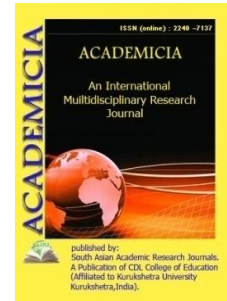
[7] *On March 11, 1912, Mirzo Muhiddin Mansurov, one of the richest men of Bukhara at that time, signed a business agreement with Levi, the owner of the Kogan printing house, and managed to publish the first issue of the newspaper.*



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An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00740.0

QATAGAN (KHATAKI) S AND THEIR LANGUAGE

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ABSTRACT

This article describes the origins, peculiarities, language and, in part, the customs of the Qatagan (Khataki)s, one of the Turkic tribes. This article discusses the origin (ethnogenesis) of Qatagans (Khatakis), one of the Turkic tribes, scattered in different parts of the world, belonging to the Qarluq-Chigil-Uyghur dialect, belonging to the group of Uzbek dialects "a" and speaking the Uzbek dialect "y". specific features, language, and partial customs are covered.

KEYWORDS: Tribe, Qatagan, Khataki, Language, Peculiar, Huyya-Huy, Qarluq-Chigil Dialect, Peculiar Cuisine, Parent-Child Relations, Grandparent-Granddaughter Relations, Language, Originality

INTRODUCTION

Among the 92 tribes that make up the Uzbek nation, there is the Repression tribe. When two strangers meet in the Surkhon oasis, they will definitely ask for each other's seeds. Abulgazihan, Muhammad Salih, B.K.Karmisheva, N.G.Mallitsky, S.M. The Abramzons have stopped in their works [1].

Ahmad ZakiValidiTogon, who awakened the Turkic world in the 20th century, writes: "According to the tribal structure, the Uzbeks are called ninety-two boys everywhere. Boy means tribe. The table of Uzbeks in Afghan Turkestan, compiled by Mir Izzatullah of India in the early 19th century, is somewhat noteworthy. Accordingly, the tribes there are as follows. Ochamayli province of a thousand tribes in Saripul near Shiberghan; next to it in a place called Sayyad Ochamayli and Qaziogli, Ming, below it the Kipchak tribe, in Kunduz completely repressed. In the territory of Balkh live the descendants of Sarai and Moytan, in Badakhshan the districts of Eshkamish and Qatagans called Burga and Timish.

The seed of Qatagan is the three tribes: Five Boars, Saljovut, Four Fathers. Mir Izzatullah gives signs of the provinces of the descendants of Moytan and Qatagan.

Among the Uzbek tribes there are aristocrats nicknamed "Bekzod". They took an active part in the accession of the khans to the throne and in the management of the country. Among them are the tribes of Qiyat-bell, Yugur-Naiman, Kangli-Kipchak, Nukus-Mangit in Khiva, and in Bukhara in the time of the Shaybanids Koshchi, Naiman, Qorluq, Burak. In the time of the Mangits (according to Radlov), the seeds of Ming, Arlot, Borin, Batash were known. During the repressions, the Bekzods were elected.[2]

Abulgazi Bahodir Khan writes in Shajarai Turk that the seed of Qatagan originated from Nur. Alanquva's husband Dubunbayon died early, leaving her two sons. Alanquva's uncles and nephew came and wanted to collect. Alanquva refused. He said that he would be the head of the river himself until my sons grew up, and then I would hand them over to them. A few years passed. Then Nur came to Alanquva's bed at night. "He slept one night and woke up in the morning. A light came in from the night, and I saw in the light that a man in the form of a white-yellow man with wide eyes came into the house.", She becomes pregnant. As the fetus grows older, Alanquva gathers her relatives and tells the story. Some people were skeptical and said, "Am I lying to you when I am in power?" Then people lurked under his hole at night and saw a light enter the hole in his bed. We read in Shajarai Turk: "Alanquva Ucham gave birth to a son. The name of the former is Bugun Qatagan. All the oppressed will be his descendants." [3]

Hafiz Abro's "Zubdat at-Tavorix" states that Alan Quva's lineage is from sunlight.[4]

The famous Indian epic Mahabharata also contains the story of the birth of a child from the Divine Light.

In the 1920s, Jadid scholar Ghazi Olim Yunusov defended his dissertation on "Qatagan (khataki) and their language." Local intellectuals Shoniyoz Safarov, candidate of philological sciences Muhammadjon Azimov, historian Ikrom Umarov conducted scientific research on repressions, made speeches in the press and published books.

Qatagan is scattered all over the world. They live in the Surkhandarya, Samarkand, Kashkadarya, Jizzakh, Tashkent and Fergana valleys of Uzbekistan. There is a citizens' assembly "Qatagan" in Kasbi district of Kashkadarya region. There is Qatagan district in Kokand city of Fergana region. When Academician Aziz Qayumov published his father's Tazkirai Qayyumi's Tazkirai Qayyumi, we saw that when it comes to the biographies of many poets, he describes them as from the Qatagan district. It is also found in the Shartuz district of Tajikistan, the Uzbek-populated provinces of Afghanistan, India and Pakistan.

In some recent works, the name of the seed is not "qatagan", but "Kohitang errors". This name is derived from the name of the place. In order to differentiate themselves from the repressions scattered around the world, the repressions in Surkhandarya call themselves "mistakes." That is, at the foot of the Kohitang ridge there is a village called Khatak. From this village begins the "Surkhan State Reserve" with a very charming natural landscape. The first paintings of mankind "Zarautsoy" are also located in this village. The original meaning of the words *khatakin* ~ *khatagin* ~ *kataganis* "a strong, stable people." The village is named after the tribe. [5]

In this study, the author studied the meanings of the word Buryat, Yakut, and noted that in all of them the place means "strong fortress", and in the sense of the name - trustworthy people, strong people, guards. In order to confirm this opinion, we can say that there is a saying among the people: "Qatagan is also a hard hand, if there is not a hundred in the middle."

There is another aspect of distinguishing mistakes from qatagan. The Khatakis are originally from the village of Khatak in the foothills of the Kohitang Range in Sherabad District, and live in Sherabad, Muzrabad, Angor, Termez, Jarqurghon, Kumkurgan, Qizirik, Boysun districts and the city of Termez in the Surkhandarya region. The people of this tribe speak "ye". They are not "je" hunters.

From ancient times to the 70s of the last century, Khataki women wore hats called "lachak". The lachak is a circle in the shape of a head, wrapped in a thin layer of cotton and tied from the back down over the neck. It covers the neck, back, neck and hair. Women who washed their heads or went on long trips wore it to avoid catching a cold. Women who wore lachak did not have a headache at all, and their backs and necks did not sting.

The cuisine of the repressed population is also unique. For example, the "bulamok" dish, which does not exist in any seed, is cooked only by women belonging to this seed. To do this, the cooked milk cream of the cow is collected in a container for 7–10 days. In winter it is stored in the yard, in summer it is stored in the refrigerator. Put it in a pot and dig until it melts well. When the cream melts and becomes liquid, add a bowl of flour and knead until golden brown. When it turns the color of crimson bread, it is given a bowl of water. 4 cups of water are given 4 times a day. After each watering, a large amount of butter is released from it. If the cow is fat, up to 1.5 liters of pure butter is obtained. After straining this dish, butter will stick to the surface of the bowl. It is eaten sprinkled with sugar according to taste. It is an extremely hot food and people who cough and have a cold recover quickly. A person who eats porridge walks for two days.

Kirmich - when the milk is cooked, leave overnight to get sour cream. When the milk is emptied, the bottom of the bowl is scraped and eaten. Very sweet and delicious food.

Durda- burning of sour cream. The solid part is called durda and the liquid part is called butter. In the morning it is added to tea and drunk.

Ogiz (also called uvuz) - freshly milked cows, sheep, goats. As a result, colostrum is ready in about half an hour. The mouth is hard and the color is reddish. The milk of newborn animals changes color after another day or two. The dish made from it is called kelagai. Kelagai is whiter than milk and slightly thicker than milk. Kelagay is prepared just like the mouth. You can slice it and eat it. After 2–3 days after fertilization, the milk becomes white and liquid. Both of these foods are very rich in calcium, and children who do not have teeth will erode their teeth and appear whiter when they eat them.

There is a habit in this tribe that no other tribe has. That is, when the repressors release the yoghurt from the yoghurt bags sewn from gray or white surp, they put in it a plant called algae, which grows in the mountains of the Kohitang ridge. Alcohol is extremely fragrant and gives the yogurt a unique taste. In the heat of cancer, an alkaline yoghurt cake gives a special pleasure to the drinker.

In all the nations of the world, mothers say Allah. There is no doubt about it. But the repressive men living in Surkhandarya say goodbye to their grandchildren. Every baby born in an Uzbek family has a mother goddess before the call to prayer. This is natural for us. But there is a strange custom that has never been found anywhere in the land of Surkhandarya. We have grandparents take their grandson in their arms and shake him to a rhythm and say "huya-hui". A father cannot say alla to his son. His parents are still alive. The young father is ashamed to say alla in front of

them. God says grandfather, not father. To his grandson. As everyone gathers around the table, the grandfather takes his grandson in his arms and says, "Huy-ya-huy." It is a peculiar god of men. It is said only by men, that is, by ancestors.

Xuyya-huyya huyyang koni,
Bobong bergan tuyang koni
Huyya-huyya, huyyalar busin,
Shu bolam tezroq to'ylar-a busin
Huyya-huyya, huyyalar busin,
Shu bolam tezroq katta-yo busin.
Xuyya-huyya huyyang koni,
Bobong bergan tuyang koni
Huyya-huyya, huyyalar busin,
Shu bolam tezroq to'ylar-a busin.

Listening to such a beautiful song, the boy trembles in unison and falls asleep in his grandfather's arms. What country child listens to such a beautiful song from his grandfather.

Doctor of Philology, Professor Tora Mirzaev began his career in the Jarkurgan district of Surkhandarya region, and among the people he wrote "huya-huy" and introduced it to the scientific community. The famous scholar of the twentieth century Fitrat called this heritage of our people "folk literature".

Today, due to independence, such concepts as "Surkhancha", "Surkhancha method", "Surkhancha dance", "steppe songs" have been formed and recognized in our national art. For example, "Huya-huy", "Shamollar-Mirhaydar bobo" labor ceremonial songs, "Kadi" dance, "Chirak dance" are examples of art that are unique to the Surkhandarya region.

The peculiarity of Surkhandarya dances is that in the hands of the dancer there is definitely an element, a tool of labor, a household item or a child. Even if he has nothing in his hand, he takes his hairpin and turns it over. The peculiarity of Surkhandances is that not only girls or women, but also men dance in the circle. Take, for example, the song "Huya-huy". In it, a grandfather holding a young child in his arms says "Huya-huy," meaning "alla."

Yarashadi kiligi-yo, yu-huy, huya-huy,
Qoshlarningining piligi-yo, yu-huy, huya-huy.
Polvon bulsin khudoyim-a, yu-huy, huya-huy,
Tula bulsin iligi-yo, yu-huy, huya-huy.

There is also a peculiar folklore of the qatagans. For example:

There are also specific proverbs of this tribe. If the husband dies early and the wife does not cry, he uses the proverb, "He gathered the wheat and set fire to the straw." You gave birth to children, now what does the land mean. Phrases such as "Even if a donkey dies, its tissue will mourn for three days" are used.

Mothers-in-law often tell their daughters-in-law, who are hungry for food, "Kunniyam has hope from lunch." This means adding a cup of water to the food you are cooking, so that someone can come.

There are also specific words in the dictionary of this seed. For example, a cold day when the sun does not rise is used in the vernacular as a "bite day". Today has been a frustrating day. Jirindi is an abandoned, neglected place. For example, because of an infinite number of wives, the yard became a dungeon. When two vowels come together, the pronunciation changes dramatically. For example, the word "dua" is pronounced as "doga", which means "pray for me, boy".

The dictionaries of the population belonging to the repressive clan are also unique. For example, dehi-ordinary, juyruk-arbitrary, immodest, totu-crazy, a house for a young man who is going to get married (let him go on the grass), yashamol - is used for the elderly who have lived a long time. Tearing - if the deceased has lived a long time, everyone is stripped of a piece of material to tie a belt, and their grandchildren are given a garment to sew from that tear. Ichkinna, ichpinna - is used for the person who keeps the cake. Alang - hill. Angara is a foreign country. For example, an edge of a field. Under the mulberry plantations. The father used to look at his son: come in a turn, put in the hangar.

The word "bodi" is used in reference to a young man who walks barefoot even in the cold. For example, a mother scolds her son who has a cold: go naked in the cold, my child. The word "Ilachila" is used in the sense of sudden, immediate. For example, Ilachila whispered and spoke. The word "beautiful" is used for a mother-in-law who does not give her daughter-in-law a day off. Ikovi (the bride's mother-in-law) is used as a way to make a nice day for our neighbor's bride. Degurdi - is there a point; Tagop-mountains; Sug'ra-then; Ganda- unpleasant, ugly; Tulkhori is wrong; Togla-past period; Oyanda-next period; Tunogun-the day before nightfall; Qatalanqilmoq-to make hard is to make hard days; Zigirvonqilmoq-to make linen is to push it forward.

In this seed dialect, the words "lang" and "aying" are used as synonyms and mean epidemic. For example, if a young child suddenly gets hot, notes, and loses his taste, there is a "lang", which is said to be "bear".

In the dialect of qatagan, "a" is typical. For example: apple-apple. Choy-chay. In some places, instead of "b" there are cases of "v". For example, *yubordim-yuwardim*. For example, in the literary language, the plural form of "brothers" is used in this dialect as "akamala", the plural form of "sisters" as "opamala". When two people get along well with each other or have a good relationship, they are said to be in a "fight". A person who commits acts that are not appropriate for his age is reprimanded as "totu" (insane).

The tribe of qatagans is an extremely aristocratic people, and a separate house was built for the boy before he married him. If he is unable to build a separate house, the bride and father-in-law are made separate from those who enter from the other side of the door so that they cannot enter through one door.

When the qatagans send a wedding to the boy, they send the sheep with different colored scarves around their necks. A goat is also added to the sheep and it is called "shouluk". There is a saying, "Shoulouqelniki, tutganni." Whoever is the first from the village to get on the car and take the kid will be his. It's a habit. No one will oppose him. A dress material is placed on top of the bride's

dress and sarpas, and a rich, happy woman with children opens it and takes the material that stands on it.

In this tribe, from the day the son is married, the parents and the bride refer to him as "you" (for respect) No other tribe in the Surkhandarya oasis refers to a son or a daughter-in-law as "you." Grandparents, of course, address their grandchildren as "you". They tease Nevvara, saying, "Let me delighted from the God who gave you." That is why other tribes in Surkhandarya say that the language of repression is sweet.

"If the hand of qatagan had not been hypocritical, it could have become a savage," he said. "Tortuvli is as greedy as the qatagans."

CONCLUSION

In general, the Turkic tribes living in Central Asia underwent complex ethnic processes. The Khatakis are indigenous people of modern Uzbekistan and have lived for a long time. Although they have been called differently over the centuries, they have retained their names, ancestral customs, distinctive dialects, and anthropology. According to S. Tursunov, the appearance of khatakis is Europoid [6].

The Khatakis are a branch of the Turkic tribes of Central Asia, who speak in a snow-covered dialect. They belong to the group of "y" hunters, not "j" hunters, and because the "o" at the beginning of the word becomes the "a" sound, they have a "a" at the beginning of the word. It is a tribe that has a special place in the life of the Turkic peoples and has long been engaged in handicrafts, horticulture, agriculture, animal husbandry, metalworking and settled in the mountain villages of southern Uzbekistan.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00741.2**

COMBINED THERMOPHOTO ELECTRIC INSTALLATION FOR INCREASING THE EFFICIENCY OF A SOLAR POWER INSTALLATION

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ABSTRACT

The article developed and investigated a thermo-photoelectric device for the combined production of heat and electricity from a single receiving surface. The proposed energy device consists of a solar heat collector absorber, on top of which polycrystalline solar cells are placed. This unit is a combined helio profile that can be installed on the roofs of buildings and structures. constructions. The design is intended to improve the energy performance of solar energy converters.

KEYWORDS: Absorber, Photoelectric Converters, Thermo-Photoelectric Installation, Silicon Solar Cells, Helioprofiles, Thermo-Photoelectric Conversion Of Solar Energy.

INTRODUCTION

One of the problems of solar energy is that the energy potential of the falling solar radiation is insufficient and the efficiency of photoconverters and other solar devices. low.To improve the

efficiency of these systems, it is necessary to fully utilize the energy flow to the working surfaces of solar devices.

At this stage, photovoltaic modules are mainly used to generate electricity, while solar thermal collectors are used to heat the heating medium. However, with the development of modern science and technology, more and more solar devices have emerged that can produce both heat and electricity simultaneously through the same surface. These devices convert all solar radiation that simultaneously hits the surface into heat and electricity, that is, they simultaneously heat the coolant and serve as an alternating current generator[1].

LITERATURE REVIEW

Various studies have included research on solar photovoltaic and thermal devices. [2-5]. However, such scientific sources contain data on various combinations of hybrid photo thermal devices [3, 5].

The use of combined thermo-photovoltaic devices can significantly save on the consumption of materials per unit of power for their production, which is a common phenomenon of efficiency and increases the efficiency of use [1]. This is because absorbers of thermal heliosystems and solar panels receive and convert different wavelengths of the solar spectrum, so both heat and electricity can be obtained from a single working surface. The production of helio-photoelectric panels reduces the cost of materials required for expensive selective coating absorbers and photoelectric modular structures as a result of serial development by combining them into a single device [2].

The main problems of solar power plants are the small intensity of solar radiation, which is converted into electrical and thermal energy, efficiency is low, and as a result is the cost per unit of power. Due to the low potential of solar energy, high requirements are placed on the efficiency of the use of solar devices in the supply of heat and electricity, methods for determining the main parameters of efficiency, photovoltaic modules and heliocollector. A combination of a flat heat absorber and a photoelectric battery can create a design that allows efficient use of incident solar radiation and increases its conversion factor.

On a modern industrial scale, mono- and poly-silicon solar cells have a flat construction and an absorption coefficient of 95%, with an efficiency of 18-20%. In the conversion of radiation in solar cells, 80% of the energy is mainly used to heat the element, which negatively affects its quality. When solar cells are placed on the surface of the solar collector absorber, the efficiency of the device is significantly increased if ideal heat exchange takes place.

The removal of heat by the heat transfer fluid circulating along the contour of the solar system prevents the photovoltaics from overheating and, accordingly, the total amount of electricity produced increases. The high absorption coefficient of solar cells allows up to 80% of the absorbed solar energy to be used to heat the receiving surface of the heat absorber. For industrial-scale solar heaters, the conversion rate for most absorbers is as high as 80%.

MATERIALS AND RESEARCH METHODS

The article considers and studies the principle of operation of a combined thermo-photoelectric device, calculating its thermal and electrical performance.

The aim of the study is to theoretically and experimentally confirm the efficiency of the use of solar radiation incident on the surface of a thermo-photoelectric device and increase its conversion factor for the surface of the receiving unit.

All experiments were performed under natural conditions in the Namangan region, namely under constant sunlight during the experiment, with measuring instruments [6].

During the study, a method for directly measuring the current and voltage of a photovoltaic cell with a variable load resistance and a method for measuring the temperature of the heat carrier were used.

The experiments were performed in a wide range of natural conditions, in the open air, under natural sunlight. The experiments were performed in a wide range of natural conditions, in the open air, under natural sunlight.

The combined thermo-photovoltaic device (Fig. 1) is a full-size industrial helioprofile designed to directly cover the roofs of residential buildings. The helioprofile contains tubes for liquid heat transfer, air or heat-insulating material.

With such helioprofiles it is possible to cover an unlimited area of the roof up to 7 m in height and width. The receiving surface of the helioprofile has a chain of 36 solar cells connected in series. The photocells are attached to the receiving surface using a special heat-conducting paste with high ohmic resistance. The elements cover 1/3 to 1/2 of the surface of the lower part of the helioprofile (Fig. 1).

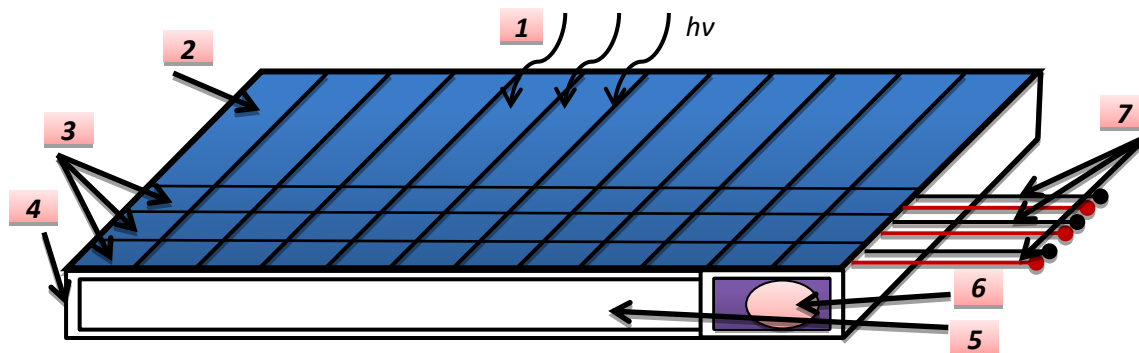


Figure 1. Thermo-photoelectric device

1 – falling sunlight; 2 – heat-absorbing surface; 3 – solar cells; 4 – walls of the helioprofile absorbing surface; 5 – air duct; 6 – water channel; 7 – electrical contacts of solar panels.

Due to the low temperature and circulation of the heat transfer fluid, the elements are cooled, which improves the quality of work. As silicon solar cells change parts of the spectrum other than those related to heat absorbers, an overall increase in energy production is observed.

Theoretical descriptions of the photovoltaic and absorber operation of a thermo-photoelectric device are represented by the following formulas (1-4) [7]:

The maximum capacity of a solar cell is expressed as follows:

$$P_{max} = F_{ff} I_{sc} U_{sp} = I_{max} U_{max} \quad (1)$$

Here, F_{ff} –filling factor, I_{sc} – short circuit current, U_{sp} – salt processing voltage, I_{max} – current at the operating point, U_{max} –operating point voltage.

It is known that the solar cell efficiency is calculated as follows:

$$\eta_{sc} = \frac{I_{max} U_{max}}{S_{us} E_0} = \frac{P_{max}}{S_{us} E_i} \quad (2)$$

Here, S_{us} – useful surface of solar cells (m^2), E_i –illumination of the working surface (W/m^2).

The calculation of the heat absorber is also done in a certain way. Useful energy from the collector per unit time Q_u (W) [13]:

$$Q_u = F_R A [I_P (\tau a) - U_L (T_i - T_a)] \quad (3)$$

Here, A – collector surface (m^2), F_R – collector heat dissipation coefficient; I_P – the total intensity of solar radiation in the collector plane, (taking into account the angle coefficient), W/m^2 ; τ – the light transmittance of transparent coatings against sunlight; a – the absorption capacity of the collector plate relative to sunlight; U_L – the total heat loss coefficient of the collector, $W/(m^2 grad)$; T_i – the temperature of the liquid entering the collector, $^{\circ}C$ (in nominal mode); T_a – ambient temperature, $^{\circ}C$.

A simplified version of this formula is more suitable for practical calculations:

$$Q_u = S_{SC} G C_P (T_{exit} - T_i) (W) \quad (4)$$

Where S_{SC} – is the collector surface (m^2).

Accordingly, the efficiency of a solar collector is determined by the following formula:

$$\eta_{sc} = \frac{Q_u}{S_{sc} E_i} \quad (5)$$

E_i – illumination for the combined device is the same as for the collector and photocell elements. The values of S_{sc} and S_{eq} – surfaces are equivalent, that is:

$$\eta_{sc} = \frac{P_{sc}}{S_{csd} E_i}, \eta_{sc} = \frac{P_{sc}}{S_{csd} E_i} \quad (6)$$

can be written as.

here (of the combined device) η_{sc} – solar collector, and η_{sc} – the efficiency of the solar cell; P_{sc} and P_{sc} – the power coming out of the collector and the solar cell, respectively, S_{csd} – it is the useful surface of a combined solar device filled with solar cells.

The total power of the combined device is equal to the sum of the powers of the thermal and photovoltaic parts of the device:

$$P_{csd} = P_{sc} + P_{sc} = S_{csd} E_i (\eta_{sc} + \eta_{sc}) = S_{csd} E_i \eta_{csd} \quad (7)$$

here η_{csd} general efficiency of the combined device.

Thus, with the increase in solar energy due to the photoelectric component, the overall efficiency of the device increases, while the area and illumination of the working surface remain constant.

If the receiving surface of the combined device is not completely covered with solar cells, formula (7) can be replaced by:

$$P_{csd} = S_{csd} E_i (\eta_{sc} + f_{QEK} \eta_{QB}) \quad (8)$$

here f_{ces} – the coefficient of filling of the receiving surface of the combined device with solar cells. In our case, it varies from 1/2 to 1/3.

As a result of heating, the efficiency of solar cells decreases according to formula (9):

$$\eta_{sc} = f_{ces} \eta_0 (1 - k(T_i - T_0)) \quad (9)$$

here η_0 – efficiency of the photocell at $T_0 = 25^\circ \text{C}$, T_i – the temperature of the heated photocell (we consider it to be equal to the temperature of the liquid at the entrance to the collector), the decrease in the efficiency of the solar cell depends on the k - depending on the temperature gradient and up to $0.3 \div 0.5\% / ^\circ \text{C}$ [5].

With this in mind, formula (8) looks like formula (10):

$$P_{scd} = S_{scd} E_i \frac{G C_p (T_{exit} - T_i)}{E_0} + S_{scd} E_i f_{ces} \eta_0 (1 - k(T_i - T_0)) \quad (10)$$

According to formulas (1-10), all the parameters and properties of the Combined Solar Device can be determined by taking into account the collector and photocell elements.

RESULTS AND THEIR ANALYSIS

For the experiments, we used two solar devices of equal size, located at the same angle to the sun with the same heat absorber (Fig 2). Solar cells are placed on the absorber surface of one device and the dimensions of the devices are 3x2 meters. The photoelectric part of the device consists of three photoelectric modules with the same power. Because the surfaces of the devices are equal, both devices receive the same amount of sunlight.



Figure 2. Solar heating (left) and thermo-photoelectric (right) devices

During the experiments, the heat energy produced by the two solar devices were compared as shown in the graph (Fig 3).

The data show that the temperature difference of the heat carriers at the output of the device in the simultaneous production of heat and electricity is only $1-2^\circ \text{C}$, and these devices have

almost no difference in heat production. Only here the combined thermo-photoelectric device also generates electricity. Due to the losses in the transfer of heat energy from the photocells to the absorber, differences of 1-2 ° C are recorded during heating. If the quality of the combined absorber is improved, the losses can be further reduced.

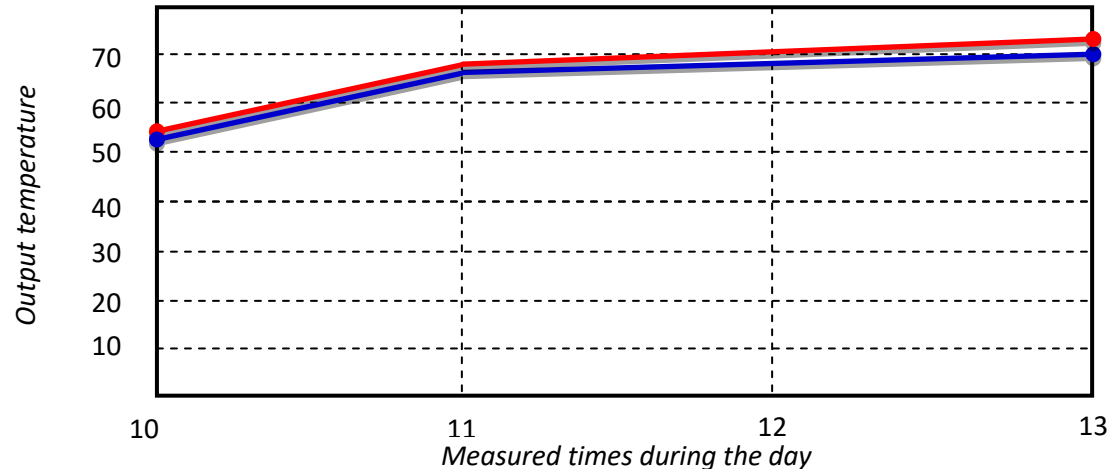


Figure 3. The outlet temperature of the heat transfer fluid

— thermalhelioprofile; — combined helioprofile.

Fig. 4 shows graphs of the specific heat capacity characteristics (W / m^2) of each solar device.

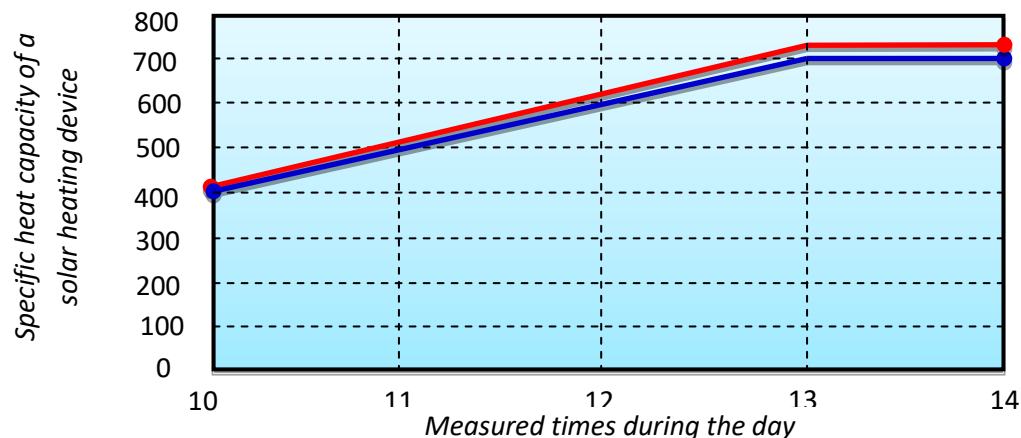


Figure 4. Specific heat capacity characteristics of devices

— thermalhelioprofile; — combined helioprofile.

Each of the three photovoltaic cells produces 48 W of power when the photovoltaic cells in the solar profile are in operation. In this case, 1/3 of the helioprofile surface is covered with photocells and the total power of the modules is 144 W. Table 1 shows the electrical characteristics of the thermo-photoelectric device output.

The results of the study show that the use of heat carriers and photocells with high temperatures under the influence of a heated surface due to solar infrared radiation significantly increases the overall conversion factor of the solar device. Thus, the combined helioprofile photovoltaic cells

each generate approximately 50 W of electricity (Table 1) and the thermal capacity of the two solar devices being compared remains approximately constant (Fig. 4).

Load performance data for individual helioprofiles.

TABLE 1 DATA LOAD CHARACTERISTICS OF A SEPARATE SOLAR CELL IN A HELIOPROFILE

Characteristics of a separate solar cell											
I (A) – experimental value	3,5	3,5	3,5	3,5	3,3	3,25	3,2	3,2	3	2,2	0
$U(V)$ – experimental value	0	2	4	6	8	10	12	14	16	18	19
$P(W)$ – experimental value	0	7	14	21	26,4	32,5	38,4	44,8	48	39,6	0
Illumination of module characteristics 808 W/m^2 , Obtained at $T_{air}=30 \text{ }^{\circ}\text{C}$											

This is because the photocells convert radiation of a different wavelength that differs from the spectrum required (enough) to heat the collector heat transfer fluid [6]. When non-heat-conducting solar cells operate, the energy of the infrared component of solar radiation is used to heat the photocells, which can often cause them to overheat, reducing the efficiency of the photocells [7].

CONCLUSION

The results of the study showed that from the developed combined helioprofile surface can be obtained from 1 m² to 750 W of heat and up to 150 W of electricity.

From the results of the experiments, it can be concluded that the combined production of heat and electricity will be effective for solar-powered devices.

Theoretical calculations on increasing the coefficient of variation by comparing the experimental data obtained by comparing the operation of the heat collector and the combined device in practice were confirmed.

The total conversion factor of solar energy of the combined thermo-photoelectric device will be increased to 85%. In this case, the efficiency of the helioprofile is up to 70%, and the efficiency of solar cells is more than 15%.

The study also included the study of the results of complete coating of the collector surface with photocells, the redirection of the generated heat for energy purposes, and the efficient use of solar energy through the transmission of electricity directly to consumers. provided.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00742.4**

“HOTAMNOMA”–A STORY BASED ON FOLKLORE SUBJECTS

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ABSTRACT

The article reflects on the plot structure of the “Hotamnoma”, the composition of motives, the nature of the images. The plot of the story has also been compared to that of Uzbek folk tales, proving that “Hotamnoma” is a folk tale based on folklore. To get rid of the suitors, she suggests seven difficult questions on the advice of the nurse, and announces that whoever answers these questions will get married accordingly. In order to save the life of a prince, he goes to the king of Herat in search of a cure for witchcraft. The king said, “Whoever saves my daughter from the dragon, I will give her medicine”.

KEYWORDS: “Hotamnoma”, Generosity, Folklore, Epic Plot, Test Motive, Adventure Motif, Talisman, Fairy Tale, Magic Objects.

INTRODUCTION

There are a number of traditional images in Eastern literature, such as Noshiravon, Jamshid, Qarun, Luqman, Hotam, each of which serves to express and promote a particular human quality. While the symbol of justice is Noshirawa with the image of justice, wisdom and high intellect, Luqman is mentioned as the ruler, while human qualities such as open-handedness, tolerance and generosity are associated with the name of Hotami Toy. In Oriental literature there is a work about the adventures of Hotam, which in Persian-Tajik literature is called “Seven Journeys of Hotam”, “Seven fair deeds of Hotam”, in Kazakh folklore “Hatimtayjomart” and in Uzbek folklore “Hotamnoma” or “Hotamnomyi Turkish”. “Hotamnoma” is a folklore work; the author and date of creation are unknown. The events in the work took place between slavery and feudalism. Although Hotam is said to belong to the Thai tribe in Yemen, his adventures take place not only in Arabia, but also in India, Iran, Central Asia, the Caucasus, and China.

THE MAIN FINDINGS AND RESULTS

“Hotamnoma” was translated into Turkish at the end of the XIX century. One of the first translations is kept in the manuscript fund of the Leningrad branch of the Institute of Oriental Studies of the USSR Academy of Sciences under the number s-172. This copy was translated from Persian in Aksu by Muhammad Hasan Alim and copied by Mirza Abdulkadir Axun in 1311 AH (1893-1894 AD). The manuscript consists of a total of 182 pages, of which about 10-12 pages are missing [1, p. 4]. In 1988, Akbar Matgoziyev published the book “Hotamnoma” based on this manuscript. He filled in the missing pages in a book published in Tashkent in 1900 by O.A. Porsev under the title “Hotamnima” Turkish”.

The “Hotamnoma” is one of the rare examples of folklore, which reflects the breadth of human thought, the beauty and infinity of dreams, goodness and incomparable love for life. Through the amazing adventures of Hotami Thai, a symbol of generosity, generosity and kindness, friendship and love, purity and loyalty are promoted. The work attracts the reader's attention with its richness of fantasy, logical observations, beautiful and picturesque images, optimistic attitude to life. The fact that the work is written in a puzzling way, like “Totinamo”, “Forty Ministers”, “Alif Layla” (A Thousand and One Nights), with a story in it, shows that the author has followed the traditional way of Eastern literature [2, pp. 32-34].

“Hotamnoma” is an adventure story. The composition of the work is in the form of a story within a story, using the traditional method of molding. It consists of seven independent stories. But within each single story, a number of small-scale stories are also given. In this sense, it is similar to the composition of such works as “A Thousand and One Nights”, “The Four Dervishes”, “Kalila and Dimna”. However, the composition of “Hotamnoma” differs from them in some respects, in the above works the main narrator is the protagonist of the story, but in “Hotamnoma” the protagonist is not the narrator, Hotam is an active participant in all events. Moreover, in many works of storytelling, there is no unity and integrity between the myths and stories told in the different chapters. The presence of the protagonist in all the stories and legends in “Hotamnoma”, as well as the connection between them, strengthens the compositional unity of the plot.

The “Hotamnoma” glorifies such noble ideas as generosity, honesty, love and devotion, friendship between people, kindness, peace and prosperity. Many of these ideas are also reflected in the terms given by Husnbonu. That is why in the play they are conditionally taken as the title of each chapter: 1st time “I saw a career, I want to see again”, 2nd time “Kiss, throw in the river”, 3 Journey “Do not do evil, if you do it, you will find evil”, 4th time “Truthfulness is always in front of pleasure”, 5th morning The 6th time is called “Looking for a pair of pearls like a duck egg”, the 7th time is called “The secret of the Bathroom Bodgard”.

The protagonist of the work is Hotam. He participates from the beginning to the end of the work. The preface of the work lists seven of his ancestors: Hotam bin Tay bin Qahlan bin Rasan bin Nahshab bin Qahtan bin Hud. It also mentions Hotam's mother, the daughter of Aden on horseback, the daughter of Thai's aunt [1, p. 9]. The preface is followed by “The Story of Husnbonu, the Daughter of Kurdonshah, King of Khorasan and BarzakhBazargan”.

It tells the story of a girl named Husnbonu, the main culprit in the chain of events, her father Barzakh, a merchant, and Kurdanshah, the king of Khorasan. When the girl was 12 years old, her father died on the journey, and Kurdonshah showed her kindness. Because of her beauty, many

princes began to marry her. To get rid of the suitors, she suggests seven difficult questions on the advice of the nurse, and announces that whoever answers these questions will get married accordingly. Many who are in love with Princess Husnbonu cannot answer her mysterious questions and return to their homeland in despair. One of them, Munirshah, the prince of Khorezm, went out into the desert after he could not answer Husnbonu's questions and complained and moaned around him. One day he goes to the borders of the state of Yemen and meets Prince Hotam of this country. She recounts her experience: Hotam makes a pact of friendship with her and goes to help the young man reunite with his lover. To this end, he and Munirshah left Yemen for Husnbonu. Then the main events of the story begin.

Several motives led to the activation of the subject of the work: heroic journey, adventure, conditional test, and dream. It is worthwhile to dwell on the concept of motive in folklore. The Russian-Uzbek Glossary of Literary Terms states that "motive" is one of the links in the subject. If the plot is a system of events that make up the content of the work, the motive is the main element that creates this reality. That is, the structure of an epic cannot be imagined without motives. Scholars differ on the subject and motive of epic works. However, most folklorists rely on the views of the Russian scientist A.N.Veselovsky. Emphasizing that motives are the main link that creates the plot, he says, "Motives come together to form a plot circle". He analyzes motives as the smallest integral part of the plot [3, p. 105]. It is well known that as long as the subject of an epic work really takes place in a space and time, this movement is undoubtedly accomplished through the movement of motives. The presence of several motives in the plot of the protocol also ensured the continuity of the whole plot.

The conditional test motive has a special significance in the subject of the work. There are two types of test motives in the plot: a) puzzle test; b) Plates in the form of hand-to-hand combat tests played a significant role. While the puzzle test serves to glorify the human mind by testing the hero's mental strength, the hand-to-hand race test serves to test the hero's physical strength and honor human physical perfection. Every epic creature has its own device. And the motive plays a key role in this device. Therefore, the analysis of folklore works should be done through the analysis of motives. Identifying motifs in epic works, analyzing the aspects of each motif in relation to other motives, internal movements and features, artistic and aesthetic functions is one of the important issues in folklore.

It is well known that as long as the subject of an epic work really takes place in a space and time, this movement is undoubtedly accomplished through the movement of motives. The presence of several motives in the plot of the protocol also ensured the continuity of the whole plot.

The conditional test motive has a special significance in the subject of the work. The beginning of the story, the answer to Husnbonu's 7 questions, is a test of the intellect and will of the protagonist, Hotam. There are also small stories within the story, most of which are based on a test motive. For example, when Hotam Yusuf came to Chin to fulfill the wishes of the bazaar, Bedod entered the city on horseback. The princess would ask three questions to test the intelligence of the strangers who came to the city, and whoever could not find the answer to this question would lose his head. The protagonist Hotam is also asked the following three questions:

Question 1. Which river is the river from which the creature emerges? Hotam answers: that river is the head of man; it is the drop of man that makes man appears.

Question 2. What kind of fruit is it, sweet, that it tastes so good that it can't be tasted by anyone? He replies that he is a child.

Question 3. What is it that no one needs and it will definitely come? It's death, says Hotam. So, because of his intelligence, he successfully passes the test and saves the princess from the spell.

During his adventures, Hotam uses a number of magical objects (a seal given by the daughter of a bear, a staff made by the king of snakes, Khurjun, which does not blind the poison, does not come close to the fire when caught, and a magician can destroy it [1, p. 102]. Their magical properties are manifested in the fact that the protagonist of the story is in a difficult situation: surviving in the belly of a fish, boiling oil, getting rid of snake venom in the woods, crossing a huge river, overcoming cancer in the river. However, it should be noted that in the full depiction of the image of Hotami Toy, these magical tools only play the role of auxiliary motives. Because even in the most difficult situations, Hotam acts mainly on his intelligence and courage (he finds the answer to the Queen's 3 questions) and achieves the triumph of justice.

The magical items mentioned in the story have a special character: a seal given by the bear's daughter, a staff and a seal given by King Khurjun, and a seal at the mouth of the morisurkh. For example, there is no drowning in the river that holds the seal; the venom of the serpent and the scorpion does not blind; does not burn in the fire, blindness is eliminated; whoever catches it wins the battle; all savagery will mute him; the mind will increase, the wealth will be fully accumulated [1, p. 112]. It should be noted that these magical items have a special significance in the story as a symbol of the centuries-old dreams and aspirations of the people. For example, it helps Hotam not to burn in fire, not to drown, to survive in the belly of a fish, and to heal the sick in the abode of giants. There is a special symbolism in the inclusion of these details in the subject of the story. They express the age-old dreams of the people: the availability of drugs to cure chronic diseases, the elimination of various natural disasters, and the simplification of people's lives through these magical objects.

It is noteworthy that the subject of the stories in the "Hotamnoma" can be found in Uzbek folk tales. Evidence of this can be seen in the preface. The plot of Husniyabonu, a collection of Uzbek folk tales called the "Golden Cradle" [5, 256], is almost identical to that of the story of Husbonu, the daughter of the Kurdish king of Khorasan and BarzakhBazargan, in the Hotamnoma. In the fairy tale Husnbonu is given as Husniyabonu, Kurdonshah - Gardonshah. It also depicts Husniyabonu as the grandson of Gardonshah. The story mentions 40 servants of a false sheikh who believed in Kurdonshah, while the tale mentions Eshan and 400 murids.

There is also another story about a hypocrite sheikh who was the spiritual teacher of the Kurdanshah and who robbed people with his disciples. As a result, the Kurdish king expelled Princess Husnbonu from the city. Husnbonu faced difficulties until the secrets of this fake sheikh were revealed. Although this story is educational in nature, it has nothing to do with the structure and overall plot of the work, so it can be concluded that it was later added by the narrator.

Hotam, a 16-17-year-old boy from a poor family, is featured in Volume 3 of the Uzbek Folk Tales Collection. The young man shows a series of heroism. In order to save the life of a prince, he goes to the king of Herat in search of a cure for witchcraft. The king said, "Whoever saves my daughter from the dragon, I will give her medicine". Then, out of pity for Hotam's young life, he tells her to take some medicine and go back. But Hotam kills the dragon and saves the country

and the king's daughter, saying, “Mard's job is to help the needy, to save the needy from hardship” [6, p.305].

A similar plot can be found in Chapter 3 of the People's Book, “Do Not Do Evil, If You Do It, and You Will Find Evil”. According to him, a seven-headed creature, one of which looks like the head of an elephant and six the head of a lion, inflicts damage on a village. “Hotam was trying his best, and I saw him, he knew that he was a hashtag, and he heard that if someone wanted to repel him, he would shoot a bullet in the eye, like an elephant's head. If he is blind, he will run away and never go to the welfare of the people” [7, p. 73]. So Hotam kills the creature and saves the villagers. In both sources, Hotam is portrayed as a brave, courageous hero who risked his life to save the nation from disaster.

CONCLUSION

In conclusion, it can be said that the “Hotamnoma” is a work that reflects the lofty thoughts and aspirations of the people. as well as the fact that a significant part of the subject of the work is similar to the subject of Uzbek folk tales, which means that it is a folk tale based on folklore subjects.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00743.6**

ACTIVITIES OF NATIONAL CULTURAL CENTERS IN THE REPUBLIC OF KARAKALPAKSTAN

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ABSTRACT

Ensuring interethnic harmony is one of the main directions of any state policy in the current era of globalization, which is characterized by geopolitical and ideological processes, as well as in the context of growing economic, political, national, religious and other conflicts in the world. One of the urgent problems of history is the large-scale reforms in the field of interethnic relations in the Republic of Uzbekistan, including the Republic of Karakalpakstan, the scientific study of the activities of national cultural centers. This article discusses the activities of national and cultural centers in the Republic of Karakalpakstan, the work carried out by the centers, the role of national cultural centers in preserving the ethnic identity of each nation.

KEYWORDS: Nation, Language, National Cultural Center, Ethnic Identity, Interethnic Harmony

INTRODUCTION

Interethnic harmony plays an important role in the political, socio-economic development of the Republic of Uzbekistan. In our multi-ethnic republic, the fate of each nation, the focus on their national characteristics, the creation of opportunities for their development has risen to the level of public policy.

In well-developed legal and civil countries, democratic processes divide society into three sectors: government, business, and non-governmental and non-profit organizations.

The public sector is engaged in solving political and war security, economic, social and other major problems at the state level, the business sector is engaged in solving all business problems in the country and serves to improve the living standards of the people.

Non-governmental and non-profit social organization contributes to improving the living standards of the people and accelerates the process of democratization in society, ensuring that many problems that are still lacking in the hands of the state can be solved without asking for funding from the state [1]. One of such non-governmental social organizations that contribute to the political, economic and social development of our country are national and cultural centers.

As a result of the national policy pursued in the Republic of Uzbekistan, there has been a process of ethnic and cultural unification among all nationalities living in Uzbekistan. The establishment of national-cultural centers paved the way for the development of national programs, cultures and other peculiarities of the peoples.

In 1989, social organizations of all nationalities and ethnic groups living in Uzbekistan - national and cultural centers - were established, and in that year their number reached 12. In 1989, the Republican Center for International Culture was established under the Ministry of Culture. In January 1992, the International Cultural Center was transformed into the Republican International Cultural Center. This process has developed rapidly due to the opportunities created during the years of independence. In 2002, there were 120 national cultural centers in the country [2, 187]. Currently, there are 147 national and cultural centers in the Republic of Uzbekistan.

In the Republic of Karakalpakstan, the organizational and legal framework for the activities of national and cultural centers has been created. On February 1, 2014, the Council of Ministers of the Republic of Karakalpakstan adopted a resolution approving the composition and the Charter of the Council for Coordination of National and Cultural Centers in the Republic of Karakalpakstan. According to the decision of the Council of Ministers, the Council for Coordination of National and Cultural Centers in the Republic of Karakalpakstan will be monitored on a regular basis and effectively to strengthen interethnic harmony and religious tolerance with the participation of local governmental and non-governmental organizations. Review of the action plan on the basis of proposals and recommendations to strengthen interethnic harmony in the country, improve the socio-spiritual environment, promote and implement the essence of the idea of national independence among representatives of different nationalities and ethnic groups, with representatives of national and cultural centers and religions Spirituality aimed at preventing international terrorism, religious extremism and missionary movements that undermine inter-ethnic harmony and inter-religious harmony the task of ensuring the regularity of reef activities was set [3].

The establishment of the Council has played a practical role in coordinating the activities of national and cultural centers in the country, providing practical assistance for the development of national and cultural centers, organizing and conducting events promoting interethnic harmony.

Currently, the Association of Koreans, the Russian Cultural Center, the Kazakh National Cultural Center, the Turkmen National Cultural Center, the Ukrainian National Cultural Center, the Kazakh National Cultural Center of Kungrad district operate in Karakalpakstan. The main purpose of these national-cultural centers is to strengthen friendly relations between the representatives of different nationalities living in the Republic of Karakalpakstan, to preserve and develop the national characteristics, historical values and traditions of each nation.

In 1990, the Association of Korean Cultural Centers of the Republic of Karakalpakstan was established. Over the years, the center has been contributing to the strengthening of friendly relations between the peoples of Korea and Uzbekistan.

The Association of Koreans of the Republic of Karakalpakstan was registered by the Ministry of Justice of the Republic of Karakalpakstan on August 11, 1993. The main goal of the Korean Association is to create ample opportunities for the development of any economic and cultural sphere of Koreans [4].

In 1937, the Koreans came to the Republic of Karakalpakstan, where at that time 1383 families, mainly fishermen, ie 6826 people settled in Moynak, Kungrad and Khojayli districts. They have made a significant contribution to the development of the region, especially in rice cultivation. Early ripening by breeders created Avangard, Nukus-2 varieties and produced a rich harvest. Experienced farmers have established rice cultivation schools in Kungrad district - Pak Guk, Kanlikul district - He Nam, Li Chun, Chimbay district - Kim Bon, Kim Moisey, Karaozyak district - Kim Victor rice cultivation [5]. At that time, in addition to agriculture, the Korean people made a great contribution to the development of science, education, medicine, construction and other sectors of the economy.

Currently, the center has language learning, dance and young artists' clubs. Every year 60-70 people attend the center to learn the language. There is a choir of older mothers called Ariran. The choir has 16 members, the oldest is 86 years old and the youngest is 69 years old. The ensemble actively participates in the annual festival "Uzbekistan - our common home" with concerts, exhibitions of our national culture, national cuisine [6].

The Karakalpak Association of Korean Cultural Centers regularly celebrates Korean folk holidays such as the New Year, Tano, and Chusok, which are celebrated according to the lunar calendar called Sol. The association is also holding a campaign of South Korean doctors to provide free medical care to the people of Karakalpakstan to further strengthen friendship between peoples.

It is difficult to call the Mugumhua Dance Ensemble of the Association of Korean Cultural Centers an ensemble composed exclusively of Koreans. The reason is that it includes Uzbeks, Karakalpaks, Tatars and Russians. They perform songs and dance in Spanish, Tsygan, and many other languages[7].

Among the national-cultural centers operating in the Republic of Karakalpakstan, the Russian Cultural Center has a special place. AN Efremov was elected its first chairman. In addition, its members I.A. Balakin, L.V. Kalacheva, N.V. Lyubimov N.V. made a great contribution. Today the chairman of the center is Zorkina Galina Alexandrovna, the members are Yu.I. Kulakov, K.A. Pirnazarova, T.L. Samolazova.

The Center of Russian Culture of the Republic of Karakalpakstan was registered by the Ministry of Justice of the Republic of Karakalpakstan on November 7, 1994. The main purpose of the Russian Cultural Center is to conduct educational work on the preservation of Russian culture, language, customs, in-depth study of Russian history and literature [8].

Today, there are more than 10,000 representatives of the Russian diaspora in the Republic of Karakalpakstan. All of them are actively involved in the construction of a sovereign republic.

The Center of Russian Culture of the Republic of Karakalpakstan works to preserve and develop the Russian language, culture, customs and traditions, develops cooperation with other national centers, creative associations and educational institutions [9].

The information received from the chairman of the Russian Cultural Center G. Zorkina during the research is noteworthy: "By the decision of the Cabinet of Ministers of the Republic of Karakalpakstan, we were given a building to carry out our activities on a regular basis. In 2019, our center celebrated its 25th anniversary. Over the past years, the main task of the center has been to preserve the language, culture, traditions and programs of the Russian people. The events held at the Russian House in cooperation with the faculty of NDPI named after Ajiniyaz, school teachers of Nukus, the Center for Education and Development "Progress" are aimed at the promotion of the Russian language and culture. Poetry evenings dedicated to the works of Maslennitsa, AS Pushkin and M.Yu. Lermontov, various competitions have become a tradition. Happily, our young people take an active part in such celebrations, the Russian language is heard on the stages of higher and secondary special educational institutions. The doors of our center are always open, our library has more than two thousand books, methodical manuals. Most of the literature on Russian language and literature was donated by secondary schools, colleges and lyceums information resource centers. The center has an exposition dedicated to the works of AS Pushkin, as well as the Museum of the East. A number of school children watched our exposition and expressed their gratitude.

In order to cover people of all ages, the center has a group "Znayka" for preschool children, and since 2011 a club for young people "Alye parusa". Of course, we do not forget about the elderly: they are guests of the Russian House and take part in organizing and conducting various events. We provide material and moral support to the elderly who are unable to participate in our events"[10].

One of the first national-cultural centers opened in Karakalpakstan is the Kazakh National-Cultural Center, which has been contributing to the development of interethnic relations since independence.

The Kazakh National Cultural Center is a social and non-governmental organization founded by representatives of the Kazakh nation in Karakalpakstan. The Republican Cultural Center, established as a result of long-term prudent policy in the field of interethnic relations in multi-ethnic Uzbekistan, has its own charter. The Kazakh National Cultural Center, together with other national cultural centers of the republic, serves peace and friendship, solidarity and unity among the peoples of our country. In general, according to the charter of the National Cultural Center, its main and responsible task is to restore the spiritual life of our peoples, promote the ancient cultural heritage, literature and folklore, customs and art of the Kazakh people, turn them into spiritual food, further development [11].

The Kazakh National Cultural Center of the Republic of Karakalpakstan was registered by the Ministry of Justice of the Republic of Karakalpakstan on July 3, 1996. The main purpose of the Kazakh National-Cultural Center is to meet the spiritual and cultural needs of the Kazakh people living in Karakalpakstan, to develop their language and traditions, thereby strengthening friendship between peoples [12].

The Kazakh National-Cultural Center is working effectively to meet the spiritual and cultural needs of the Kazakh people living in our country, to provide them with educational literature in their native language.

The Kazakh National-Cultural Center of Karakalpakstan has distributed more than 800 collections of art and literature books to Kazakh-language schools in the country.

Measures are being taken to further strengthen the cultural, humanitarian and friendly ties of national cultural centers operating in our country with national and cultural centers abroad. In particular, the Kazakh National Cultural Center organized a meeting of the youth of the institute with the editor-in-chief of the socio-political newspaper "Aktobe" of the Aktobe region of the Republic of Kazakhstan, poet Baurjanov Babajan oglu on February 27, 2020 at the Nukus State Pedagogical Institute [13].

Currently, Kungrad district is the second largest city in the Republic of Karakalpakstan after Nukus in terms of the number of Kazakhs (35,659 people). Therefore, the branch of the Kazakh National Cultural Center operates in Kungrad district.

In order to create the necessary conditions for the effective operation of the National Cultural Center, a separate room for the Kazakh National Cultural Center was allocated from the music school named after Esemurat Jirao' in the district and provided with the necessary equipment. In Kungrad district, where people of different nationalities live, every effort is being made to ensure the well-being of the population, to create decent working and living conditions for them [14].

Representatives of the Turkmen nation have a special place among the peoples living in our country. They work effectively in all spheres of the national economy, among them well-known scientists, painters, artists and other creators.

The Turkmen National-Cultural Center of the Republic of Karakalpakstan was registered by the Ministry of Justice of the Republic of Karakalpakstan on December 26, 1999. The main purpose of the Turkmen National Cultural Center is to preserve and develop the Turkmen culture, language, customs, literature, rituals, to strengthen and develop friendly relations between nations and peoples [15].

The center, which operates in the city of Turtkul in the Republic of Karakalpakstan, has been a member of the World Humanitarian Association of Turkmens since 2002. The center houses the editorial office of the Turkmen-language newspaper "Mekan" and a library with literature in Turkmen and other languages. Today, more than 20 schools in Turtkul teach in Turkmen. Textbooks in the Turkmen language in Uzbekistan are also being prepared by Karakalpak authors.

In this regard, it is worth mentioning the work of A. Kadyrov, G. Velbegov, G. Abdullaeva, who used their efforts in the creation of textbooks and other literary books in the Turkmen language [16].

The Turkmen National Cultural Center is headed by B.Sultanov, the holder of the Order of Friendship since 2002, and Muratbay Taganmuradov, an agricultural worker and holder of the Order of Friendship since 2004.

The Turkmen folk ensemble "Orzu" ("Dream") demonstrates its diverse repertoire and brings joy to the hearts of our multinational people. The ensemble's repertoire includes not only Turkmen national songs, but also works of art of other fraternal peoples. There is a class of Turkmen national musical instruments in the art school of the Turtkul district branch of the Republic of Karakalpakstan, where more than twenty Turkmen children study. Weddings have been opened in every densely populated village and mahalla of the Turkmen Diaspora, where all opportunities for cultural events have been created. Weddings, cultural events in a national tone, in a manner worthy of tradition

carried out.

The first information about the mass migration of Ukrainians to the Uzbek lands was recorded in the XIX century. Today, more than 71,000 ethnic Ukrainians live in Uzbekistan. The Republican Ukrainian Cultural Center "Slavutich", founded in 2001, and its cities of Nukus and Angren, as well as its branches in Tashkent region make a significant contribution to the preservation and development of the unique culture of Ukrainians [17].

The Slavutich Ukrainian National Cultural Center in Nukus was established in 2005 and works closely with other national centers, especially the Russian National Cultural Center, to strengthen and develop friendship between peoples. Currently, about a thousand Ukrainians live in the republic. All of them consider Uzbekistan as their homeland and are proud of it. This is because the friendship between Ukraine and Uzbekistan has a long history. It should be noted that the great Ukrainian poet and painter Taras Shevchenko was exiled by the tsar in the XVIII century to the shores of the Aral Sea for 10 years. In the Second World War of the last century, Uzbeks and Karakalpaks set an example of courage by participating in the liberation of the Ukrainian land from the German Nazis. Everyone knows that Ukrainian builders were active in dealing with the aftermath of the earthquake in Tashkent. Uzbek volunteers also took part in the liquidation of the Chernobyl accident.

As for the activities of the center, together with the Russian National Cultural Center, Navruz, Mustaqillik, Easter, Maslenitsa, New Year holidays will be held, and well-known war and labor heroes of the republic, writers and poets will be invited to it. Meetings and roundtables are held at educational institutions. They also have good relations with the Embassy of Ukraine in our country, where they donated the national costumes of the Ukrainian people. It is also helping young Ukrainians graduating from secondary schools to study at the expense of state scholarships by providing them with referrals to higher education institutions in Ukraine. Currently, four of our students are studying in Ukraine on the recommendation of the center. The center also provides holiday care to the elderly living in the country [18]. The Center has done a lot to provide comprehensive, both moral and material assistance to the Ukrainian people living in our country.

Currently, the Ukrainian national-cultural center "Slavutich" is headed by Olga Artemovna Mironets. His main profession is medicine, he works as a laboratory manager at the State Center for Sanitary and Epidemiological Surveillance of the Republic of Karakalpakstan. At the same time as working in his difficult profession, O. Mironets faithfully carries out his duties, uniting the representatives of the Ukrainian nation living in our republic for a common goal. He was awarded the Medal of Fame on the occasion of the 25th anniversary of the establishment of the International Cultural Center of the Republic of Uzbekistan in 2017 for his heroic deeds before the state.

In conclusion, it can be said that the national-cultural centers operating in the Republic of Karakalpakstan are taking bold steps to strengthen interethnic relations in our republic. Interaction between different cultural centers, cultural performances are important.

The national-cultural centers of the republic contribute to the strengthening of interethnic harmony in many areas. These are clearly seen in the events related to historical-ethnographic, cultural-enlightenment, musical, scientific-popular, scientific, informational and social-charitable.

National-cultural centers serve to reveal the unique features of each nation, to pass their traditions to the next generation, to further develop their native language.

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DOI: **10.5958/2249-7137.2021.00790.4**

ASSESSMENT CENTER AS A MODERN PERSONNEL ASSESSMENT METHOD

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ABSTRACT

The article covers the assessment technology and its ability to identify professional competencies. Based on the results of the study, five groups of the most important competencies necessary to achieve successful activity through behavioral models are described. Each behavioral model demonstrates the manifestation of a particular competency. With the help of the assessment technology, the general and specific features that are characteristic of management in the public service are identified.

KEYWORDS: *Personnel Management, Public Service, Civil Servants, Performance Evaluation, Professional Competence, Technology Assessment.*

INTRODUCTION

As you know, an important condition for the dynamic development of the Republic of Uzbekistan is the accelerated introduction of modern innovative technologies in the economy, social and other spheres with the widespread use of the achievements of science and technology. The rapidly developing all spheres of public and state life of the country require close support of ongoing reforms based on modern innovative ideas, developments and technologies that ensure a

quick and high-quality leap of the country into the ranks of the leaders of world civilization. The main goal of this Strategy is the development of human capital as the main factor that determines the level of the country's competitiveness in the world arena and its innovative progress.

According to the literature, to solve topical problems in the field of management, a radical reconstruction of personnel management mechanisms and the transition of personnel management to a fundamentally new level of development are required. The use of new, complex, unconventional technologies in personnel management based on a change in the approach to personnel as a key asset of the organization contributes to the company's transition to a different way of functioning. In order to build a personnel management system, it is necessary to revise the approaches to personnel assessment as the most important tool for personnel management [1].

The term "assessment" is firmly established in everyday life - it is used by financiers, lawyers, physicians, and developers of technical systems. In the broadest sense, assessment is synonymous with assessment. In a narrower sense, it means testing or assessment, the results of which are presented in quantitative terms, as well as an assessment carried out in the course of a certain meeting.

The procedure for assessing the competence of personnel using the assessment method is a useful but expensive tool. Personnel services use quite a variety of assessment methods, so when they talk about assessment, they most often mean the technology of the "assessment center". It was developed to assess the potential of a person and was initially applied at the stage of selecting candidates for senior positions. The main distinguishing features of this assessment technology are the following: several people are assessed simultaneously, the assessors themselves and there are also several assessment methods.

World experience testifies to the advantages of the "assessment center" technology for assessing and developing the competencies of managers in the public service. Assessment Centers or Assessment Centers provide more efficient selection and better audit and assessment of personnel than standard methods. To date, the Assessment Center can be called one of the most accurate methods for the comprehensive assessment of candidates for a vacant position, employee assessment for drawing up programs for the development of professional skills and business qualities, inclusion in the personnel reserve and promotion.

Naturally, the Assessment Center, like any other method, does not provide one hundred percent accuracy and has a number of limitations. At the same time, the practice of the last two decades shows that its use is more than justified. The use of the Assessment Center gives high accuracy of the results, thanks to the preliminary preparation of the scenario developed by psychologists and consultants on special technologies. Assessment scales, interview forms, business games are developed based on the characteristics of the activity and the requirements for a specific position [2].

Key features of the Assessment Center: concentration on behavior, reproduction in tasks of the main aspects of work. It is assumed that the performance of these simulated tasks, close to practice, predicts behavior in work situations. The use of interviews and tests in addition to group assignments increases the validity of the staff assessment. It is possible to review and evaluate the performance of the assignment in terms of the competence required to achieve the intended level of performance for a specific job or required at a specific place in the

organization. During the Assessment Center, there is a simultaneous assessment of several candidates or participants, which allows them to interact, disclose and apply their professional experience. When recruiting in this manner, it provides an opportunity to show the extent to which candidates fit into the culture of the organization, and the candidates themselves can better understand the organization and its values in order to decide for themselves if they fit. This is established by observing their behavior in various typical situations and using tests and structured interviews, and, of course, based on the developed competency model.

Having applied the assessment of government officials, we came to the conclusion that it is possible to single out general and specific features that are characteristic of government in the public service, in contrast to other spheres: production, business, politics, public organizations. Everything related to the purpose of management as a whole is related to common features. This is goal-setting, organization of technological solutions, controlled allocation of resources and motivation, inspiration, and training of employees.

As for the specific features, the following can be said. Civil service is a function of the state apparatus, implemented by specially created state bodies. The key question here is: "What social institution should a public service be?"

Management skills are more difficult to define and evaluate than technical skills or experience. On the example of behavioral models that people demonstrate to achieve the best result in work, one can observe the manifestation of professional competencies. The five groups of the most important competencies required to achieve successful performance are described below through behavioral models. Each behavioral model demonstrates the manifestation of one or another competence [5].

1. Values

It is believed that it is moral values that are the cultural basis of administrative ethics and an important condition for organizational effectiveness. The block of values usually includes honesty, responsibility, obedience to the law, competence, fairness, impartiality, political neutrality, "social sensitivity", efficiency. The new values include a propensity for innovation, the ability to "team" work and the quality of performance of official duties.

2. Managerial professionalism

The professional management activity of a civil servant involves the knowledge and use in practice of effective methods and means of analyzing the situation, making a decision, setting goals, organizing activities to achieve results, motivating subordinates and monitoring performance.

3. Systematic thinking

The ability to see the situation as a whole and its individual elements; ability to generalize information; the ability to identify significant relationships; the ability to highlight the main thing from the general; mastery of information gathering techniques and the ability to structure large amounts of information.

4. Leadership

Ability to take on the role of leader of a team or group. Ability to convince, influence or make a positive impression on the target audience in order to induce them to take actions aimed at achieving the result.

5. Adaptability

The ability to navigate in a changing situation, the ability to quickly adapt to new conditions and effectively solve new problems.

Among the diverse approaches to building a model, two can be distinguished. One of them is popular in business, the other in working with government officials.

The distinguishing features of the two models is that in the field of public administration, the main professional and managerial roles that are called upon to be played by a high-level civil servant are important. In systems management, the managed activity is analyzed in four main categories: activity processes, functional structures, resources, methods of activity. The interrelation of these elements and the organizational integrity of the systems of controlled activity are ensured by the systemic organization of the management itself and its role specialization [3].

The distinguishing features of the two models is that in the field of public administration, the main professional and managerial roles that are called upon to be played by a high-level civil servant are important. In systems management, the managed activity is analyzed in four main categories: activity processes, functional structures, resources, methods of activity. The interrelation of these elements and the organizational integrity of the systems of controlled activity are ensured by the systemic organization of the management itself and its role specialization. The assumption about role specialization is based on the idea of the relative independence of each of the named categories.

So, the processes of activity in the organization can be ensured by analyzing the situation, determining the goals that must be achieved, as well as by developing and implementing appropriate programs for the functioning and development. We conditionally "attributed" the responsibility for these types of activity to the performer of the role, which was called the Manager. Responsibility for the development of organizational structures and, in general, various forms of organization of personnel activities was "assigned" to the role of the Organizer. The role-playing picture of the person responsible for the distribution of the basic resources of the organization, as well as control over the implementation of activity plans, was named Administrator. And, finally, responsibility for the placement of performers, an accurate understanding of the tasks facing the organization, possession of effective methods and techniques of professional activity, as well as maintaining an optimal atmosphere in the team was seen in the role of the Leader. In reality, the boundaries between these roles are not so obvious. Sometimes the responsibility for a particular aspect of management is distributed among the members of the management team, but it is often possible to observe cases of universal managerial professionalization, when the entire repertoire of roles is performed by one person [4].

We proceed from the assumption that a person can have several roles in an actual state, and at least two roles from the proposed set, he can actively use and combine in his daily activities.

To identify the level of competence formation, an integrated approach is required. It includes the development, adaptation and use of assessment methods that imply the ability to work, including within the framework of remote procedures (see Table 1).

TABLE 1 "TYPOLOGY OF CANDIDATE ASSESSMENT METHODS"

	Full-time	Remote
Contactless	1. To use them, control subjects with sufficient qualifications for the methods used are required	2. To use them, controlling subjects without special skills and knowledge are required, since the instructions for the methods of this group are closed. The main task comes down to control over the participants' compliance with the conditions for filling out the methods.
Contact	4. For their implementation, specially trained personnel with experience in carrying out similar techniques are required.	3. To conduct them, people with computer skills are needed, who are able to use various technologies of working online.

Remote non-contact methods:

1. Personality - role questionnaires.
2. Intellectual tests.
3. Questionnaire of professional and managerial roles.
4. Professional test for knowledge of legislation, the basics of general and strategic management.
5. Questionnaire for the analysis of the life path (biographical data; "Life line").
6. Essays.
7. Recommendations.

Remote contact methods:

1. Participation in Internet conferences.
2. Participation in online forums (including Webinar technology).

Thus, we can conclude that the modern challenges facing the civil service make it possible to adequately understand its boundaries and perceive reality holistically, to focus on self-learning and transformation (a creative approach at all levels, functional links and spheres of life), to achieve an understanding of their goals and purposes (goal-setting, purposefulness, purposefulness and expediency), to increase the level of tolerance to uncertainty, to fix the set of internal moral values, rules and norms of civil service. Assessment as an appraisal procedure is designed to contribute to the formation of the staff of the Civil Service.

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DOI: **10.5958/2249-7137.2021.00791.6**

FACTORS INFLUENCING THE DESIGN OF ADOLESCENT UNIFORMS AND DETERMINING THEIR FUNCTIONS

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ABSTRACT

Teenagers of school age spend a lot of time in school, and therefore, the clothes worn to school are the most popular and diverse. Based on the analysis and generalization of a priori information and consumer situations, a block diagram of the main functions of modern teenage uniforms is developed. It is established that teenage uniforms are a complex multifunctional object and the development of a wardrobe of uniforms should be approached from a position that primarily provides comfortable conditions for the student in various situations of consumption.

KEYWORDS: *Teen Clothes, The Time Budget Of The Student, The Functions Of The Uniform*

INTRODUCTION

The success of industrial enterprises is associated with a rapid response to consumer demand, expanding the range, clarifying the volume, improving the quality of products while ensuring sufficient profit and production efficiency. Therefore, marketing research plays a leading role in planning the manufactured range of clothing [1].

The process of designing teenage uniforms has its own specifics, due to increased consumer requirements for it due to the peculiarities of the morphology, physiology and psychology of the child during periods of growth and development.

The imbalance of the domestic economy, accompanied by frequent crises, revealed the imperfections and shortcomings of the methods used for conducting pre-project work and the composition of initial information based on marketing research.

Analysis and determination of the initial situation is carried out to establish targeted actions of pre-project research of the consumer market and the development of a rational assortment collection of the industrial level. Analysis of the initial situation in the design of a complex object

(assortment) or a separate assortment unit involves the synthesis and analysis of consumer situations.

The consumer situation is a mode of use of the product associated with the place of its consumption, characterized by stable standards of treatment of the product and placing special requirements on the operational and artistic and aesthetic properties of the product.

Under the conditions of consumption, we understand a set of environmental factors in which the child's activity takes place, and which have a certain influence on him at a certain time of day.

As you know, the daily time, from the point of view of physiology, is conditionally divided into active and passive. the passive time of day refers to the period when the child is in an inert state, active time is the time when the child's vital activity increases, accompanied by a separate amount of energy consumption of the body and therefore requires a special approach in choosing clothes.

When a child comes to school, his lifestyle changes: there are new responsibilities, daily routines, and classes according to the educational process. The circle of communication is expanding - with peers, teachers, with high school students, etc. younger students have a great need for joint activities: games, collective

Leisure, work and other activities of interest, for example, in circles - art drawing, modeling, sports, music, etc. in this regard, the child's wardrobe is not only expanding, but also significantly changing due to the appearance of new items of clothing necessary for study and occupation, corresponding to his age and type of activity.

Older children are more actively involved in various activities. In this regard, uniform clothing is becoming increasingly unified and expedient. There is a need for specialized clothing (for sports, the profile of work in training workshops, in clubs, etc.).

As was usually the case, the time allotted for recreation is often spent outdoors at any time of the year. clothing during walks protects the child's body from cold, wind, rain and solar radiation, and since children are most active at this time, it also protects them from various injuries. in this case, the main dominant function of adolescent uniforms is a protective function that protects the child's body from adverse external influences of the climatic environment, which is especially important for the clothes that the child wears every day (school and every day).

Children in technology lessons, early labor, when performing physical work at home, on the garden plot, wear various dressing gowns, aprons, and headscarves over their main clothes. In this case, the clothing, performing the function of protection, ensures the safety of the main clothing from objects of labor and industrial pollution. Such clothing for its intended purpose refers to technological clothing.

The child at recess enjoys spending time in sports games, which allows him to move a lot, clothing in these cases provides normal conditions for movement, a comfortable state of the microclimate of the clothing air and the nervous system, i.e. performs a physiological and hygienic function. Uniform clothing supports the external environment in a state favorable for the flow of life, expanding the interaction of the child with the environment, optimizing the conditions of his activity [3], which is especially important for the child's body, since uniforms and casual wear are among the most wearable.

The entire budget of children's time was divided into three components: sleep, study and leisure.

The time allotted for sleep refers to passive time, because the child's body is at rest. study and leisure, accompanied by a complex of different activities and requiring a certain physical activity-to active. Moreover, the main time, more than 70% of the time, according to research results, children spend at school, for example, the " working day " of a lyceum student, taking into account the preparation of homework and other activities, lasts 10-12 hours in primary classes and up to 15 hours in senior ones.

It is established that the main time of high school students more than half (51.3 %) of the daily time is allocated to study with the road there and back. The second place in the share of the daily time budget of schoolchildren is occupied by time for basic restorative rest - night sleep (26.7 %), the third place (10%) is time for personal hygiene, self-care, food, etc. The share of free time is 4.1%. Other activities take up 7.9 % of the daily time.

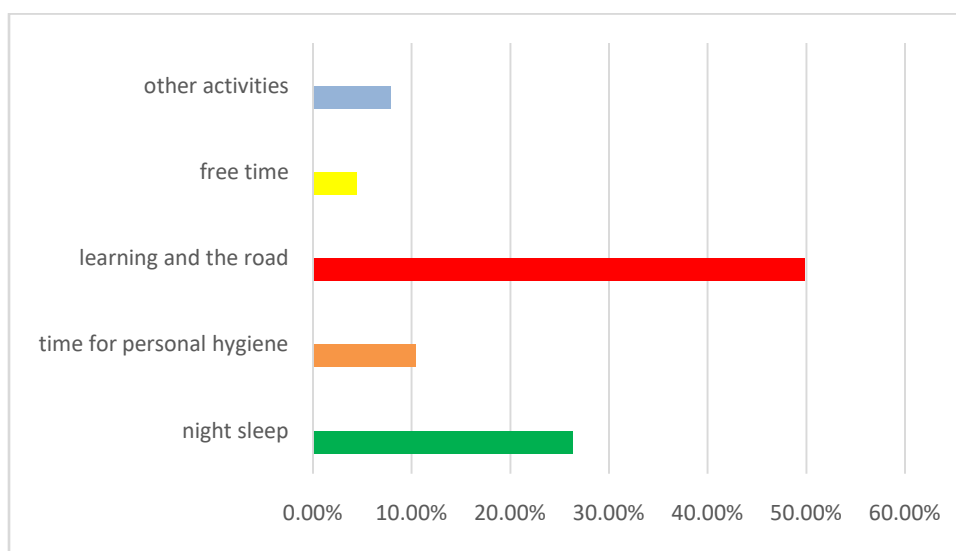


Figure 1. The time budget of a modern high school student.

Teenagers of school age spend time at school, and therefore, the clothes worn to school are the most popular and diverse. Based on the analysis and generalization of a priori information and consumer situations, a block diagram of the main functions of modern teenage uniforms is developed. It is established that teenage uniforms are a complex multifunctional object and the development of a wardrobe of uniforms should be approached from a position that primarily provides comfortable conditions for the student in various situations of consumption.

Classes at the school are arranged in such a way that in addition to general education subjects, physical training, labor training, music, etc. are included. Special attention is paid to the organization of children's leisure time after the main classes, because this time is a kind of way of conducting educational and familiarization work of teachers with children.

The whole complex of school activities is aimed at the development of mental abilities, the formation of moral and ethical norms of human behavior in society and the education of a sense of responsibility in various situations.

The activities of children in school are so diverse that in order to establish the requirements imposed on adolescent clothing when forming an assortment collection, it is advisable to consider their types and the functions of clothing used for these cases.

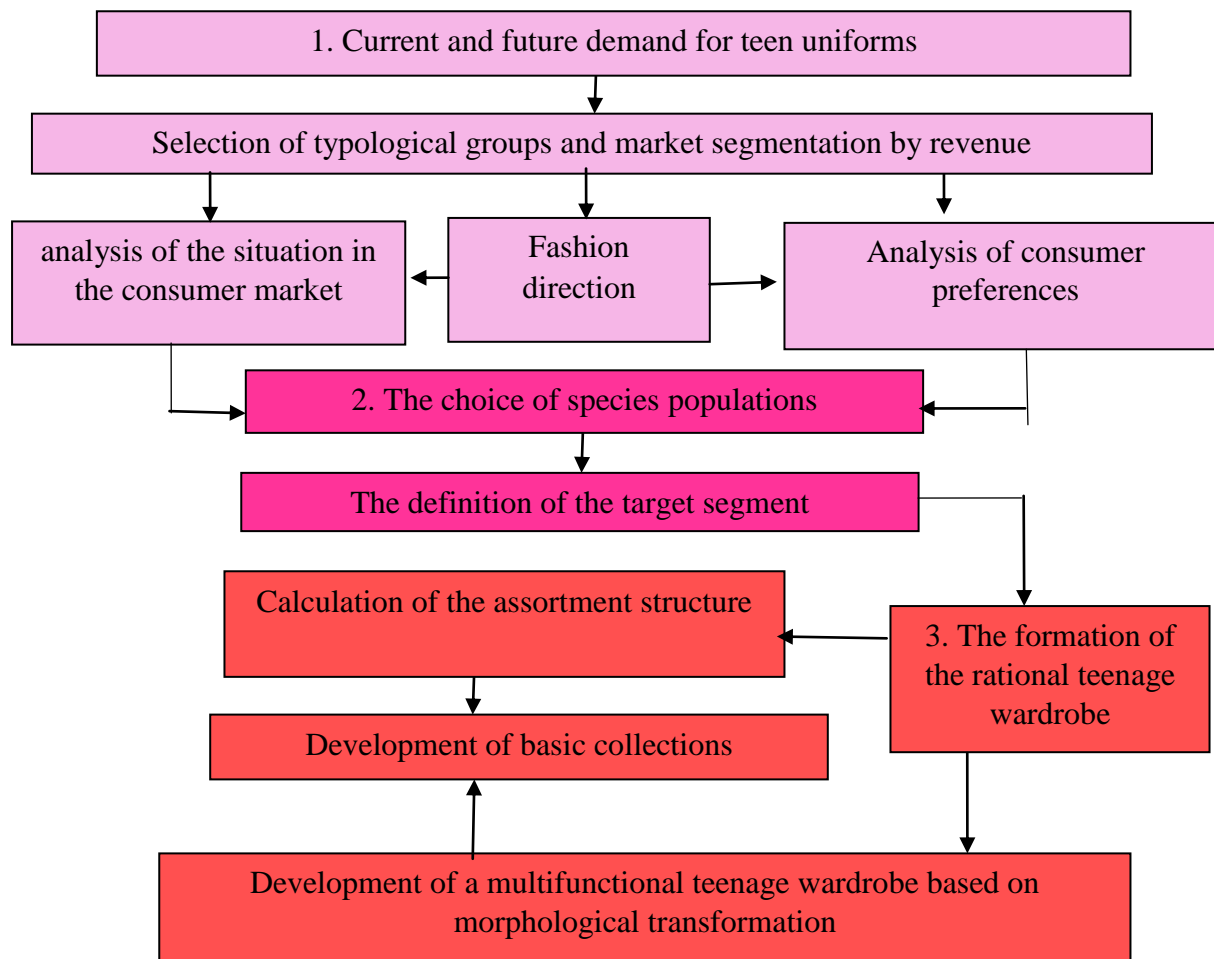


Figure-2. Generalized block diagram of the process of forming a rational assortment of adolescent uniforms of industrial level.

The function of clothing is understood as a characteristic that determines the actual performance of the product of its purpose, i.e. the implementation in the process of consumption of the properties of the product determined by the purpose and morphology.

The functions of the product are diverse, and in order to create a functional "portrait", it is necessary to type the functions and select the most dominant of them, i.e., bearing the dominant value.

In this regard, a block diagram of the main functions of modern teenage uniforms has been developed (Figure 2).

Teenagers of school age spend a lot of time in school, and therefore, the clothes worn to school are the most popular and diverse. Based on the analysis and generalization of a priori information

and consumer situations, a block diagram of the main functions of modern teenage uniforms is developed. It is established that teenage uniforms are a complex multifunctional object and the development of a wardrobe of uniforms should be approached from a position that primarily provides comfortable conditions for the student in various situations of consumption.

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DOI: **10.5958/2249-7137.2021.00792.8**

THE ABILITY OF BEHBUDIY IN THE SELECTION OF WORD

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ABSTRACT

Behbudi's works were widely used in Turkestan at the beginning of the twentieth century as the leader of the Jadids in language and literature. In Behbudi's work, the problem of mastering the art of speech is one of the new aspects of his work. His drama "Padarkush" and artistic journalism play an important role in educating the Uzbek people in the spirit of enlightenment in Turkestan. Thus, we see that he skillfully used this word. Behbudi's eloquence, the use of popular words further helps to understand the same period.

KEYWORDS: Word, Vocabulary, Language Of The Nation, Nationality, Turkestan, Turkestan Region, Multilingualism, Reform, Freedom, Motherland, Freedom, Culture, Freedom, Power Of Speech.

INTRODUCTION

The influence of Behbudi's journalism is enormous. It is well known that at one time they reached the general public, especially the intelligentsia. Behbudi takes each article seriously, having a clear idea of who it was written for and for what purpose. At the same place, we are obliged to talk about the artistic skill and language of the writer.

How is this skill manifested? Let's try to answer this question first. Let's focus on choosing Behbudi headlines. Many articles by the author pay attention to the title. They clearly show the purpose and purpose of the writer's utterance. The name itself does not leave the reader indifferent. The most important aspects of the theme were stamped: "The right is taken, not given" ("Haq olinur, berilmas"), "The future of Bukhara is in the dark" ("Buxoroning istiqboli qorongulikda"), "Patriotism is needed" ("Vatanparvarlik kerak"), "Oh, the banks have ruined us" ("Oh, banklar bizni barbod etdi"), "Needs of the nation" ("Ehtiyoji millat"), "Who will reform

the nation” (“Millatni kim isloh etadi”), “Habits that ruin us” (“Bizni kemiruvchi odatlar”), “Our factor, or our goal” (“Omilimiz, yoyinki murodimiz”), “Criticism is sorting” (“Tanqid saralamoqdur”), “Assertion of truth” (“Bayoni haqiqat”), “We need an alliance” (“Ittifoq kerak”), “Grief and sorrow” (“Oh va hasrat”), “Duma and Turkestan” (“Duma va Turkiston”), “Wedding and waste” (“To‘y va isrof”), “Appeal to the nation” (“Millatga murojaat”).

Importantly, Behbudi’s personal attitude is clearly expressed in many of them. In the articles: “Patriotism is needed”, “Wedding and waste”, “Who will reform the nation”, “Needs of the nation” reflect the author's affirmative action, approval, consent, “Oh, the banks have ruined us”, “Habits that ruin us”, “Duma and Turkestan ”and “Appeal to the Nation” the author expresses a negative, contradictory point of view.

All this confirms from the title that the writer-publicist has a passionate attitude to the facts of reality, a violent rage of positive and negative emotions, a "call" to express a free passionate opinion about an event, a problem.

It is worth talking here about Behbudi's method for putting an issue on the agenda. The writer begins most of the work with an introduction. Thus, he prepares the interlocutor (journalist, reader) for the release, helps him to concentrate on the problem. At the same time, he creates conditions and an opportunity for others to understand and comprehend the most important aspects of the problem that he or she is trying to solve. Some articles show that this situation is clearly spelled out. For example, in the article “Students need help” we read: “We cannot tell the preface of each work.”

In practice, this idea has found its full effect. Let's take a look at a few examples. “Ahli xabarining ma’lumidirkim, eski hukumat zamonida har nimarsa amr va buyruq bila bo’lur edi. Xaloyiqning dini va milliy ishlarini isloh va rivoji to’g’risida qilaturgan harakatlarig’a yo’l berilmas edi. Hech nimarsa hukumatdan bejavob va izsiz qilina olmas edi”(1).

He added: “Hammaning ma’lumidirkim, eski hukumat zamonida har nimarsa oning amri va jabri ila bo’lurdi. U nimarsa bizning shariatimizga va yo maishat va millatimizga zarar keltirsada ko’milgan hukumat zoliman joriy qilurdi. Binobarin ellik sana muddatda biz shariat, maishat va axloq jihatidan ko’p tanazzul etdik va bizning taraqqiy va isloh yillarimizni eski hukumatning ruslashtiruvchi siyosat odamlari va mssionerlari butun bog’langan edi”(2).

The reason for writing these articles is indicated at the beginning of the article: “On the evening of September 18, I went to a meeting in the Orzok office of Samarkand region. It was about food, that is, life. The chairman of the Mejlis needed money to bring wheat from Russia, and for this money he turned to Russian and Muslim notables for help. Some said let the banks do it. Someone told the townspeople to give two soums per person for each food card. Some felt the need to appeal to the consciences of the rich. Some wanted to ask for help in the store and in the office” (3).

“Muhtaram birodarlar! Hozirgi qimmatchilik, qahatchilik va suvsizlik hammaga ma’lumdir. Allon yozda biroz meva mavjud, albatta yozning tirikligi qishnikidan osondur. Qimmatchilik va qahatchilikning eng qo’rqilaturgan vaqti oldimizdagi qish va kelar bahordur. Agarda suluh bo’lmasa va Rossiya temir yo’llari ochilmasa eng xufiyalik va ochlik hollar oldimizdadur. Russiyaning ba’zi viloyatlarida bug’doy ko’b va onda ushbu kunda bir puti uch yoki to’rt so’m

bo'lganda, Turkistonda puti Rossiya narxidan o'n da'fa ziyodadur. Endi Turkistong'a Russiyadan bo'g'doy keltirmoqdan boshqa iloj yo'qdur"(4).

Behbudi's influential word art is one of the brightest signs of a writer's skill. Each article is adorned with exactly this art. Not only the choice of words in the statement, the logical flow of thought, the consistency, but also the facts and arguments presented, and even the accuracy in the details of the events, the objectivity in the number of facts and arguments provide this confidence. Let's look at the article "On national affairs in Samarkand": "There is a lot of work, a little work, a little effort.

Through the twentieth issue of Hurriyet, two people from all communities of the city districts of Samarkand region were invited to form the Samarkand Regional Society to discuss the issues covered in the twentieth issue of Hurriyet. sent in several letters to the societies. Meetings will be held in Samarkand on July 11 and 12. Five to ten Russians came. Even two representatives from the Peasants' Society in Tashkent came twice. However, only one person from Jizzakh, Kattakurgan, Khojand and Uratapa in Samarkand region did not attend the meeting. However, at this meeting, vital issues for Turkestan were divided. Or in the article "Bukhara events" the details of the meeting with the amir, the situation and the landscape there, and even the details of the relationship between him and the amir are not in doubt (5) - on the contrary, the reader is under the influence of the narrator.

At this point, it seems appropriate to stop work on the volume of Behbudi's articles. Behbudi has no large-scale articles. The largest of them, at current sizes, is no more than 5-6 typewriters. Most of them are the size of two or three typewritten paper. This fact alone suggests that the power of Behbudi's writings is seen in his conciseness, conciseness and concise clarity of thought. His ingenuity and ability to use the word in its place is noteworthy.

Behbudi's journalistic articles have a character that is often overlooked. It is a repetition of a particular idea or fact. He follows exactly the same path in places that are considered important. But these repetitions should not be interpreted as a weakness of the author's style, but rather as a coherence, priority, consistency in the author's worldview and goals. Furthermore, whether the repetitions are related to facts or to the direction of thought, the author uses them to achieve his goal, that is, as a means of conveying them to his addressee. To prove our point, let's look at some examples:

"If we people of Turkestan spend the money we spend on weddings and condolences on the path of science and religion, we will develop almost like Europeans, and we will find prestige and prosperity in our religion," he said. No, if we remain in the present state, we will have nothing but delusions and pleasure for religion and the world. "

"Let's try to open schools and madrassas, establish public and corporate business. It is necessary to send students to Russia and Europe, Egypt and Istanbul. We, Muslims of Turkestan, will have no other fate"(6).

"Let's try to open schools and madrassas, create public and corporate enterprises, send students to Russia and Europe, Egypt and Istanbul. Muslims of Turkestan, brothers! Open your eyes, look at magazines and magazines and get to know the world" (7).

We know that with the money spent on weddings and celebrations, it is necessary to send children to the Caucasus, Crimea, Orenburg and Kazan to learn the educational method" (8).

As can be seen from the above examples, intellectual repetition is associated with criticism and ridicule of some of the vices that depend on our traditions to achieve a common and serious goal, and at the same time are fetters for the development of the nation. ...

In general, almost all repetitions are intended to emphasize and strengthen the author's opinion. Only in a few cases do the aspects of these repetitions related to the style of the writer come to the fore.

If we approach Behbudi's work from this point of view, then we can understand that his literary heritage also had a significant impact on the development of the Uzbek language at that time. Apparently, Behbudi always thinks about his reader when he writes each article. This does not exclude the student's career, worldview, level, level of knowledge. These circumstances serve to determine the criteria for the choice of a word by the writer. Therefore, it is easy to see that Behbudi chose different words in his articles, addressed to different strata of society.

When it comes to pre-existing reality, we see that the writer is content with the extremely brief and short expressions. Conversely, one can observe indomitable commentary when locals talk about an event or concept that is new or unfamiliar to the interviewer or reader. As an example, let us give an example: "The government, in the name of a private loan, within three days opens small banks in most districts of the Turkestan region, and a short procedure is a matter of business. Each constituency elects from three to four members, that is, from two to three districts of the Vulus. These members borrow more money from their families at a rate of twelve percent for a period of eight to nine months, or one hundred soum for a period of twelve sums" (9). Or: "In some parts of Turkestan, one tenth is four tanobs, and in other countries - six tanobs. But the real profit is calculated on the basis of desyatin, that is, six hundred sarjins for per tanob. The places with one tanob four hundred sarjin give one kilogram wheat. One desyatin is two thousand four hundred marhib sarjin" (10).

In the first article, Behbudi considers it necessary to comment on the fact that the term "Мелкий кредит" is not only Russian, but also new for the local population as an economic concept. This clarifies the content and essence of the concept. The same can be said for the following excerpt. Here he compares it with the size of the sarjin, which is understandable to everyone, given that the word tithe has different sizes in different muzaffari of Turkestan. We are not mistaken in saying that it is specific for all types of Behbudi's articles.

During the Behbudi period, opportunities for enriching the Uzbek language through the Russian language expanded. Behbudi also uses this opportunity. Behbudi's articles often contain Russian and Russian international words. In any case, they should be understood as a legitimate and true expression of the events of that historical period. Whether Behbudi wanted it or not, these words came true, began to be applied in practice along with their concepts and found their place. In Behbudi's articles, we see many Russian and Russian-international words related to various spheres of social, political and cultural life. In particular: economic: banking, credit, finance, commerce; related to politics: дума, parish, member, autonomy, contour; military: military organization, governor, missionary and other words.

The writer does not use these words on his own. Assuming they are unfamiliar, he explains this with another word or comment known to the Uzbek reader. For example: "Учредительная собрания" means "Majlisi muassison" (Haq olinur, berilmas), федерация-muhtoriyat (Haq olinur, berilmas), калония-mustamlaqot (Bayoni haqiqat), assembly of a military organization:

военной организация, Meeting of the soldiers and workers are совет солдатский, рабочий депутат (We need an alliance).

Of course, it is difficult to say that they are all understandable to ordinary people, the general public. It can be noted that Behbudi himself found it difficult to find alternative words, and sometimes such words were not found. For example, such words as “дума”, - “балдия” (about national affairs in Samarkand), “muboravatimiz” - “парламентизм” (Bayoni haqiqat). The interpretation of the word “Ультиматум” by Behbudi is limited with naming as “an official paper”.

While talking about Behbudi, it is impossible to avoid Arabic and Persian-Tajik words. Even entire Arabic sentences and phrases resigned in place. Many Arab, such as Afgor, amloq, basirat, darilqazo, jadida, jihat, jaft, maftun, mabuxosa, rafiq, manih, mufatish, manzerrat, masraf, mab'us, nahir, takfir, taziyin, tamasaxo'r, funun, favran, as well as the first, Tajik-Persian words as bomashvarat, digar, dohlan, sarbozxona, bachcha, olbolu, xazor are widespread. Not only do the behbudi language contain expressive structures typical of our classical traditions, as well as an episodic display of height. For example: "indolla and indannos", "fitammul" (We need an alliance), "kullollahu va lukvn marokh" (an objective appeal to the respected Samarkand people).

Obviously, Behbudi's skill is very evident in the use of a purely Uzbek word. He is well aware that this word has an extremely powerful effect. Therefore, in practice, he uses it very delicately. This is evidenced by the representatives of simple appeal themselves. “Oh, dear compatriots” (on national affairs in Samarkand), “Oy khazrat ulama and agniyo” (The right is taken, not given), “Dear friends” (We need an alliance).

Behbudi may try to find words that can touch the hearts of the people to whom this thought is addressed. These features are evident in our examples above. However, it will not be superfluous to cite the above example once again: “Bovurs! You should know that autonomy has been proclaimed for all the peoples of Turkestan, and you know that the right is taken, not given. ”

The use of the word "Bovurim" here can be regarded as an artistic invention. Such an appeal could only be found by a person who understood and appreciated the customs, national traditions and values of the people's spirit. Such a great person can be seen in the image of Behbudi.

The expressiveness of Behbudi's language is explained by its closeness to vernacular, more precisely, to the way it is spoken. Behbudi speaks the language of the people. Therefore, his articles often contain popular interpretations, articles, texts. It must have been the influence of that spirit. Behbudi's rises some phrases to the level of wisdom and proverbs. Folk proverbs included in the text of Behbudi's works stand out with a new color. It is known that the proverb “If the baby doesn't cry, the mother doesn't give milk” is often used in cases of high demand.

In the Behbudi language, this proverb is used to emphasize the degree of the socio-political needs of the nation. Not only that, in addition to stating the need, the spirit of active action prevails here. To clarify our point of view, we will quote the text to which this proverb belongs: “There is a need to cultural movement, we need to learn from others,” he said. This silence is a witness to our carelessness, guilt. There will not be given milk to a child who does not cry, we have elections to the city council and country council.”

Let's take a look at another article. The popular proverb “ko'rpanga qarab oyoq uzat”, (cut your coat according to your cloth) requires that you refrain from inappropriate actions or adhere to

socio-ethical standards in your actions. In Behbudi's article, he adds an additional tone: "For the sake of the bank, Jews, Armenians and others will become statesmen. We will lose the property and prestige of our state. For example, we do not cut our coat according to our cloth" (11).

As an expert in several languages, Behbudi also uses the subtleties, sayings and folk sayings of these languages: "The Caucasus and Tatarstan should learn from scholars and traders:

(A person is not given any effort if he does not make an effort "(12)).

Apparently, the proverb here is the same as the existing forms in Arabic and Persian. In general, Behbudi created a number of wise sayings as a result of the influence of such wise sayings and his personal observations. Examples of the type "The right is taken, not given", "The past is the scale of the future" can serve as a confirmation of our opinion. Behbudi's closeness to the language sometimes - though sometimes - also allows him to use dialectal materials. Maybe it will happen naturally. In any case, some elements of the Samarkand dialect are reflected in the proverbs: "Each city has societies?" or is called a "военный организация" "совет солдатский рабочий депутат" ("We need an alliance", "Hurriyet", 1917).

"When we will make a progress? If we spend tens of thousands of soums on weddings on our way to schools in order to prepare modern people, we will be a stepping stone in the development of that time, which is far away" ("Who hears", "Samarkand", April 26, 1913) ...

"We have a great task ahead of us. If we all unite, make Shurai Islam a political and authoritative society for ourselves, open branches in all cities and work together, our ancient Jadids will be inclined towards autonomous freedom" (Ulug Turkestan, 1917 June 12).

Examples show that Behbudi used the elements of Samarkand dialect effectively. This requests the question of whether Behbudi was naturally unable to escape the influence of the dialect. If one examines Behbudi's other works, there is no doubt that he mastered the literary language of that period. Hence, a different approach to the above dialect elements is required. At this point, Behbudi himself extended a helping hand to us, he wrote: "Xalq tili ilan vaz va pand aytmog joriydur".

This means that Behbudi consciously uses the same elements in his articles to say "xalq tili ilan".

The conclusion of Behbudi's articles is also exceptional. In this respect, too, we can speak of Behbudi's school of skill. In some articles, the purpose of the article is directly related to conclusion. The author pushes it to the end of the article so that he understands the purpose correctly and completely. In particular, the article "On national affairs in Samarkand" concludes: "Matlabimiz shahar dumalari va sahro zemstvolari vakili majlisi muassisoniga xaloyiqni hozirlamoq va ham Toshkentdagi markaziy shuromizga bir – ikki nafar kishi taylab doimo anda turib xalq nafaiga ishlamoqlari uchun yubortirmoq ham alarni va ham sho'roi markazimiz masorafini ta'min etdurmoq, tushuntirib, yaxshi hukumatga yordam bermoq lozimligini bayon etmoqdur"(13).

Some articles end with "additional evidence." This task can be accomplished by wise sayings, folk proverbs or exemplary opinions of celebrities. For example, "majlisi muassison bizga berilmaydur, balki o'zimiz olsak, azbaski haq olinur, berilmas"(14).

This excerpt is from the article "The right is taken, not given". Or in the article "Month of Education" we see the following conclusion: "The past is the scale of the future". Let everyone

know in terms of size”, and the article “We need an alliance” ends with poetic verses that are very consistent with the issues raised:

Davlat ha ma zi ittifoq xezad,

Badavlati az nifoq xezad.

(i.e.: Davlat ittifoqlik tufayli barqaror bo‘ladi,

Bedavlatlik dushmanlikdan kelib chiqadi).

There is another series of articles in which the shortcomings of the existing system, which are inherent in society, are severely criticized. Accordingly, the ending may also be embellished with sarcastic words. "Oh, are we rich enough to listen to these words?"

Obviously, the short size of the article sometimes does not allow to explain the end of the idea. At that point, Behbudi divides his thoughts into parts. And this signals the existence of a division. In particular, the article “Turkistan Autonomy” was published in the newspaper "Hurriyet" on September 19, 1917 and was marked as “there is an end” because it was not completed. Its sequel was published in the December 22 issue. But it is having continuance, it is said that “there will be a continuity.”

This may have been due to the availability of printing as well as newspapers and magazines. However, there are some articles in which Behbudi emphasizes that the issue has not been resolved or that the issue is very important. For example, in the article “Appeal to the youth”, (“Yoshlarga murojaat”), “zamoncha o‘qimoq tariqasidan boshqa maqolaga arz qilinur”.

Behbudi's journalism is a completely new and unique event in the history of Uzbek culture, especially Uzbek literature. His greatness, dedication and sensitivity are fully reflected in his writings. In terms of subject matter, they have not yet lost their relevance.

As an active participant in social, political and cultural life and a devoted son of his people, Behbudi at the beginning of this century tirelessly fought for the freedom of the people, the inviolability of the homeland, the prosperity of the nation, and the future. the happiness of their compatriots. Those inherited from the author of the article are living martyrs of this merciless struggle. This is their meaning for us. In addition, these articles reflect the extremely difficult fate and life of the Uzbek people, full of contradictions at the beginning of the twentieth century. They focus on politics, government, social order and state building, economic conditions in the country and in various segments of the population, as well as culture, education and the spiritual world of the nation. They are being discussed. Thus, the attention of compatriots, fellow citizen, colleagues will be riveted to these issues.

Putting Behbudi's issues has a special place and position not only in terms of putting issues on the agenda, but also by showing them specific solutions or initiating them to specific solutions.

Behbudi's journalism is primarily a socio-literary phenomenon. His practical work takes Uzbek journalism to a whole new level. For the same reason, it is safe to say that Uzbek journalism cannot be imagined without Behbudi's work. It's not just about Behbudi's journalism, it's about his artistic skills.

In Behbudi's journalism, the Uzbek language, the Uzbek word, fully reflects its beauty and freshness.

The impact of Behbudi's articles is closely linked to their structure, the author's proactive approach to the topic, and the skillful choice of relevant words in the coverage of each topic. For the same reason, his articles should not be read lightly or simply ignored. They are equally important, respected and cherished by their contemporaries and for today's generations.

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DOI: **10.5958/2249-7137.2021.00793.X**

FINANCIAL CRISIS AND HOW TO PREVENT IT

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ABSTRACT

The article identifies the main stages of the crisis, which include: a series of foreshocks that began in August 2007, followed by an economic downturn that lasted until August 2008, when the liquidity problems could not be solved by three large US financial institutions ; a serious financial shock in September 2008, in the last few months of 2008; end of financial shock and panic; early 2009 financial recovery and recovery period in the real sector of the economy. The article examines the main factors of the emergence of the crisis, which together reflect all the reasons and their interconnections, therefore, they can reveal the full picture.

KEYWORDS: *Financial Crisis, Economic Crisis, Financial Markets, Credit Bubbles, Mortgage Bonds, Financial Activity, Credit Risks.*

INTRODUCTION

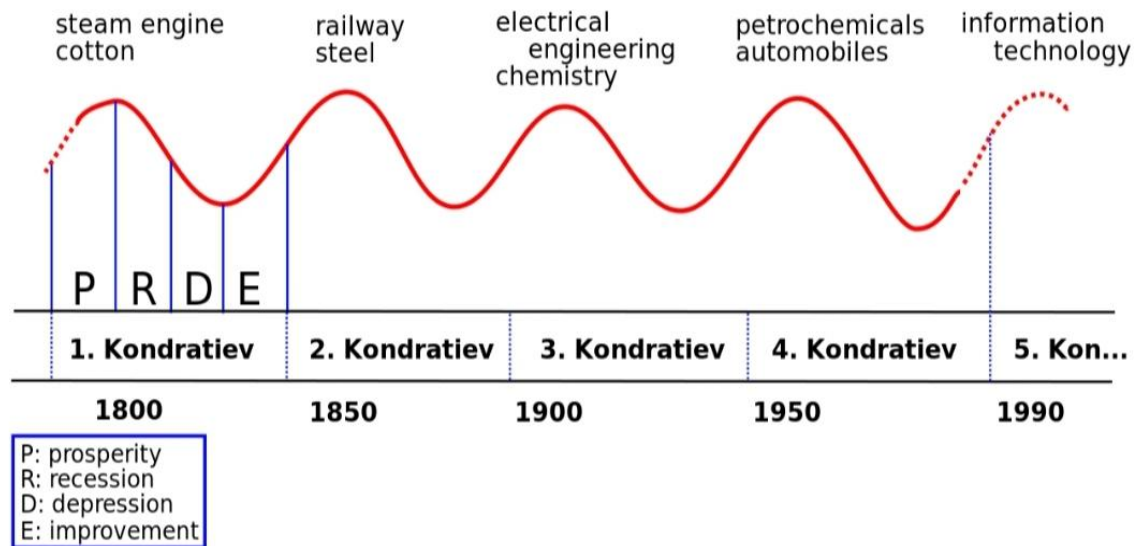
There are several points of view about the cause of the 2008 financial crisis, but each of them is supported by one reason. Some economists believe that the cause was international capital flows or monetary policies [1], others that it was caused by housing policy [2], others that it was insufficient regulation of the banking sector, or the greed of those who functioned in the financial sector and had political influence in Washington [3]. In any case, these arguments, if used as the only explanation, are too simplistic and incomplete. While all of these factors are undoubtedly important causes of the crisis, each of them is insufficient as an autonomous explanation. The approach of most other experts who try to explain the crisis suffers from the opposite problem - it is too broad [4]. Not everything that went wrong during the financial crisis triggered the crisis,

and while some of the causes were significant, others had only minor impact. Not every change in the housing or financial system before the crisis was the cause of the crisis.

The hypothesis that the crisis was caused by insufficient regulation [5], and the opposite opinion that too strong regulation caused the crisis [6], is also oversimplified. The emergence of a crisis cannot be a measure for determining the effectiveness of regulation. Financial regulation is needed to address specific failures in the financial system. For example, high-risk nontraditional mortgage lending by non-bank lenders flourished in the 2000s, but with ineffective regulation caused enormous damage and led to a financial crisis [7]. Poorly designed government housing programs have distorted the market and contributed to the creation of unjustified mortgages. Irresponsible lending across the country and the massive losses of the American insurance corporation AIG in the face of the bankruptcy of Lehman Brothers were partly due to ineffective regulation and supervision. While the failures of mortgage agencies Fannie Mae and Freddie Mac were the result of government policy, they confused public goals with personal gain, which led to negative consequences [8].

Kondratyev's cycles (K-cycles or K-waves) are periodic cycles of alternating ups and downs of the modern world economy lasting 48-55 years, described in the 1920s by Nikolai Kondratyev. The concept has been actively researched and developed throughout its existence, however, a broad consensus in the community of economists about its practical applicability has not been achieved: many researchers (especially in Russia) widely use Kondratieff cycles in their research, but a significant part of economists do not consider them or explicitly denies the existence of such cycles. The characteristic period of the Kondratieff waves is 50 years with a possible deviation of 10 years (from 40 to 60 years); the cycles consist of alternating phases of relatively high and relatively low rates of economic growth. Kondratyev noted four empirical patterns in the development of large cycles. The first - before the start of the upward wave of each large cycle, and sometimes at the very beginning of it, significant changes are observed in the conditions of the economic life of society. Changes are expressed in technical inventions and discoveries, in changes in the conditions of monetary circulation, in the strengthening of the role of new countries in world economic life. These changes, to one degree or another, occur constantly, but, according to Kondratyev, they proceed unevenly and are most intensely expressed before the onset of upward waves of large cycles and at their beginning. The second - periods of upward waves of large cycles, as a rule, are much richer in large social upheavals and upheavals in the life of society (revolutions, wars) than periods of downward waves. Third, the downward waves of these large cycles are accompanied by a prolonged depression in agriculture. Fourth, large cycles of the economic situation are revealed in the same single process of the dynamics of economic development, in which medium cycles with their phases of boom, crisis and depression are also revealed.

For the period after the industrial revolution, the following Kondratieff waves are usually distinguished: 1st cycle - from 1803 to 1841-1843 (the moments of minimums of economic indicators of the world economy are marked); 2nd cycle - from 1844-1851 to 1890-1896; 3rd cycle - from 1891-1896 to 1945-1947;



4th cycle - from 1945-1947 to 1981-1983; 5th cycle - from 1981-1983 to ~ 2018; 6th cycle - from ~ 2018 to ~ 2060 (forecast). However, there are differences in the dating of the "post-Kondratieff" cycles, for example, the following boundaries of the beginning and end of the "post-Kondratieff" waves are also given: 3rd cycle: 1890-1896 - 1939-1950 4th cycle: 1939-1950 - 1984-1991; 5th cycle: 1984-1991

Most experts believe the crisis could have been avoided if only the United States had applied tighter regulation and supervision of financial activities. This finding largely ignores the global nature of the crisis. For example [9]: 1) The credit bubble appeared not only in the United States, but also in Europe. Therefore, explaining the causes of the credit bubble should focus on factors common to both regions. 2) The credit bubble has manifested itself not only in the housing market, but also in the commercial real estate market. There were soap bubbles in Britain, Spain, Australia, France and Ireland, with some even more pronounced than in the United States. This suggests that it would not be enough to simply increase regulation of the US housing market. 3) Many financial institutions in Iceland, Spain, Germany and the UK and elsewhere did not rely on the US housing market, and in most cases they were tightly regulated, yet they also faced financial setbacks similar to those seen in the United States. These facts suggest that US housing policy itself is a non-exhaustive explanation of the crisis. It is impossible to explain the financial and economic crisis solely by insufficient regulation and supervision in the United States, ignoring international parallels, since there will be no prioritization of causes and no sufficient justification of cause and effect. Before identifying the main causes of the crisis, let us describe its main stages.

The United States is still in a recession, triggered by the financial crisis that manifested itself in August 2007 and ended in early 2009. The main causes of the financial crisis were the financial shock in September 2008 and the accompanying financial panic. The financial shock and panic triggered a severe downturn in lending in the fourth quarter of 2008. Some economists describe the situation as a recession that began in December 2007 and lasted until June 2009 and is only now beginning to recover. Recent events in the US can be described in the following stages [10]:

- A series of foreshocks began in August 2007, followed by an economic downturn that lasted

until August 2008, when the liquidity problems were not solved by three large US financial institutions. - Serious financial shock in September 2008, in which ten large financial institutions changed their institutional structures. - Financial panic and the beginning of a large recession in the real sector of the economy in the last few months of 2008. - The end of the financial shock and panic - early 2009 - the starting point for financial recovery and a period of recovery in the real sector of the economy. At present, the economy of the United States is still in its last stage, its financial system is still recovering and restructuring, trying to return to stable and rapid economic growth [11]. The following external and internal factors can be named that are important for explaining the causes of the financial and economic crisis:

Credit bubble. Since the late 1990s. China and other large developing countries, as well as large oil-producing countries, created large capital surpluses that were invested in the financial markets of the United States and Europe, causing interest rates to fall. Credit spreads have narrowed, which means that the cost of borrowing to finance risky investments has decreased. A credit bubble has emerged in the United States and Europe, most notably an increase in investment in high-risk mortgages. US monetary policy may have contributed to the credit bubble, but it did not. There are three main possible explanations for a credit bubble: global capital flows, risk reassessment, and monetary policy.

Housing bubble. Since the late 1990s and in the early 2000s, a large and persistent US housing bubble formed. The bubble was characterized by large national increases in house prices and rapid regional boom-bust cycles in California, Nevada, Arizona, and Florida. Many factors contributed to the formation of the housing bubble, which, when it burst, caused huge losses for homeowners and investors. The relationship between short-term interest rates and home prices is very weak, so even if the Federal Reserve's (FRS) goal was to lower lending rates between banks, this cannot explain why thirty-year mortgage rates were too low [12].

Mortgage credit lending. There have been overly optimistic assumptions about US home prices, as well as problems in the primary and secondary mortgage markets. Trillion dollar risky mortgage loans were widely deployed through the financial system: mortgage-related securities were bundled together and then formed into other bundles and sold to investors around the world. When the bubble burst, losses of hundreds of billions of dollars shook the market, as well as financial institutions that had acquired significant amounts of these mortgages and used them as collateral to create a lot of debt. This happened not only in the United States but around the world. These losses were multiplied by financial derivatives such as synthetic securities [13].

Credit ratings and securitization. Errors in credit rating and securitization translate into bad mortgages, unreliable financial assets. Credit rating agencies erroneously rated mortgage-backed securities and their derivatives as safe investments. Securitization is an innovative form of financing that denotes a new technique for raising funds, it has gained widespread acceptance, first in the United States and then in Europe. This is a mechanism in which financial assets are written off the company's balance sheet, separated from the rest of the property and transferred to a specially created financial intermediary (SPV), and then refinanced in the money market or capital market. Refinancing is carried out either by issuing ABS (asset-backed securities), or by obtaining an Asset-Backed Loan (syndicated loan) [14].

When house prices fell and mortgage borrowers stopped making payments, mortgage standards began to decline. The Mortgage Securitization System supplied toxic mortgage loans from all

over America to investors around the world. Many mortgage lenders set the bar so low that they simply took any qualifications of borrowers on faith, often deliberately ignoring the level of the borrower's ability to pay. Nearly a quarter of all loans made in the first half of 2003 were interest-only loans, and 68% of floating rate, selectable mortgages made by US banks were formalized without paperwork or with limited paperwork [1H].

Financial institutions have purposefully increased risk. The executives of many large and medium-sized financial institutions in the United States have concentrated huge savings in highly risky financial instruments in the form of mortgage-backed bonds. Some have done this deliberately, betting on rising house prices, while others have paid little attention to the potential risk. This hastened the collapse of large financial institutions [16]. Severe corporate governance and risk management failures in many critical financial institutions were a key cause of the crisis. It was argued that the self-preservation instinct of the largest financial firms would protect them from fatally risky actions without the need for constant regulatory intervention, which firms argued would stifle innovation. Too many of these institutions have acted recklessly, taking on too much risk and with too little capital and too much dependence on short-term funding. In many ways, this reflected a fundamental change in these institutions, especially the large investment banks and bank holding companies, which increasingly focused on risky and profitable trading. They have made tremendous efforts to attract and support unreliable borrowers, as well as creating mortgage-related securities, collecting them in bundles, and then forming other packages and selling them for trillions of dollars, including synthetic financial products.

Financial institutions and rating agencies have enthusiastically used mathematical models as reliable risk prediction tools, in many cases substituting for common sense. Risk management has too often become an excuse for risky actions [17]. General shock. The short-term borrowing of huge amounts, combined with debt obligations that were not visible to other market participants, increased the chances of a rapid collapse of the system. The past thirty-odd years have seen the growth of a shadow banking system, opaque and overloaded with short-term loans, in size that rivaled the size of the traditional banking system. When the housing and mortgage markets collapsed, the lack of transparency, the extraordinary overload of debt, short-term lending, and risky assets all emerged and contributed. This caused panic.

One of the problems was the great loss of housing. This general shock meant that the problem was broader than one bankrupt bank - key large financial institutions were capitalized. Financial shock and panic. The bankruptcy of Lehman was unexpected, and the government tried too hard to save Lehman. In September 2008, the bankruptcy and restructuring of dozens of firms triggered a global financial panic. Confidence in the financial system began to wane with the collapse of large and medium-sized financial institutions in the United States and Europe. During the month, interbank lending rates rose, which indicates heightened fears that there was a threat of a complete freeze on lending. The panic was also caused by too short a time interval between the bankruptcies occurring.

The financial crisis is causing the economic crisis. The financial shock and panic were caused by large cuts in production and jobs in the real sector of the economy. The shock and panic ended in early 2009. Negative consequences for the real sector of the economy continue to this day [18]. Measures to be taken to overcome the consequences of the crisis To tackle the global financial crisis, governments need to adopt a mixed strategy of short-term and long-term responses. There

is also a need for concerted action around the world, based on similar policies (monetary expansion) pursued by national governments. These actions include the following [19]:

There is also a need to ease expectations of a subsequent recession, as they have a detrimental effect on consumer demand and investment spending. Increasing government spending or lowering taxes will not help restore confidence at this stage. Any financial incentive must be timely, temporary, and directed at those who are inclined to spend government-provided money. This is hardly possible given the current fear and distrust of financial markets. The need to rebuild financial systems and establish a banking union in the euro area, and develop and implement actionable mid-term fiscal adjustment and welfare reform plans in Japan and the United States, backed by concrete action. In addition, potential output needs to be increased, particularly in the euro area and Japan, including through reforms that level the playing field for existing and new labor market entrants and reduce barriers to entry into product and service markets. Another challenge is to prudently adjust the course of US monetary policy in response to changing growth prospects, inflation and financial stability.

Excessive tightening may be difficult to reverse later, and global growth may well be below and below medium-term growth and inflation forecasts. Measures should be taken to maintain financial stability, given the risks inherited from recent credit booms and the new risks posed by capital flows. Many countries need a new round of structural reforms, including investment in public infrastructure, removal of barriers to entry into markets for goods and services, and in the case of China, a reorientation of growth from investment to consumption. [21] The fact that financial markets are betting on a global economic recovery over the next two years is becoming increasingly evident. Investors refused to heed warnings that tech stocks were severely overvalued at the turn of the millennium. The head of the US Federal Reserve System Ben Bernanke has dispelled the idea that the US mortgage market was an accident and that the problem with American real estate could have global consequences. [22]

Suppose that the International Monetary Fund, the World Bank, and the financial markets are all wrong when they say that the US can achieve sustained growth over time, that Europe is on the mend, and that China can make the transition to a less centrally planned economy. At the same time, there is reason to think that the opinion is correct and that the outlook for several years is optimistic and there is an opportunity for sustainable growth (due to companies with a lot of cash, stimulating economic policy for more than half a decade, and having innovative products in abundance) ... But if this view is wrong, then the global economy remains subject to a seven-year rhythm of recurring financial crises. In these circumstances, three questions should be asked. First, where is the crisis most likely to occur? The economic situation in China is not always completely secure, as credit restrictions affect it.

Growth in the world's second largest economy is slowing down and probably slightly faster than official statistics show. Other emerging markets - India, Brazil, Turkey - look even more vulnerable, as they are more susceptible to the negative influence of US political moves. The rate at which the federal reserves decline and the government reduces the size of stimulus will depend on the situation in the US, not in the rest of the world. Capital outflows from countries with large current account deficits are a real threat [23]. The second question is, how will the government react if a second shock wave occurs long before the global economy recovers from the first shock? Traditionally, central banks and finance ministries have used booms to replenish their arsenals. They raise interest rates so that later in difficult times it will be possible to lower

them, and they also reduce the budget deficit so that demand can be supported through tax cuts or increased government spending.

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And the final question: What kind of impact will the second wave have on the already shaken global job market? Unemployment is rising and not enough jobs are being created to cope with the demands of a growing global population. There is every reason for social unrest, so businesses need to be encouraged to use the rising profits for productive investment rather than share buybacks. Prospects for the development of the world economy

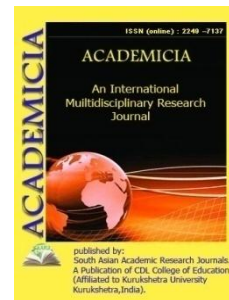
Analyzing the history of crises, one can notice that at the root of almost all crises, without exception, lies the problem of excessive cheap financing provided in order to support the falling incomes of investors and banks [26]. The proliferation of instruments whose prices are based on complex calculations could be limited. The funding provided to bond buyers could be limited so that they do not buy tens of times more than their own funds allow, thereby inflating demand. All this could be done if a fundamentally new control system with qualified and motivated auditors was introduced.

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DOI: **10.5958/2249-7137.2021.00794.1**

THE IMPORTANCE OF ECONOMIC EFFICIENCY IN THE ENTERPRISE AND ITS THEORETICAL ASPECTS

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ABSTRACT

This article describes the role of economic efficiency in the activities of enterprises, the theoretical and methodological aspects of its increase. Concepts of the essence and criteria of economic and social efficiency and the factors influencing efficiency are given. In addition, production efficiency is the most important task of any enterprise. It represents the qualitative and quantitative indicators of management, as well as the relationship between packaged and live labor costs and the results obtained.

KEYWORDS: *Efficiency, Economic Efficiency, Social Efficiency, Criteria, Labor Costs, Labor Savings, Labor Productivity, Human Capital*

INTRODUCTION

It is known that industry provides the economy of our country with the means of production, tools and food products produced by industrial enterprises. The economic development of any country depends on the level of development of its industry.

Industry is the main branch of material production, the foundation of the economy. Only a large-scale mechanized industry capable of restructuring all sectors of the national economy can be the sole material basis of economic development.

As noted by the President of the Republic of Uzbekistan Sh.M.Mirziyoev, as a result of structural changes in the economy, the share of industry in GDP is expected to increase from 35% to 37% this year. However, in some cities and districts, this very important issue is not given enough attention.

As a result, the share of industry in 27 districts of the country is less than 1% of the regional average. Therefore, it is necessary to develop medium and long-term programs for the development of industry in each district and city.

It is known that the result of any economic activity is measured by the efficiency indicators achieved. In addition, production efficiency is the most important task of any enterprise. It represents the qualitative and quantitative indicators of management, as well as the relationship between packaged and live labor costs and the results obtained. Therefore, the sustainable operation of manufacturing enterprises in a market economy, ie in a competitive environment, of course, depends on efficiency indicators. This is because an inefficient enterprise will inevitably face a crisis. Thanks to efficiency and quality work, the company firstly ensures its economic stability and competitiveness in the market, secondly, improves its image and strengthens relations with partners, and thirdly, improves the economic and social situation of employees.

Unfortunately, in a market economy, the concept of “efficiency” is less than the concepts of price, profit, income, cost, although income, cost reduction, labor productivity growth, return on investment, profitability, etc. are consistent with the nature of efficiency and do not contradict the requirements of a market economy. used. Effective performance means, in essence, obtaining the intended (planned) profit, reducing non-production costs and losses, better use of production capacity and manpower, increasing labor efficiency, improving the quality of manufactured products.

Based on the above, it can be said that today and in the future one of the most pressing issues is to develop scientific recommendations and practical proposals to increase the social and economic efficiency of industrial enterprises, ensure their competitiveness and develop quality industrial products

Review of the literature on the subject

From foreign and European economists on ways to develop the activities of enterprises and increase efficiency M.I.Buxalkov, V.P.Gruzinov, T.A.Slepneva, E.V.Yarkin, V.K.Sklyarenko, V.M.Prudnikov, N.A.Vasileva, T.A.Mateush, M.G.Mironov, I.V.Sergeev, O.V.Baskakova, I.Babich, Druker, V.Shepelev, D.V.Busigin, V.D. Kamaev, I.N. Gerchikova, F.Nayt, I.X.Tyunen, R.Kantilon, K.Bodo, I.X. Tunen, Naytear, D.Gelbreyt, E.V. Glushenko, AI Kaptsov and others have made a significant contribution to the development of entrepreneurship, studying certain aspects of their types and forms.

One of the leading scientists of the republic A. Artikov, B.T.Abdukarimov. In the scientific activity of A.Abdukarimov, H.Abulkasimov, H.O.Rahmonov, Y.Abdullaev, F.Karimov E.Akramov, Sh.N.Zayniddinov, B.T.Salimov, T.Shodiev and others the development and

efficiency of industrial enterprises the specific aspects of the increase have been studied to some extent.

It is known that in the context of a developing market economy, the economic strategy of the state, in addition to setting long-term fundamental goals, also includes the means and ways to achieve these goals. Among them, the continuous improvement of production efficiency plays an important role.

Analysis and results

Strengthening the power of the state of Uzbekistan, fully satisfying the needs of the population in material and spiritual goods, and in the future - to create them in abundance, to be among the most developed countries in the economic and scientific-technical sphere - depends on increasing production efficiency.

It is known that in the development of production there are two different factors: quantity and quality, extensive and intensive, that is, expanding (prolonging) and compelling, strengthening factors. In other words, if the sphere of production is expanded, there will be extensively expanded reproduction; if more efficient means of production are used, intensively expanded reproduction will occur. As a result of the rational use of these two ways in the industry of Uzbekistan, the efficiency of production is gradually increasing.

The word efficiency is one of the most common general concepts and is widely used in various areas of economic and social development. For example, the efficiency of social production, the efficiency of labor, the effectiveness of teaching and learning, the effectiveness of treatment and treatment, the effectiveness of adopted laws and regulations and solutions, and so on. Efficiency a "mirror" of industrial production. In this "mirror" you can see all the results of production.

It is known that every industry, enterprise, as well as every person strives to get the maximum benefit from their production activities. It incurs certain costs for him. The difference between these benefits and costs is reflected in the efficiency, which is a "mirror" of the industry and the enterprise. The highest production efficiency is to keep production costs to a minimum.

In the context of market relations, efficiency has a special place. A market economy requires efficiency, profitability. In an orderly market economy, it is necessary to achieve a lot with minimal resources. There are 5 types of resource systems in operation in the production process: a) material resources, b) labor resources, c) financial resources, d) energy resources, d) information resources, ie information resources. It is possible to increase the efficiency of production by using these resources wisely. Such activities play an important role in increasing production efficiency.

Efficiency is usefulness, efficiency. It is well known that to get any result you have to work, work, produce a product or service and spend a certain amount of money.

To determine efficiency, the outcome should be compared with the costs or resources expended to achieve that outcome. Hence, Productivity is the ratio of the results of production activities to the labor, material and financial resources expended to achieve them.

Distinguish between economic and social efficiency of production. Dividing efficiency into economic and social types is a conditional division. It can be said that all the results that occur in

the process of material production and are related to labor costs are economic and, in a sense, socially beneficial.

It should be noted here that it is possible to argue about the artificial division of economic and social concepts. But just as the economy is not outside of social life, so is social life without economics. So they are inseparable. Because every work done brings both economic and social benefit

Economic efficiency reflects the economic result of production. For example, the result of production, management, introduction of new techniques and technologies, improving the quality of labor, and so on. Economic efficiency is characterized by the amount achieved due to saving material, labor, money and other resources, saving time, reducing construction time, saving labor costs, reducing labor wastage, accelerating turnover, increasing production, improving work quality and other results.

Social effectiveness refers to the effectiveness of the implementation of measures that help an individual to develop in all respects. It is reflected in the improvement of working and living conditions, staff training and is characterized by an increase in per capita consumption of basic foodstuffs, industrial goods, benefits and privileges from social consumption funds, and the cost of training.

Given that these effects occur in production itself and that the relationship between workers is defined as a result of joint labor, we can call them socio-economic effects.

The essence of economic efficiency is reflected in its criteria and system of indicators.

The question of criteria is the most important area of economic efficiency theory. In the philosophical sense, a criterion is a basic dimension, an important distinctive sign, a basic point of view. Only on this basis can we determine the objective truth, accuracy and reliability of our knowledge in this or that field, to distinguish the truth from misunderstandings.

To achieve the main goal of production, it is necessary to use all resources wisely, reduce the cost per unit of finished product. Thus, the criterion for measuring efficiency is the saving of total social labor, increasing its productivity.

Total (absolute) efficiency of production means the total amount of economic efficiency compared or compared with certain types of costs and resources.

The overall efficiency of production is used to determine and assess the level of use of certain types of costs and resources, and is calculated in general for the national economy, industries, enterprises, capital construction projects. Determining such efficiency is based on the calculation of differentiated indicators that reflect the level of cost and resource efficiency, the main components of efficiency. Such indicators include labor capacity, material capacity, stock capacity, capital capacity of production or products made in it.

Labor capacity describes the amount of expenditure per unit of output, expressed in national income, net, gross, branded product or in kind.

Productivity is an indicator of the amount of labor time spent on producing a particular type of product (e.g., a single tractor, suit, or shirt).

There will be three types of labor capacity: technological, full and national labor capacity. In terms of accounting for labor costs, it is further divided into three types: planned labor, normative labor and actual (actual) labor capacity.

There are many, many different factors and key areas for increasing production efficiency. All factors can be divided into groups based on three characteristics: by source, by key areas of production development and improvement, by the role of factors, and by the level of implementation.

Classification of factors according to the sources of increasing production efficiency helps to determine at what expense social labor savings can be achieved or have been achieved. In this regard, the main factors include: labor capacity of the product, material capacity, stock capacity and capital investment, reduction of demand, rational use of natural resources and time savings. But such a classification does not meet the requirement. To find answers to these questions, all the factors of increasing production efficiency should be grouped according to the main directions of development and improvement of production. They consist of a set of technical, organizational, economic and social measures aimed at saving social labor. These directions are very diverse. The most important are

- improvement of production structure;

- Accelerate the development of science and technology, increase the technical and economic level of production and products, reduce the time of introduction of scientific and technical achievements;

- increasing the level of specialization, cooperation, combination and territorial location of production;

- Improving the management structure, financing, evaluation and crediting and incentives;

- To increase the creative activity and initiative of workers on the basis of strengthening the human factor.

Liberalization of industrial production and deepening of reforms in this sector are the main directions of increasing efficiency. Another decisive way to increase the efficiency of production in industrial enterprises is to accelerate the development of science and technology. The technical and technological factor provides at least two-thirds of the increase in labor productivity.

The role of the human factor in raising the socio-economic efficiency of industrial production is invaluable. Human initiative, energy, lively creativity is the powerful force and the most important source of any development. This is why man is said to be the main productive force of society. He creates all innovations, including new, advanced techniques, rationally organizes production, makes scientific and practical discoveries. All means of production are driven by human labor, useful things are created. However, man is not only the main productive force, but also the subject of production and other social relations. Human activity takes place through these relationships. The direction and outcomes of this activity depend on what thoughts, perceptions, goals, life guidelines, aspirations, and psychological beliefs the employee adheres to in his or her work. Therefore, when analyzing the essence, significance and content of the human factor, it is necessary to speak not only about the person, but first of all about the social qualities,

motivating factors and interests determined by the whole system of social relations in which a person lives and works.

The socio-economic efficiency of production as an important category, in general, studies the efficiency of the production process, the relationship between the result achieved and live and packaged labor. The constant increase in the efficiency of industrial production is an objective necessity and allows for a sharp increase in national income.

In the general theory of efficiency, the problem of criteria, that is, the measure of evaluation, the question of the main point of view, has a special place. Saving total social labor, increasing its productivity is a measure of efficiency.

In the practice of economic computation and analysis, two different efficiencies are distinguished. The first is total (absolute) efficiency, the second is comparative efficiency.

The level of production efficiency in industrial enterprises is formed under the influence of various interrelated factors.

In order to introduce new techniques and technologies, it will be necessary to determine its economic and social effectiveness. Therefore, on the basis of the introduction of new techniques and technologies, it is necessary to determine which of the technical measures is useful to achieve high performance in industrial production.

The main groups of technical measures are:

- new and improved types and designs of machines and mechanisms, equipment and tools;
- New types of raw materials, fuels and energy;
- New and improved types of technological processes;
- Improving the chemical and physical properties, parameters and range of products;
- Mechanization and automation of technological processes;
- Equipment modernization;
- Creation of new types of buildings and structures;
- New and improved methods of labor organization and management;
- Inventive and rationalization proposals.

It is necessary to accelerate the development of science and technology in enterprises, industries and inter-sectoral complexes to accelerate the pace of production, increase the volume of production, improve its quality, increase the profitability of production. This work can be at the expense of the implementation of certain measures. Measures must be effective. Human capital plays an important role in the implementation of these measures.

CONCLUSIONS AND SUGGESTIONS

In order to increase the practical effectiveness of reforms, to promote new initiatives on the ground, we must make our people more active and more proactive.

For the first time, our country received an international credit rating and successfully placed \$ 1 billion in bonds in the global financial markets. The Organization for Economic Co-operation and Development's credit rating of Uzbekistan has improved for the first time in 10 years.

Deep structural reforms have begun in energy, oil and gas, geology, transport, road construction, agriculture and water management, drinking water and heat supply, and a number of other sectors.

Modernization and competitiveness programs are being implemented in 12 leading industries.

As a result, economic growth last year was 5.6 percent. The volume of industrial production increased by 6.6%, exports - by 28%. Our gold and foreign exchange reserves increased by \$ 2.2 billion in 2019 to \$ 28.6 billion

It is known that at different stages of economic development, the nature and content of technical development have their own characteristics. For example, as a result of the transition to a market economy, scientific and technological progress will focus not only on quantitative changes, but also on qualitative changes. In general, efficiency is related to qualitative changes in the economy, a requirement that is also fully implemented in the development of science and technology.

So, in conclusion, it can be said that the liberalization of industrial production and the deepening of reforms in this sector is the main direction of increasing efficiency. Another decisive way to increase the efficiency of industrial production is to accelerate the development of science and technology. The technical and technological factor provides at least two-thirds of the increase in labor productivity.

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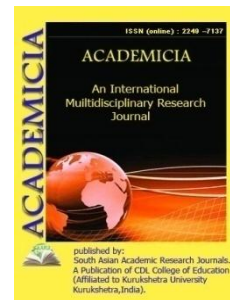
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DOI: **10.5958/2249-7137.2021.00795.3**

THE ROLE OF INTERNATIONAL AUDIT STANDARDS ON THE AUDIT OF OIL AND GAS COMPANIES IN UZBEKISTAN

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ABSTRACT

The article is devoted to the importance of improving national audit standards based on international standards on audit and to reveal the problems associated with this. The article specialized more in oil and gas companies which has significant role in the economy of the Republic of Uzbekistan. The article also analyses the differences between national and international standards on audit.

KEYWORDS: ISA-International Standards On Audit, NSA-National Standards On Audit, Oil And Gas Companies, Fair Valuation, Quality Control, Financial Statement, Audit, Accounting, Petroleum Products.

INTRODUCTION

The role of economic relationships among countries in the process of global integration is enormous. In order to simplify and facilitate economic relations between the countries, international standards of an advisory nature have been developed by international organizations in economic areas, including accounting and auditing. International standards play an important role in strengthening the economic and political position of countries, their integration into the world economy. Uzbekistan is also implementing international accounting and auditing standards in national practice in order to attract foreign investment and expand trade in the world market. As the trade in petroleum products is one of the main sectors in Uzbekistan, it is important to introduce international standards in this area. Giving reliable information about the financial situation is crucial to appeal investors from all over the world. One of the main forms of confirmation of the reliability of the financial reporting information provided by each

enterprise is audits. Adaptation of audits in this area to international requirements provides information users with reliable and understandable information.

Methods

Methods of comparison, scientific abstraction, logical thinking, observation and analysis were used in the research process.

RESULTS AND DISCUSSION

One of the most pressing issues in the economy of Uzbekistan is the production and timely supply of petroleum products to consumers. The role of oil companies in the supply of petroleum products to consumers is significant. Modernization of the network entities, digitization of procurement, storage and sales processes, as well as settlements with suppliers and customers on the basis of modern computer and information technology, on this basis, accounting for income, expenses, profit (loss), tax payments and Improving control is an important task.

In carrying out these tasks, the transfer of financial statements and reports to international standards, as well as audits on the basis of financial statements prepared in accordance with international standards, as in other industry enterprises, is very effective. The main reason for this is that it will be necessary to attract investors to all sectors of the economy and provide information to external partners in an understandable way to enter the international market.

Government gives considerable more attention to make effective efforts in Uzbekistan in order to implement international standards. For instance, the Ministry of Finance of the Republic of Uzbekistan held a meeting with representatives of the International Federation of Accountants (IFAC), the World Bank, the Chamber of Auditors of Uzbekistan, the National Association of Accountants and Auditors of Uzbekistan, on 30th January, 2020. **The main purpose of the meeting was a comprehensive discussion of the main audit and international financial reporting standards, as well as the training of specialists in this field.**

The results of the comparison of national and international auditing standards can be seen in the table below.

The differences between international and national standards on audit in Uzbekistan

International standards on Auditing	National standards on Auditing of Uzbekistan
ISA 200: Overall Objectives of the Independent Auditor and the Conduct of an Audit in Accordance with International Standards on Auditing	
ISA 210: Agreeing the Terms of Audit Engagements	
ISA 220: Quality Control for an Audit of Financial Statements	NSA 5: Quality Control for an Audit
ISA 230: Audit Documentation	NSA 6: Audit Documentation
ISA 240: The Auditor's Responsibilities Relating to Fraud in an Audit of Financial Statements	

ISA 250: Consideration of Laws and Regulations in an Audit of Financial Statements	NSA 25: Checking Compliance of Laws and Regulations in a Audit Process
ISA 260: <i>Communication with Those Charged with Governance</i>	
ISA 265: Communicating Deficiencies in Internal Control to Those Charged with Governance and Management	NSA 12: Evaluation of the Accounting and Internal Control System in the Process of Audits
ISA 300: Planning an Audit of Financial Statements	NSA 3: Planning an Audit
ISA 315: Identifying and Assessing the Risks of Material Misstatement through Understanding the Entity and Its Environment	NSA 9: Significance and audit risk
ISA 320: Materiality in Planning and Performing an Audit	
ISA 330: The Auditor's Responses to Assessed Risks	
ISA 402: Audit Considerations Relating to an Entity Using a Service Organization	
ISA 450: Evaluation of Misstatements Identified during the Audit	NSA 24: The Actions of the Audit Organization in the detection of Misstatements in the Financial Statements
ISA 500: Audit Evidence	NSA 50: Audit Evidence
ISA 501: Audit Evidence-Specific Considerations for Selected Items	
ISA 505: External Confirmations	
ISA 510: Initial Audit Engagements-Opening Balances	
ISA 520: Analytical Procedures	NSA 13: Analytical Activities
ISA 530: Audit Sampling	NSA 14: Audit Selection
ISA 540: Auditing Accounting Estimates, Including Fair Value Accounting Estimates, and Related Disclosures	
ISA 550: Related Parties	NSA 55: Getting audit evidence from related parties
ISA 560: <i>Subsequent Events</i>	NSA 56: Subsequent events after financial statement
ISA 570: Going Concern	
ISA 580: Written Representations	
ISA 600: Special Considerations-Audits of Group Financial Statements (Including the Work of Component Auditors)	NSA 60: Using Results of Other Audit's Work
ISA 610: Using the Work of Internal Auditors	
ISA 620: Using the Work of an Auditor's	NSA 16: Using the Work of Expert

Expert	
ISA 700: <i>Forming an Opinion and Reporting on Financial Statements</i>	NSA 70: Forming Audit Report and Conclusion about Financial Statement
ISA 705: Modifications to the Opinion in the Independent Auditor's Report	
ISA 706 Emphasis of Matter Paragraphs and Other Matter Paragraphs in the Independent Auditor's Report	
ISA 710: Comparative Information- Corresponding Figures and Comparative Financial Statements	
ISA 720: The Auditor's Responsibilities Relating to Other Information in Documents Containing Audited Financial Statements	NSA 10: Other Information in the Contents of Financial Statement
ISA 800: Special Considerations-Audits of Financial Statements Prepared in Accordance with Special Purpose Frameworks	NSA 80: Audit Report about Results of Special Question
ISA 805: Special Considerations-Audits of Single Financial Statements and Specific Elements, Accounts or Items of a Financial Statement	
ISA 810: Engagements to Report on Summary Financial Statements	
International Standard on Quality Control (ISQC) 1, Quality Controls for Firms that Perform Audits and Reviews of Financial Statements, and Other Assurance and Related Services Engagements	
	NSA 11: Audit in Computer Processing
	NSA 31: Acquaintance with Activity of the Company
	NSA 90: Professional Services of Audit Organizations

It is clear from the table that our national standards are incomplete compared to the international standards, even some very significant features are missed. A good example for this may be ISA 540: Auditing Accounting Estimates, Including Fair Value Accounting Estimates, and Related Disclosures Standard which is not mentioned in national standards. The differences between national and international standards on the audit differ not only in the names or substance of the items, but also in the checking of valuation of assets, liabilities, capital. In international practice, the assets of the enterprise and the sources of their formation are valued at fair value. In particular, commodity inventories, which make up a significant part of the assets of oil companies, should be valued at fair value by international standards. But this is not provided for in our national standards. Therefore, it is necessary to make recommendations on the fair value

of inventories during audits. Additionally, quality control is one of the most urgent factors of auditing, since it enhances confidence about results of audit. So that International Standard on Quality Control (ISQC) 1, Quality Controls for Firms that Perform Audits and Reviews of Financial Statements, and Other Assurance and Related Services Engagements have to be considered in the process of audit.

CONCLUSION AND RECOMMENDATIONS

It is obvious fact that revenues from oil and gas extraction can make up a large proportion of national and regional economy and taxes from this companies have a bulk percentage of total budget. For example, in Uzbekistan, 21% of total taxes collected were paid by oil and gas companies. It can prove that auditing according to international standards in these companies is vital.

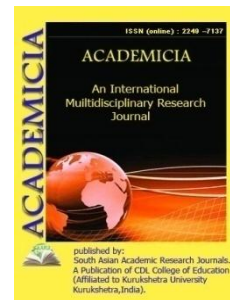
Implemented successfully, the International Standards on Auditing is profitable not only for the economy of the country, but also can help auditors boost efficiency, improve documentation, provide better reporting to clients, and enhance audit quality. Thus, from the brief comments above, it is possible to draw conclusions below and make suggestions and recommendations.

- The transfer of financial accounts and reports to international standards, as well as audits of financial statements prepared in accordance with international standards, as in other industries, are an objective necessity and gives great results.
- Auditors should understand the requirements of International Standards on Auditing (ISAs) and specifically how they impact on the audit of oil and gas companies;
- The transition to the procedure of preparation of financial statements on the basis of international standards will prevent the transformation of national reporting forms, which are currently carried out in parallel, into financial statements based on international standards, spending a lot of time and money.
- In international practice, the assets of the enterprise and the sources of their formation are valued at fair value. In our country, the elements of financial reporting are not reflected in fair value. In order to ensure the reliability of reporting data on assets and liabilities of enterprises, it is expedient to include in audit plans and programs the inclusion of audit procedures in compliance with the procedures set out in IFRS 13 "Fair Valuation".
- To solve the increasing demand of the Uzbek economy entails greater capacity in the current providers of education and training in accountancy. This, in turn, requires for the introduction of new programs to update the skills of university professors in contemporary accounting and auditing techniques, which they can then transfer to their students.

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DOI: **10.5958/2249-7137.2021.00796.5**

REQUISITIVE TYPE OF EXCLAMATION CATEGORY: REQUEST, ENTREAT, PROPOSAL

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ABSTRACT

In linguistics, research is being conducted in priority areas, such as the coverage of aspects of the category of exclamation, the analysis of their national and cultural characteristics. The article deals with the expression of requestive type of the exclamation category. Lexical, grammatical means serve as formal means of expression of exclamation. In standpoints of reflecting national culture, similarities and differences can be seen in the exclamation category. Their differences are reflected in the influence of the national culture. When using sentences, phrases in communication, it is important to pay attention to the semantical structure of the sentences. They are directed towards the intended goal and play an important role in the speaker's achievement of a positive or negative outcome in the communication process.

KEYWORDS: *Exclamation Category, Request, Proposal, Modality, Replica, Linguoculture.*

INTRODUCTION

Linguistic units representing exclamation are widely studied in modern linguistics. Exclamation is expressed as a semantic category in studies which devoted to this problem. The exclamations are very diverse according to the form and the nature of the expression, combining different meanings. Everyone sets a goal when wants to talk about a specific concept. In everyday life, it is natural to resort to the requisite type of direct exclamation to find solutions to problems based on desire and will. According to E.V.Lobanova, the requisite type of exclamation is a directed request of the addressee to do something [4].

Requestive type of exclamation includes request, proposal and offer. Many linguists view request as an independent type of exclamation. In fact, it has its own meaning, is functionally derived,

and is widely used in the communication process. The meaning of the word Request is defined in the "Explanatory Dictionary of the Uzbek language" as follows:

Request – entreat, asking, apology, forgiveness. 1. appeal, asking about satisfaction intention (purpose, desire). 2. Such a request is a form of application that records the claim [8].

The meaning of request correspond to each other, i.e. similar in the French and Russian languages, too. Request - represents the desire of the speaker to be directed to the fulfillment of something in particular by the listener, fulfillment or non-fulfillment depends on the listener's will.

The exclamation of the requisitive type of exclamation is synonymous with the request of the entreat. According to Ts. Sarantsatsral, entreat is a form of request exclamation [6]. Entreat - a strict request is also given in the "Explanatory Dictionary of the Uzbek language" [8]. There are two meanings of the word entreat. The first meaning is to implore with supplicating please, to beg. As for second meaning that request to ask forgiveness, remission.

When the addressee addresses the entreat exclamation, it is inevitable that he will hope, even if he knows that its execution or non-execution is at the discretion of the addressee. Hence, entreat is the presence of a day of this request exclamation, which is distinguished by the sensitivity of its power to the request.

The addressee sends a request or entreat exclamation to the addressee on the basis of his obligations, wishes, desires. Speech etiquette plays a special role in this. According to the scientist D.M.Teshabaeva, it is one of the most common types of request exclamation in the form of labels [7].

Although the addressee expressed his exclamation to the addressee as a plea, it is clear that there are doubts about its execution. Request and entreat exclamation are not as clear-cut as command exclamation. But how the addressee is able to direct the addressee is important. It should be noted that national communicative behaviors in the culture of speech serve as an important factor in the ability to direct the addressee. In language culture, it is important to adhere to the specifics of politeness and nationality in the expression of request exclamation. This allows the interlocutor to focus and succeed as a result of the speaking activity. Politeness and nationalism are expressed through the use of tone and speech etiquette in the expression of please exclamation.

It is possible to express several views of a request by tone. In this case, the choice of one or another means of expression of the request depends on the area of communication of the addressee. For example, a speaker's behavior during a formal conversation will be strictly ordered. Although the addressee has a wide range of language tools at his disposal during the conversation, he uses an expression that is appropriate to the situation in life and refers to the rules of etiquette in order to have his request answered.

Based on the classification of E.V. Boychuk [2], we compare the manifestations of request exclamation in the examples in French, Uzbek and Russian.

1. A request to perform an action is directed by the addressee to the addressee. For example: - Jevoudraisbienunpeu de café, s'ilteplaît, nounouCela me ferait du bien [16]. In the example, the

addressee's request to bring coffee to his nanny is expressed in French by the phrase *s'ilte plait*, which gives the speech a gentle and polite tone.

The market is full of grapes, peaches, ripe apples, plums and plums ... Aunt, give me a head of your grapes [12]. In this example, the request to give a head of grapes is given the color of caress with the affix *-jan*. In Uzbek, the affix *-jan* is used not only to refer to close relatives, but also to bring respect and courtesy to communication.

In general, in the process of analyzing the examples of the request to perform the action in Uzbek, we have seen that most of the exclamation of the request in these examples is characterized by respect and courtesy to the addressee. It brings a tone of softness to the exclamation and has a psychological effect on the addressee. This is done using different affixes. For example, the use of affixes in the request exclamation of a mother's speech to her adult daughter will inevitably lead to a positive outcome of the conversation:

Сипороқкийингин, вой, қизим,
Ибратбўлкелинга, ҳой, қизим,
Онангнитушингин, ойқизим,
Бировнингболасиуйимда [13].

In the above-mentioned, Сипороқкийингин, Онангнитушингин, the transmission of the request exclamation through the *-gin* affix ensured its stronger output. Here the peculiarity of the Uzbek mentality is obvious: when a mother addresses her daughter as "Сипороқкийин, войқиз, ибратбўлкелинга, ҳойқиза", a command would be sounded instead of request exclamation, and in this case the communication could end in vain. At the same time, the psychological approach of the mother in the poetic verse increases the likelihood that her request to her daughter will be successful.

Липа! – сердито окликнула её Марина Петровна. – Я прошу тебя, проснись, пожалуйста! – Или иди домой и бери больничный, если не можешь нормально работать! [14]. In this example, the request to perform the action together is given by the words *pojaylusta* and *proshu*. The *proshu* expression in the example has an exclamation color.

Hence, the request exclamation to perform an action in comparable languages is conveyed by the addressee to the addressee with politeness and courtesy.

2. A request to perform an action together is applied by the addressee to the addressee to perform any action together. For example: *Ne pleure plus, s'ilteplaît, nounou. Allons, ma vieille bonne pomme rouge* [16]. *S'ilteplaît* means please. It is possible to witness the expression of the request to perform the action together with the word *Allons*.

Омонпилдирабкелибоёғимгаёпишди, кўтариболдим.– Ака,
опамменгаукачатуғибберябдими? – шивирлабсўради у.
– Билмадим.

Ака, опамнинголдигакирайлик, укачаникўрайлик [12]. In this example, it is clear that in the Let's Let, let's see expression, a request is made to perform the action together. In this case, the request exclamation for joint action is reflected in the use of the affix *-lik*, which calls for joint action.

Пошли, Ваня, – велел Кузьминский. Мы спустились вниз и сели за стол [9]. In the Пошли expression, the definite tense of the verb request to perform an action together is given by the present tense plural suffix, and the request exclamation can be understood from the explanation of the word велел.

3. Request for permission - permission is obtained from the addressee by the addressee. The high position of the addressee is the basis for the request for permission of the Request exclamation. Phrases such as if you allow and permit in such requests give the request exclamation a formal character, further emphasizing the high level of the addressee.

Si vous me permettez de venir chez vous se soiret je seraisheireux [16].

– Ёшулли, адолаткилинг, – дедишупайтгачагапгааралашмаётганларданбири.– Дуруст, бизмилисагабормасмиз, буопажонгаҳамдаъвойимизйўқтур.Ижозатэтинг, юртимизгакетайлик [11].Permettez is given an expression in French if you will allow. Let us observe that in the expression "**Let's go to our country**" the request exclamation is accompanied by the permission exclamation. Here, the permit phrase, which is originally a marker of permission exclamation, has reinforced the entreat semaphore in request exclamation.

МожноМаргариту? – **попросила**девочка[9]. In the example, the word **можно** is requested for permission.

As can be seen from the analysis of examples in French, Uzbek and Russian, the addressee is often asked to perform the desired action, usually by expressing a request exclamation with the words allow and permit in important situations that give the addressee the right to perform or prohibit the actions highlighted by social status. , brings gentleness and kindness to the appeal. In this case, the position of the addressee is important. In the languages being compared, as discussed above, the expression request + permission includes politeness as well as mutual respect.

4. A regulatory request is a request made by a company to comply with established rules of procedure.

In French, a community-oriented request expression often involves politeness and courtesy. For example, when traveling with tourists, the phrase Attention à la tête s'ilvousplaît is used. Due to the low doors of some places in our historic cities, tourist guides warn Attention à la tête s'ilvousplaît, as well as a request to be careful with your head.

Please do not leave rubbish in the cemetery, take them to a designated place (administration).

This example can be found not only in camps, but also in many public places. The appeal was sent to the public through a request exclamation.

Убедительная просьба, дверью не хлопать. It can be seen that in the Russian example дверьюнехлопать therequestive exclamation is given in the form of a strict command. To soften this rigidity, the term is **убедительнаяпросьба** used. Such an expression of requestive exclamation requires a formal state of speech.

This means that each of the languages being compared has regulatory requestive exclamations, which are widely used in public places.

5. Corrective (about stopping or changing action) request. If the interactions of the interlocutors are of a formal nature, sentences containing conditional-type expressions are a more polite option. For example: Si ca ne vous derange pas, faitescommemoi. Faitesce que vousavez à faire. The fact that the request to stop or change the movement is given with the expression Si ca ne vous derange pas indicates that the request is valid. - Бунақагапларниқўйибтурунг, илтимос.Олдинтинчиболайлик, жиноятчиларбиланкейингаплашамиз [11]. Put a requisitive exclamation in this example, **қўйибтурунг, илтимос**, and the expression **жиноятчиларбиланкейингаплашамиз** is aimed at changing the action.

Не пойдешь к тому врачу. Пожалуйста, сходи к моему врачу, так как она хороший специалист [9]. In the example, requestive exclamation also refers to stopping an action and directing it to another action.

6. Particle (on partial performance of action or performance of other action) request:

Please, my daughter, my child, please don't hurt anyone. If you sin, God will punish you. (From the newspaper).

Sdelay hotya by odno uprajnenie ili ne moroch mne golovu svoim domashnim zadaniem [9].

Thus, in French, Uzbek, and Russian, a request to perform an action, a request to perform an action together, a request for permission, a regulatory request, a corrective request (to stop or change an action), a partisan request. on the implementation).

One of the requisitive types of exclamation is the offer exclamation, which is important for the addressee and the addressee.

Proposal - command, assignment, task; torture; duty 1. An opinion, issue, advice provided for discussion, implementation or adoption. 2. Visiting, stepping on, and so on. request, word, call about [8]. According to VE Iosifova, the proposal can be called one of the most obvious types of exclamation [3].

Using a wide range of requestive exclamations, it is possible to invite a person to a place or ask the addressee to do something. Whether or not to comply with this offer is at the discretion of the addressee. According to KS Neustroev, it is also an offer to request someone to come [5].

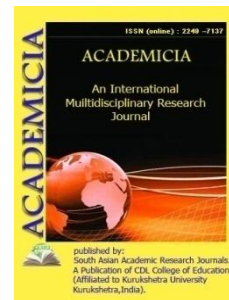
– **Venez voir** Ribabdi, c'est un ami de notre père [15].

Эри қамалганидан бери дам ярим тунда, дам эрта саҳарда келиб юргани учун эшикни очган келини бу ташрифдан ажабланмади. “**Келинг, опа**” деб сўрашди [10].

An offer exclamation is used to make an offer to encourage action to do something. Because of this, it is not easy to simply distinguish between request, entreat, and offer semaphores. These semaphores are realized only in context. Also, the advice can be given to the interlocutor, the request can be made by the speaker, and the offer can be made by both parties, i.e. the addressee and the addressee.

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DOI: **10.5958/2249-7137.2021.00797.7**

COMMUNICATIVE LANGUAGE TEACHING METHOD

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ABSTRACT

This article deals with Communicative Language Teaching method and Communicative competence. The authors of this article investigated the role of CLT in learners' communicative competence and the communicative activities as a great assist in preparing language learners to real life situations. This term is closely associated with CEFR. I would like to associate CLT with learning through practice, real-life situations, where each single element of the language is trialed. Exploring the world through speaking orally and explaining in a written form.

KEYWORDS: *Communication, Real Life Situations, Linguistic Competence, Sociolinguistic Competence, Discourse Competence, Strategic Competence, The Role Of The Teacher.*

INTRODUCTION

The origin of the word **communication** can be traced back to the Latin word *communio*, which is translated to mean “to join or unite,” “to connect,” “to participate in” or “to share with all.” This root word is the same one from which we get not only the word *communicate*, but also *common*, *commune*, *communion*, and *community*. Thus, we can define communication as a process by which we share ideas or information with other people. We commonly think of communication as talking, but it is much broader than just speech. Other characteristics of voice communicate messages, and we communicate, as well, with eyes, facial expressions, hand gestures, body position, and movement. The more you know about communication, the more choices you'll have available for your day-to-day interactions. It's like learning vocabulary. The more vocabulary you know, the more choices you have to express yourself.

The basic reason for learning foreign languages that all people have in common is communication - communication in any mode. It is a two-sided process, which requires the ability to understand each other, to be able to code a message that someone wants to convey to someone else in a way, which will be comprehensible to the receiver and also appropriate to a

concrete situation and status of all participants. Vice versa the person should be able to interpret a message that someone else is conveying to them. To acquire a good skill of communication in foreign language it is necessary to be familiar not only with vocabulary (single words and their meanings, collocations, phrases and phrasal verbs etc.) but also with language structures and above all with strategies for using them in right context according to concrete situations. Language is therefore a tool for real communication and not a thing to be studied. I think we should think about communicative competencies and how to better organize a class, in which a teacher enhances students 'four competencies simultaneously.

After the Presidential Decree "On measures to further improve of foreign language learning system"(2012 year) a lot of projects have been done as an implementation of this important document. In 2013, on the initiative of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan the work on developing a set of learning materials for foreign languages meeting international requirements has been launched. The specialists prepared the new English books for elementary school students which are very up-to-date and very interesting for both teachers and students. It is important to prepare language learners to use their language skills in real life situations. The Common European Framework of Reference (CEFR) was implemented in Uzbekistan in 2012 as a framework for teaching, learning, and assessing languages. CLT is employed within CEFR and the approach is much different than the rule-based/grammar-translation method (GTM) to language teaching that language teachers are accustomed to in Uzbekistan(David L. U.Azizov, 2019: 25).

In the book "Reconceptualizing language teaching; an in-service teacher education course in Uzbekistan " (David L. U.Azizov, 2019: 28) an Uzbek university language teacher supported the CLT and shared the thoughts clearly about teaching communicative competencies from a CLT perspective: "In the last decade, in Uzbekistan, CLT has become popular. This term is closely associated with CEFR. I would like to associate CLT with learning through practice, real-life situations, where each single element of the language is trialed. Exploring the world through speaking orally and explaining in a written form. I think it is most important for us language teachers to not think of our language teaching as a content area of knowledge. I think we should enable our learners to be competent communicators. Language is therefore a tool for real communication and not a thing to be studied. I think we should think about communicative competencies and how to better organize a class, in which a teacher enhances students' four competencies simultaneously."

Communicative Language Teaching based on many modern linguistic theories is considered a good approach by many second language teachers around the world. It reflects a communicative view of second language teaching and learning. According to CLT, the learners must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances. CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about

meaningful topics. Scientists Canale and Swain (1983) propose communicative competence, which can be used to interpret and guide second language teaching. Canale and Swain (1980) state communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic:

1. Linguistic competence means knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

2. Sociolinguistic competence means knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect)? When I need to? How do I know what attitude another person is expressing?

3. Discourse competence means knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles.

4. Strategic competence means knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use? (Canale and Swain, 1980:20) Finocchiaro and Brumfit present clear and detailed explanations of the features of CLT. According to them, in the communicative approach, language learning is seen primarily as 'learning to communicate', and the goal of the approach is the acquisition of communicative competence, which enables second language learners to use the target language for communication effectively and appropriately. This approach also argues that 'the target linguistic system will be learned best through the process of struggling to communicate' and learners are expected to learn the target language through interaction with other people (Finocchiaro and Brumfit 1983:91-93).

In CLT, the teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher: first, as an organizer of resources and as a resource himself, second, as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of the nature of learning and organizational capacities (Breen and Candlin, 1980: 99)

The role of the teacher is not only that of a resource and lecturer but also a facilitator, an organizer, a guider and more important a creator of environment in which learners learn how

to learn. In the traditional Grammar-Translation Method teachers are dictators in class. Teachers deliver the contents of a textbook to students and students just copy the information into their notebooks. They passively receive the knowledge in the class. On the contrary, in CLT, learners play a central role in communication and interaction. They are advocated to participate in classroom activities actively. Learners have greater autonomy in communicative activities; autonomy is where students take responsibility for their learning and undertakes all of the management tasks concerned with it. Learners come up with a mutual solution by exchanging ideas and opinions with each other. They help each other and learn from each other. In 1980 Breen and Candlin describe the learner's role within CLT in the following terms:

The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (Breen and Candlin, 1980:110).

As a conclusion, we can say that CLT is very effective method of teaching and CLT promotes learners' communicative competence and stimulates their inner motivation since the communicative activities are close and relevant to their daily life. CLT makes great demands upon the professional skills and competence of teachers. CLT teachers need to have other abilities as well as the proficiency of target language, such as organizing ability, insight into learners. Therefore, it is recommended that second language teachers should enhance their standard in order to improve the effects in practical teaching. Teachers should work hard on their teaching and studying new methods in order to help their students to learn English language without difficulty.

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DOI: **10.5958/2249-7137.2021.00798.9**

THE ISSUE OF LINGUISTIC STUDY OF OYKODOMONYMS

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ABSTRACT

In this article, the content of oykodomonym, the relevance of their linguistic study, is illustrated by the example of the names of buildings in the city of Urgench. Significant buildings have been linguistically analyzed in depth. The word "universal" is derived from the Latin word "universalias," which means "universal, multifaceted." It is so named because of the variety of products sold in this mall. Although the name appears on the entrance of the building, it is not called "Universal" due to the social nature of the language.

KEYWORDS: *Oykodomonym, Linguistic Research, Onomastics, Nickname, Microtoponym, Toponym, Urbanonym, Micro Scale.*

INTRODUCTION

Language is the valuable wealth, national pride and mirror of every nation and people. For this reason, the issue of preservation, development, enrichment and promotion of the national language in the world has always been important. One of the most pressing and important issues today is to preserve, enrich and eliminate the factors that threaten the purity of the state language.

Proper nouns have a unique place in the language. In fact, names are very common in our language. Since onomastics emerged as a separate branch of linguistics, much research has been done in this field. Although a number of names are widely studied in Uzbek onomastics, there are a majority of proper nouns which are not still investigated. Some types of onomastic units exist as proper nouns, and despite being known, they have almost never been analyzed. The examples can be: anoykononym, anemononym, artiononym, agiononym, venesuonym, glaciononym, gemerononym, geortononym, ginekononym, dignitoym, ideonym, insectonym, demononym, lithonym, nautonym, oykodomononym, ornithonym, poliononym, seleonym, stratonym, terronym, tautonym, fictiononym, choronym, the names of works published, the names of vehicles, proper nouns of scientific, literary and artistic works, etc. [E. Begmatov., 2013: 37]. So, one of the proper nouns that need to be studied is the oykodomononym. Oykodomonym is a microtoponym that falls within the scope of these toponyms. Basically, the names of individual buildings and structures in the

city area are combined under the term oykodomonym. Oykodomonym is described in the sources as a unit of micro-scale of onomastics, which is the part of urbanonyms: "Oykodomonim is a proper noun of a certain building, structure and architectural monument" [E. Begmatov., 2013: 47].

Linguistic study and analysis of these proper nouns is one of the current issues of the Uzbek language and will inevitably impact on the development of the language. This can be seen below in the linguistic analysis of some buildings and structures in Urgench.

Urgench trading house is a large shopping mall located in the center of Urgench. This word is the official name of the building. But in the vernacular it is called ЦУМ(TSUM) for short. A few years ago, the official name of this shopping center was in Russian - "Центральный универсальный магазин" ("Central Department Store"). TSUM, on the other hand, is an abbreviated form of the name, and was formerly called by that name. So far, the name has survived in the vernacular. Almost no one calls this place as Urgench Trade House. The problem is, most people do not know what Urgench trading house is. If you ask TSUM, they will know right away. Not many people even know where the name has come from or what it means. The influence of the Russian language is still preserved in such forms.

Darital is a shoe factory located in the center of Urgench. There are also small shops selling food, clothing and household goods in the area of the factory building. There are two commercial buildings. The name of the first building is Business center. The name of the second building is Universal. The official name of the factory is Darital shoes LLC. The factory is called "Darital" because it began its activity as a joint venture between Uzbekistan and Italy. That is why it is called by this word in Italian. This is understandable. The shops and malls in the area are also commonly referred to as "Darital". The business center building is also commonly referred to as "Darital" after the locals. Although these malls have their own names, they are all united under one name. That is, the official name is different from the spoken word. The word "universal" is derived from the Latin word "universalis," which means "universal, multifaceted." It is so named because of the variety of products sold in this mall. Although the name appears on the entrance of the building, it is not called "Universal" due to the social nature of the language. The business center has a similar feature. No one calls this complex a business center. Most people do not even understand the meaning. Business center means "business center" in English. However, this name cannot be given to the name of the building in which the trade takes place. Because in Business centers, mainly for the organization of entrepreneurial activities, projects are developed, offered to entrepreneurs. That is, the business center provides services to business people. The name of the business center also means this. This is the case in all other business centers. But only trade is practiced in the business center. On the second floor of the building there are sewing shops, beauty salons and barbershops. The second floor is for public service. As a result, the name of the building was chosen incorrectly. In addition, several buildings have a common name, although they have their own names. However, the experience of human communication and the history of language have shown that language cannot perform its function by thinking only in a generalized way, and that it is vital to name certain things and events in isolation i.e. separately. For this reason, from time immemorial, a species, a kind and a group of things are named in isolation [E. Begmatov., 2013: 32].

Khorezm Palace Hotel is one of the most popular hotels in the center of Urgench. The above name is the official name of the hotel. In the vernacular it was called "Khorezm palace". With

this name mentioned, everyone knows it is all about the hotel. Interestingly, the English word "palace" was added to the name of this hotel. Palace means "palace, tower" in English. So, in general, the name "XorazmSaroy" ("Khorezm Palace") is derived. As we strive to preserve the purity of our language and introduce it to the world, we have inappropriately added an English word to the name of the main building in the city where almost all foreign visitors come. The name of the building need to show the beauty of our language and using English names is not an appropriate choice in this term. If this is aimed at attracting foreign visitors, naming them in pure Uzbek names will increase the status of our language in the eyes of the world.

Karavan Hotel is one of the most popular new hotels in the center of Urgench. It is not clear why such a large and beautiful hotel is called such a Karavan. If the word "caravan" is in English, it has two meanings. First, the caravan means the van. For example, when we are talking about using a caravan for holidays we say go caravanning. The meaning of this sentence is clear. Second, caravan means caravan, caravanserai. But there is a spelling mistake. The word caravan is misspelled as "Karavan". If the word is a caravan in Russian, it also means a caravan. It is a big mistake to show a Russian word in Latin letters. It is known that a caravanserai was a palace where caravans stopped and spent the night. The cities of the Middle East, Central Asia, and the Caucasus were built on trade routes. If the hotel was named Caravan in this sense, it would be better to use the Uzbek form. There is also a welcome sign at the entrance to the hotel. This situation occurs in almost all such hotels. It may seem as simple situations, inadvertently using foreign words as an alternative, in fact this development slows down the development of the Uzbek language. Instead, it would be a good idea to use a beautiful Uzbek phrase "XushKelibsiz" ("Welcome").

Dashqinjon bobo shrine is one of the ancient monuments located in the center of Urgench. The above name is the official name of the shrine. Among the people it is called Doshqinjonbuva. In the Oghuz dialect, the word bobo is mainly used as buva. Due to this, this shrine is used among the people as Doshqinjonbuva. Dashqinjon Bobo Shrine is a religious monument of historical, architectural, aesthetic and socio-cultural value, built in 1646-1648 by the founder of New Urgench Abulgazi Bahodirkhan. Sa'dWaqqaq was one of the sheikhs such as Yusuf Hamadani, Sultan Vays, and Ismamutota, and the shrine was built in his name. The complex is so named because he was popularly known as Doshqinjon bobo. The name of this shrine has been preserved for many years. Such ancient names are a real historical treasure for our language, for our people.

Belissimo is the name of one of the largest cafes in Urgench. We come across this name in other places as well. The word is found mainly in music, theater and advertising. Belissimo is actually the name of a restaurant that Italians visit. Guests who taste the aromatic meat at an Italian restaurant exclaim, "Madonna mia! Belissimo! Perfetto!" praising the skill of the cook. So belissimo is an Italian word. There are restaurants, clubs, clothing stores, shoe and beauty salons all over the world. It literally means "good, luxurious." Judging the café's name in the city Belissimo, one can think that there is Italian food here. But we see the opposite. That is, the cafe has a lot of Uzbek and Turkish dishes. It turns out that this is not an Italian restaurant. The choice of this name is also problematic.

Above, we tried to find out the names of the most popular places in Urgench, which are often visited by locals and foreign visitors. Apparently, most of the oykodomonyms are foreign words. There are more examples of such oykodomonyms. For example, the names of grocery stores

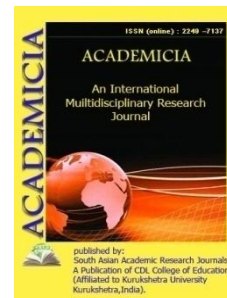
(Arsenal, Flamingo, Spring), the names of study centers (Today, Teach me, Smart education, West Pro, A + Academy), the names of cafes, restaurants and nightclubs (Magnat, Karat, Billur, Jargonna, Donar Cafe, Je taime, Monaco, Cafe 101), the names of beauty salons and barbershops (Glamour, Kapriz, Sonya, Fortuna, Grand, Cleopatra, Jadi, Beauty, Bernara) are the names which are taken from foreign languages without understanding their meaning. And many more big stores that sell building materials are misnamed as Wallpapers, Wallpaper World, WallpaperGlobe. Such names are quite common in urban areas. Linguistic analysis of them is essential. Even the head of state commented on the study of the names of such buildings: "Unfortunately, toponymic signs, various signs and advertisements are often reflected in foreign languages in public places, in the streets, on the roofs of buildings most of which are in forms of being alien to our spirituality. This is a sign of indifference to the requirements of the state language, our national culture and values, the decline in general literacy "[Sh. Mirziyoyev., 2019].

Today, the transformation of the Uzbek language into a real state language, the preservation and further enrichment of the national language has risen to the level of state policy. Of course, every language has its own set of borrowing words. It is also important to learn and communicate in the languages of the world. However, due to the fact that the Uzbek language itself has an alternative as well as attractive words that those big buildings can be called after, naming them with words from foreign languages as modernity only reduces the status of the language. The following statement of our President is a proof of this: "Naming of social objects is not just a personal or private matter. It is a testament to the patriotism and spirituality of all of us. No one should ever forget this "[Sh. Mirziyoyev., 2019].

Therefore, the study of oikodomonyms, an in-depth linguistic analysis of the names of buildings and structures that serve the public, especially public buildings, is a necessary need for the development of modern Uzbek linguistics, Uzbek onomastics and the Uzbek language.

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DOI: **10.5958/2249-7137.2021.00948.4**

IMPACT OF COMMUNITY EDUCATION ON SOCIO-ECONOMIC TRANSFORMATION OF RURAL COMMUNITIES IN RIVERS STATE

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ABSTRACT

This study examines community education for socio-economic transformation among rural communities in Rivers State, Nigeria. The study adopted descriptive and exploratory research designs. Six research questions and one hypothesis guided the study. The population of the study consisted of 890 members of rural communities that participated in community education programmes. 700 respondents were selected as sample for the study using multi-stage sampling technique. Data were collected with the aid of a questionnaire titled "Community Education for Socio-economic transformation Questionnaire (QCESET)." The reliability value of the instrument was 0.76. Data obtained were analyzed using mean statistic and percentages. Findings indicate that food increases in food production. There is no significant improvement in the areas of employment, health, capital expenditure, literacy, self-discipline and respect for others rights and dignity. Except food production, findings indicate that community education did not have positive impact on socio-economic development in Rivers State. The study concluded that to address hunger, there is need to look beyond standardized classroom learning to embrace diverse learning opportunities that exist outside the classroom. It recommended that community education programmes be overhauled to reflect the problems/challenges encountered in rural communities. It also recommended that resources of the common people be controlled by them. In addition, it recommended decentralization for policy effectiveness and certificate to be awarded to completers of literacy programmes.

KEYWORDS: *Community Education, Socio-Economic Transformation, Socio-Economic Development.*

INTRODUCTION

A critical condition for socio-economic development is availability of resources on which people depend for their livelihoods such as farming, fishing, lumbering, hunting, small-scale business, etc. These livelihoods have been limited by inadequate or unavailability of resources. The root cause of this is the massive exploitation of the natural resources of local communities by government both federal and state. Government may allow or overlook foreign or national companies logging, fishing and mining without regard to the communities that primarily depend on these lands and resources for their livelihoods and way of life. Some of lands are designated as protected areas by government, thereby hindering communities that are served by these from using them (Todaro and Smith, 2009). This situation accounts for rising rate of incidence of poverty particularly in rural areas and in order to counter balance the effect of massive exploitation of the people's natural resources, government used empowerment.

In response to the socio-economic condition in rural areas both federal and state governments have employed numerous educational strategies including formal education, training of workers in their various departments, etc. These educational strategies failed to reach the masses in the society particularly those in rural areas which led to the adoption of community education strategy. Community education can promote socio-economic development in several ways of which one of them is improvement in the people's well-being. This is because community education assists individuals and communities to make the best use of their talents and ability to improve their lives through altering their knowledge skills, attitudes, values and beliefs in a positive direction and provision of resources.

Statement of the Problem

Community education is widely acknowledged as an instrument for socio-economic development both in urban and rural areas. The federal and Rivers State government spend huge sums of money to promote, support and co-ordinate its programmes. Community education is implemented in various local government areas as well as communities. These include youth entrepreneurship programmes, youth empowerment programmes, skills acquisition programmes, agricultural extension programmes, etc. Despite, the opportunities for learning offered to both individuals and communities through community education, data available show that people in rural areas still live in impoverished conditions. This calls to question, the extent to which community education has enhanced the socio-economic well-being of the rural masses of Rivers State. To establish how community education has transformed the socio-economic condition of the rural people of Rivers State is the problem of the study.

Aim and objectives of the Study

The aim of the study is to examine community education for socio-economic transformation in rural communities of Rivers State. The study specifically sought to:

1. Identify the socio-economic problems/challenges of rural people in Rivers State.
2. Identify the community education programmes implemented for socio-economic transformation of rural communities in Rivers State.
3. Determine the impact of community education on socio-economic development in Rivers State.

Research Questions

The research questions for the study are:

1. What are the socio-economic problems/challenges encountered in rural communities in Rivers State?
2. What are the community education programmes for socio-economic transformation of rural communities in Rivers State?
3. What is the impact of community education on socio-economic development of rural communities in Rivers State?

Scope of the Study

The study focused on impact of community education on socio-economic transformation of rural communities in Rivers State. The study was delimited to Andoni, Biara, Egi, Kpite, Akinima, Isaama, Omuagwa and Omuaturu communities in Andoni, Gokana Ogba/Egbema/Ndoni, Tai, Ahoda-West, Asari-Toru, Ikwerre and Etche Local Government Areas respectively. The study specifically focused on members of these communities who took part in community education programmes.

Literature Review

Socio-economic transformation

Socio-economic transformation is synonymous with improvement in basic necessities of life such as food, water, health, education and shelter. Wordu (2018) posits that socio-economic transformation pre-supposes socio-economic development. Socio-economic development as defined by the National Economic Commission and the United Nations Institute for social development is “an attempt to deal with the problem of uneven development and involve the total economy and society in the process of change. It is a departure from development based solely on economic growth, and concerned with the general style of development and the various components and their interactions such as participation, cross sectional spatial and distributional aspects (Ake, 1981). It requires improvement in areas such as agriculture, manufacturing, infrastructure, employment, participation, etc. It also involves women in development. The indices for measuring socio-economic development according to Wordu (2018) include:

- i) Improvement in food production
- ii) Improvement in incomes
- iii) Improvement in employment
- iv) Improvement in participation
- v) Improvement in participation\improvement in standard of living
- vi) Improvement in health
- vii) Improvement in education
- viii) Improved participation in decision-making
- ix) Increased involvement of women in the economy

Concept of Community Education

Community education involves teaching both children and adults to improve their lives and their communities (Aidcey and Voorhies, 1969 in Anyanwu, 2002). Anyanwu (2002) believes community education “is essentially locally based, non-formally education but not grounded in education theory, a new basic education for life, for adjustments and acquisition of new habits and values for social effectiveness in a fast changing world. This definition suggests that community education as a new form of non-formal education, not fully developed and understood.

ANONTAS (2000) cited in Wordu (2018:30) defines community education as:

A process of empowerment, social justice, change, challenge, respect and collective consciousness. It is within the community and of the community reflecting the developing needs of individuals and their locale. It builds the capacity of local communities to engage development responses to educational and structural disadvantage and take part in decision-making and policy formulation within the community. It is distinct from general adult education provision due both to its ethos and the methodologies it employs.

This definition focuses on adult only, but community education involves adults, youths and children.

Barikor (2005) sees community education as outreach programmes, multi-service non-formal education infrastructure extending educational services to the general public other than the regular students. Similarly, Wordu (2018) defines community education operationally, as outreach programmes an organization outside the organization’s premises to reach out to people elsewhere.

The Impacts of Community Education on Socio-Economic Development

The impacts of community education on socio-economic development include: knowledge gained, improvement in general well-being, attack on gender discrimination, change in taste and making socio-economic development popular. Well-being conceived broadly encompasses conditions that enable individuals to adequately provide for themselves and their families, such as income, educational attainment, agency and empowerment as well as subjective well-being.

Africa’s Affirmation on Food Production

Studies on Africa’s food production have been reported by Mulangu and Porto (2012). They indicate that yields have been growing by an average growth rate of 1%, 0%, 1% and 2% respectively. Yield decline is notable with fruit and oil crop while cereal yield had been consistently growing. Fishery production is said to be growing at an annual growth rate of 5% in Ghana, Kenya and Nigeria with respect to cereal fruit, oil crop and tuber root crops.

Empirical Studies

Galigan (2007) investigated the impact of community education in Donegal, using a sample size of 3,463. Data was collected using FGD and analyzed with simple percentages. The study shows that community education could improve the quality of peoples’ lives. It reveals that community education leads to both social and economic outcomes. Nnena (2014) examined community education as a tool for sustainable development using a sample of 11,211 drawn from a

population of 31,850 in Etche Local Government Area in Rivers State. Her study reveals that community education led to improvement in the peoples' standard of living. Patrick (2008) evaluated ABE and skills acquisition programmes of non-governmental agencies in Rivers and Lagos States. The study adopted descriptive survey design. The population and sample sizes were 11,360 and 1,400 respectively. Data was collected using a questionnaire and analysis carried out using simple percentages. Findings indicate positive impact in the area of employment, income, asset ownership and skills. Ladan (2016) focused on the beneficiaries of FADAMA II Project based on documentary analysis. He reported that, the project benefited farmers in such areas as improved food production, increased income and reduction of conflicts.

Methodology

This involves research design, the population of the study, sample and sampling technique, instrumentation, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The study adopted the descriptive and explorative designs. Descriptive survey is applicable when a research wants to describe a particular situation. It involves both quantitative and qualitative techniques of data collection, such as questionnaire, test, interview schedule, observation etc.

Population of the Study

The population of this study consisted of 890 persons who participated in community education programmes in the study area. It was based on a list of community members who participated in community education for socio-economic transformation programmes in the rural communities selected for the study. This list was collected from the Local Government Areas of the respondents.

Sample and Sampling Technique

The sample of the study consisted of seven hundred and twelve (712) persons who participated in the community education programmes. This sample size represents 80 percent of the population of the study. This sample was selected through multi-stage sampling technique. In the first stage purpose sampling was used to select eight LGAs in rural areas for the study. Proportionate sampling technique was used to select 80 percent of participants in community education, programmes in the communities used for the study.

Instrumentation

Community education for socio-economic transformation questionnaire was the major instrument used to obtain data for the study.

Validity of the Instrument

The research instrument was validated by researcher's experts and three other persons who are experts in Community Development as well as Measurement and Evaluation.

Reliability of the Instrument

The reliability of the instrument was ascertained using test-retest method. The questionnaire was administered to the same respondents from Omuagwa and Kpite communities on two different

occasions. 20 copies of the questionnaire were administered twice to community education participants who were not part of the sample used for the study. The correlation of the two (2) sets of data collected was done using Pearson Product Moment Correlation (r). A reliability coefficient of 0.76 was obtained. The significance was tested at 0.05 levels. Consequently, with 0.76 reliability coefficient, the instrument was considered reliable.

Method of Data Collection

The researcher and eight assistants trained on how to administer the instrument to the respondents, administered the instrument on the respondents during a community gathering. The trained research assistants were all graduates in various disciplines and reside in the communities involved in this study. 712 copies of the instrument were administered. All the 712 copies were retrieved but 12 copies were found to be invalid. The remaining 700 copies representing 98.3 percent were correctly completed and were used for data analysis.

Method of Data Analysis

The researcher adopted descriptive statistics of simple percentages and mean statistics to analyse data on the six research questions. A criterion mean of 2.5 ($\frac{4+3+2+1}{3}$) was used in determining whether the respondents agree or disagree.

Research Question 1: What are the socio-economic problems and challenges encountered in rural communities in Rivers State?

TABLE 1: SOCIO-ECONOMIC PROBLEMS AND CHALLENGES ENCOUNTERED IN RURAL COMMUNITIES IN RIVERS STATE.

S/N	Statement	SA (4)	A (3)	D (2)	SA (1)	X	Remark
1.	Extreme poverty is a challenge facing rural communities.	309 (1,236)	204 (612)	119 (238)	68 (68)	3.1	Encountered
2.	Low income is a socio-economic problem of rural communities	175 (700)	204 (612)	184 (368)	137 (137)	2.6	Encountered
3.	Unemployment is a problem rural communities	306 (1,224)	205 (615)	123 (246)	66 (66)	3.1	Encountered
4.	Illiteracy is an obstacle to farmers and fishermen in rural communities	201 (804)	125 (375)	315 (630)	59 (59)	2.7	Encountered
5.	Hiv/aids and malaria attack is a challenge among rural dwellers	312 (2648)	241 (735)	124 (348)	23 (23)	2.5	Encountered
6.	Rural-urban immigration affects rural communities negatively	74 (296)	67 (201)	368 (736)	191 (191)	2.0	Not Encountered

Data in Table 1 indicate the problems and challenges encountered in rural communities in Rivers State. Data show that the majority of respondents agree on items one to five with a mean score of

3.1, 2.6, 3.1, 3.7, and respectively. Therefore, the problems/challenges encountered in rural communities in Rivers State were extreme poverty, low income, unemployment, illiteracy and Hiv/Aids and malaria. With a mean score of 2.0, respondents did not agree that rural-urban drift is a problem encountered by rural community dwellers in Rivers State.

Research Question 2: What are the community education programmes implemented for socio-economic transformation in rural communities in Rivers State?

TABLE 2: PROGRAMMES IMPLEMENTED FOR SOCIO-ECONOMIC TRANSFORMATION IN RURAL COMMUNITIES IN RIVERS STATE.

S/N	Statement	SA (4)	A (3)	D (2)	SA (1)	X	Remark
7.	Agricultural skills training is implemented	309 (1,236)	204 (612)	119 (238)	68 (68)	3.1	Implemented
8.	Mechanical skills training is carried out	306 (1,224)	205 (615)	110 (220)	79 (79)	3.1	Implemented
9.	Business/Entrepreneurial education programme is implemented	73 (292)	139 (417)	341 (682)	147 (147)	2.2	Not Implemented
10.	Health and nutrition education is part of the programmes implemented.	200 (800)	221 (663)	49 (98)	230 (230)	3.4	Implemented
11.	Social studies is regularly carried out	246 (984)	36 (108)	182 (364)	236 (236)	2.4	Not Implemented
12.	Civic education is part of the training and education in rural communities.	314 (1,256)	229 (687)	107 (214)	50 (50)	3.2	Implemented
13.	Literacy and numeracy programmes are carried out	273 (1,092)	227 (681)	127 (254)	72 (72)	3.0	Implemented
14.	C.R.K. is part of the training and education carried out in rural communities	254 (1,016)	237 (711)	147 (294)	62 (62)	3.0	Implemented
15.	Computer skills training is provided for rural dwellers	8 (1,524)	22 (66)	356 (712)	314 (314)	1.6	Not Implemented

Data in Table 2 show that majority of the respondents agree on items seven, eight, ten, twelve, thirteen, and fourteen with a mean score of 3.1, 3.1, 3.4, 3.2, 3.0 and 3.0 respectively. In effect, the community education programmes implemented for socio-economic transformation in Rivers State were agricultural skills training, mechanical skills training, health/nutrition education, literacy and numeracy, civic education and Christian religious knowledge. With a mean score of

2.2, 2.4, and 1.6, respondents show that community education programmes listed in items 9, 11 and 15 are not implemented for socio-economic transformation in Rivers State.

Research Question 3: What is the impact of community education on socio-economic transformation before and after the involvement of participants?

TABLE 3: IMPACT OF COMMUNITY EDUCATION ON SOCIO-ECONOMIC TRANSFORMATION IN RURAL COMMUNITIES IN RIVERS STATE.

S/N	Statement	Before participation				After participation			
		SA	A	D	SD	SA	A	D	SD
16.	I achieved self-employment through community education	5	1	388	300	113	102	280	205
	29.3		0.7	1.0	55.4	42.9	16.4	14.6	40.0
17.	I experience increased food production through community education	2	4	354	340	101	179	52	368
	52.6		0.3	0.6	50.6	48.6	14.4	25.6	7.4
18.	My income increased as a result of community education		2	3	362	333	103	92	240
	265		0.3	0.4	51.7	47.6	14.7	13.1	34.3
19.	Through community education I achieved improved health awareness		4	10	296	320	111	125	225
	239		0.6	1.4	42.3	45.7	15.9	17.9	32.1
20.	Community education enabled me to read and write		5	7	240	448	49	76	262
	313		0.7	1.0	34.3	62.1	7.0	10.9	37.4
21.	The knowledge I gained enabled me to be self disciplined		3	10	322	365	48	86	236
	352		0.4	1.4	46.0	52.1	6.9	12.3	33.7
22.	I achieved increased self-respect through community education		4	9	261	426	100	78	225
	297		0.6	1.3	37.3	60.9	14.3	11.1	32.1
23.	Through community education I		5	7	324	355	93	160	180
	267								

achieved increased capital	0.7	1.0	46.3	50.7	13.3	22.9	25.7	38.1
expenditure								

Data in Table 3 reveal the impact of community education on socio-economic transformation. To determine the impact of community education two sets of data were used. These indicate impact before and after participating in community education. Data show that 12 (1.7%) of respondents agree that they were self-employed while 688 (98.3) disagree with this. Data has it that after participating in community education, the number that agree increased to 215 (30.2%) while the number that disagree reduced to 485 (69.3%). Based on the number that agrees before and after participation, it can be said community education had low impact on self-employment. Data also indicate that 120 (17.1%) of the respondents agree that they experienced increased food production while 580 (82.8%) had a contrary view. Data show that after participating in community education the number that agree increased to 420 (60%) while the number that disagree reduced to 280(40%). Based on the number that agrees before and after participating in community education, it can be said that community education had moderate impact on food production.

Data also show that 5 (0.7%) agree that their incomes increased before participating in community education. Respondents numbering 695 (99.3%) disagree with this view. Data indicate after participating in community education, the number of those that agree increased to 253 (36.2%) while the number that disagree reduced to 505 (72.2%). Looking at the number that agrees before and after participating in community education, it can be viewed that community education had very low impact on income. Data show 14 (2.0%) of respondents agree that they experienced improved health awareness before participating in community education while 686 (98.0%) do not consider this to be so. Data show that the number of those that agree increased to 236 (33.8%) while those that disagree decreased to 464 (66.2%) after participating in the community education. Looking at the number that agreed before and after participating in community education, education had very low impact in the area of health.

Data indicate that 12 (1.7%) of respondents agree that they read and write before participating in community education while 688 (98.3) had a contrary view. Data indicate that number that agree increased to 125 (17.9%) while the number that disagree fell to 575 (82.1%) after participating in community education. This shows that community education had extremely, low impact in the area of literacy and numeracy attainment among its participants. Data also indicate that 13 (1.9%) believe that they experienced increased self-discipline before participating in community education and that 687 (98.10%) disagree with this. The number that agreed increased to 134 (19.2%) while the number that disagreed reduced to 566 (80.8%) after participating in community education. Based on this area of community education had very low impact in the self-discipline.

Data indicate 13 (1.7%) agree that they experienced increased respect for others' rights and autonomy before participating in community education. While 687 (98.1%) disagree with this view. Data indicate that after participating in community education the number that agree increased to 178 (25.4%) while the number that disagree decreased to 522 (74.6%). Premised on the number that agrees before and after participating in community education, show that community education had very low impact in the area of respect for others' rights and autonomy.

Focusing on capital expenditure, 12 (1.7%) agree while 679 (97.0%) disagree that they achieved an increase before involving in community education. After participating in community education, the number that agree rose to 195 (27.8%) while the number that disagree decreased to 447 (63.8%). Look at the number that agrees before and after participating in community education, that community education had very low impact in the area of capital expenditure among its participants.

DISCUSSION OF FINDINGS

The following are the discussion of the findings:

Findings indicate that the socio-economic, challenges/problems confronted in rural areas include extreme poverty, low income, unemployment, illiteracy and Hiv/Aids and malaria. Todaro and Smith (2009) corroborate these findings expressing that poverty, illiteracy and malaria/Hiv/Aids are high in sub-Saharan Africa.

The findings to the second research question shows that the programmes implemented for socio-economic transformation were agricultural education and extension, mechanical skills, health/nutrition education, literacy and numeracy, civic education and religious education programmes Ban and Adesina (2006) and Oladapo (2006) corroborate these findings as their own findings show that programmes implemented in community education involve vocational and liberal aspects, such as literacy, religious education, agriculture and extension, civic education, etc.

Findings on the impact of community education reveal that 28% were self-employed, food production increase of 40%, while 26% and 35% improved their capital expenditure respectively. The study also reveals that 17% and 24% improved self discipline and respect for other rights and autonomy respectively. Studies confirming these findings include Patrick (2010), Ladan (2008) and Nnana (2014). Mulangu and Porto (2002) corroborate these findings. They showed that food production increased in African countries including Nigeria. Pointing out the cereals and root/tuber has been growth but fishery production grows faster than both in Nigeria. Ladan (2006) also corroborate this finding, noting that food production was one of the benefits of FADAMA project to the participants.

CONCLUSION

The study examined the impact of community education on socio-economic transformation of rural areas in Rivers State. Findings indicate that community education do not have significant impact on socio-economic transformation in Rivers State. However, a different conclusion can be made in respect of food production which recorded 60% increase, that to overcome hunger, we must look beyond the classroom. The study also shows that the programmes implemented are not closely related to the socio-economic challenges/problems faced by rural dwellers. This leads to the conclusion that community education in Rivers State needs overhauling. Based on the programme implementation challenges, which include poor governance, weak institution, lack of political will, corruption and inadequate funding it can be concluded, that progress in education depends on the larger society.

Policy Implications

The following policy implications are necessary:

- a) There is need for specific and concrete actions plans that address the needs of the learners to eliminate duplications
- b) Functional literacy. The issue of literacy has to be addressed because of its role in socio-economic develop of rural communities. It should be based on the socio-economic context of the participants.
- c) Evaluation. Period evaluation of impact of community education on socio-economic transformation is required.

Recommendation

The following are the recommendations of the study, which include:

1. Decentralization for policy effectiveness. There should be decentralization of the decision making process.
2. Institutions that promote local control of indigenous resources should be encouraged to enhance participation of rural dwellers in socio-economic development.
3. Local communities should be involved in leadership.
4. First School Leaving Certificate (FSLC) should be awarded at the completion of literacy programmes to enhance enrolment and completion of programme.

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DOI: **10.5958/2249-7137.2021.00944.7**

ACTUAL PROBLEMS IN THE EXPERT COMPETENCE OF A PSYCHOLOGIST IN CIVIL PROCEEDINGS OF THE REPUBLIC OF UZBEKISTAN (ON THE EXAMPLE OF PSYCHOLOGICAL AND PSYCHIATRIC EXAMINATIONS)

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ABSTRACT

This article discusses the criteria of expert competence in conducting forensic psychological and forensic psychiatric research. The author pays special attention to the trends in the objective interpretation of expert opinions in the aspect of legal law. The history of our long-term practical activity in the field of forensic psychology reveals many prospects for a critical analysis of the provisions, which allows us to move "from the point of stagnation" and clarify objective directions, taking into account the methodological positions adopted both in the CIS countries and in foreign countries. The aspects of our review include questions related to the influence of emotional states on the behavior of a person in a legal status.

KEYWORDS: Transaction, Forensic psychological examination, Forensic psychological and psychiatric examination, mental state, Will, Expression of will, Delusion, Deception.

INTRODUCTION

Currently, the probability of solving problems related to forensic psychological research is particularly ripe, which requires explanations and provisions necessary for the qualitative interpretation of research findings in the work of judicial and investigative authorities. This statement is related to the fact that many mistakes and incidents were made, both in the parameters of law and in the parameters of the competence of conducting forensic psychological

research with a biased interpretation of conclusions that sometimes have a fateful significance in making decisions and sentences.

The decree of the President of the Republic of Uzbekistan "On measures for further improvement of forensic expert activity" dated 17.01.2019 places great responsibility on experts [1]. Despite the increasing demand for forensic psychological research and the increasing number of its appointments, the qualitative aspects of forensic psychological examinations expect much to be desired.

THE MAIN PART

The history of our long-term practical activity in the field of forensic psychology reveals many prospects for a critical analysis of the provisions, which allows us to move "from the point of stagnation" and clarify objective directions, taking into account the methodological positions adopted both in the CIS countries and in foreign countries. The aspects of our review include questions related to the influence of emotional states on the behavior of a person in a legal status. The legal status of a person is considered by us in the framework of criminal and civil processes, which determine the questions about the abilities of the subject of the study: either to control and predict their actions in a criminal incident, or to make the right decisions taking into account all the necessary conditions in the circumstances of a civil claim. Since the dominant motivation of human behavior is related to the state of the affective sphere, the parameters of the "emotional response" in the context of the deficit of the volitional complex are included in the basis of our research direction.

Our observations show that all forensic psychological studies related to civil proceedings are focused on identifying certain parameters and levels of emotional response of the legal entity. In this regard, it should be noted that regardless of the subject type of forensic psychological examination, all issues related to the factor of human nature are directly related to the diagnosis of a particular emotional state in which the subject was from the point of view of legal law. In the dissertation research of scientists of the Russian Federation, some provisions are presented that are relevant to the subject of our interest. Thus, L. V. Alekseeva (1996), considering the phenomenology of legally significant emotional states, made an attempt to explain the causal relationships between emotional states and the understanding of the subject of the study of the surrounding reality [2].

S. S. Shipshin in his scientific research on "Forensic psychological examination of the mental state of a driver in cases of road accidents" (1998) paid special attention to the complex of emotions, experiences and states that make up the "emotional spectrum" of extreme states and its parameters [3]. L. N. Yablokova (2005) in her research considers the features of assessing the emotional states of juvenile defendants during complex forensic psychological and psychiatric examinations [4]. Oselkov (2011), studying the psychological features of the influence of extremist materials on students of higher educational institutions, notes the role of emotions that are actualized in a negative way, disorienting the positive orientation in the youth environment [5].

In our experimental studies related to forensic psychological practice, professional inconsistencies are often identified due to the lack of complementarity (complementarity) research versions for a specific legal subject of the study. This position is determined by the fact that the version of the psychiatric report often contradicts the version of the psychological report,

which is associated with a contradictory interpretation of the subject of the study, which has a specific affiliation.

MATERIAL METHOD

In the last decade, as part of the socio-economic changes in the life of society, the development of market relations that affect the activity of citizens to dispose of their property rights, the number of civil law transactions has increased. Invalidation of a transaction is one of the ways to protect civil rights. As our forensic psychological practice shows, more than 90% of all civil cases considered per year by one judge in the court of first instance are initiated on claims for invalidation of transactions.

Unfortunately, the insufficient development of the theoretical and methodological basis for the subject types of forensic psychological examinations in the Republic leads to numerous disagreements among psychiatrists and psychologists, which causes the errors of the legislator. As T. V. Sakhnova rightly notes, "The subject of psychiatry is the human psyche in pathology, the subject of psychology is the healthy psyche" [6]. This explanation is sufficient to distinguish the subject of psychological expert research from the subject of psychiatric examination.

The behavioral characteristics of a pathological person (mentally deficient) differ from the behavior of a normal person (mentally full), who can get into unfavorable circumstances and react to them in an uncharacteristic way.

Considering the incidents of the psychological-psychiatric and purely psychological significance of the conclusions presented in civil proceedings, we note some examples that are relevant to this problem. So, in one example from our practical experience, there is a tendency to inconsistency in the interpretation of the behavior of the subject K. E. in the circumstances of a civil claim. According to the circumstances of the case, it is known that K. E., made a deal to buy and sell her apartment under the influence of unscrupulous buyers for a minimum amount that does not correspond to the real value of the disputed housing. According to the court definition, a forensic psychological examination was conducted, for the resolution of which questions were raised regarding the ability of K. E. to make the right decisions, taking into account her emotional state and the ability to comprehend all the necessary conditions of the circumstances of the transaction.

As a result of the forensic psychological study on the subject K. E., conclusions were drawn due to the fact that at the time of signing the contract of purchase and sale of the apartment K. E. was in a state of behavioral disorganization that arose under the influence of a number of psychotraumatic circumstances. A comparative analysis of medical documentation, civil case materials, and a clinical conversation with the subject showed that the requirements of the legal situation exceeded the psychophysical capabilities of K. E., who in the period of interest to the court perceived reality through the prism of super-valuable experiences of ideas of inferiority and feelings of guilt that arose on mentally defective grounds.

The violations revealed as a result of experimental psychological examination in the cognitive and personal spheres of the subject indicate: non-purposeful thinking, the tendency of the subject to symbolism and resonant constructions, against the background of defectiveness of volitional regulation with progressive autism and maladaptation in the social environment. These circumstances caused the increased suggestibility of K. E. and her pathological dependence on

external influences, which sharply reduced her intellectual potential in a mentally tense situation of circumstances of the period of interest to the court.

The plot of mental disorders found in K. E. was determined by a direct connection with psychotraumatic circumstances, which was the reason for the sharp restriction of critical capabilities in the subject who was not able to see the situation as a whole at the time of the period of interest to the court, make the right decisions and predict the consequences of her behavior, taking into account all the necessary conditions.

For a number of reasons of the everyday plan, K. E. again found herself in an expert situation on the passage of a psychological and psychiatric examination with the decision of the question of her legal capacity (incapacity). The clinical history of the life of the subject, including clinical observation and psychological examination, leads experts to the conclusion that K. E. reveals signs of disorders related to the nosology of the schizophrenic symptom complex. But at the same time, the subject K. E. is defined by experts-psychiatrists as "capable", i.e. "capable". Able to make the right decisions and be aware of their actions in the circumstances of a civil claim. The expert conclusions of the forensic psychological study were ignored by both psychiatrists and the court, which made a decision according to the conclusions of the psychiatric report.

This fact indicates the lack of information of the bailiff, on the one hand, in terms of psychological parameters that are equivalent to legal meaning (Article 122,123 of the Civil Code of the Russian Federation), which explains the cause-and-effect relationships of behavior (normative or non-normative) of a person in legally significant circumstances, and on the other hand, ignoring the significance of psychological knowledge, taking into account the authoritarianism of the psychiatric position.

This circumstance is explained by the insufficient development of the methodological base in the field of the use of forensic psychological knowledge in the judicial and investigative practice of the Republic of Uzbekistan, to which our research interests are directed.

According to the statistical indicators of our forensic psychological research experience-70% of the research is related to the circumstances in which it is necessary to conduct post-mortem forensic psychological examinations. A post-mortem forensic psychological examination in civil cases is appointed by the court in cases where the persons committing a disputed act are deceased and the court has questions that require psychological knowledge for their explanation.

It should be noted that in the Republic of Uzbekistan, until recently, only a forensic psychiatric examination was appointed in respect of disputed transactions (for "purchase and sale", "wills", "gift"), since the court usually had doubts about the mental worthiness of the testator or another person.

The experience of our practical activity (on the example of the analysis of materials of civil cases on judicial investigations in the Republic of Uzbekistan) allows us to assert that the adoption of a decision by a deceased person can be influenced by: the mental state, the psychological characteristics of the individual, and the emotional manifestations of the subject of the study at the time of actions related to the legal period. In this case, it is necessary to consider:

a) The nature of the stimulus affecting the personality, deforming the behavioral structure of a person who is not a mentally defective subject;

b) Various psychological reasons (loneliness, stress, death of loved ones) that cause mental states, the impact of which cannot be overestimated during the registration of legally significant acts.

There are civil law circumstances that do not allow a person to correctly assess and perform actions that at first glance seem to be a true manifestation of the will of a legal entity. In the presence of these circumstances, this will is vicious in its content. Since the "defects of will" for the recognition of a transaction as invalid are of a material nature, procedural actions are necessary to establish the presence of a "defect of will" in the transaction.

Will as a psychological reality is the conscious regulation of a person's behavior and activities related to the ability to overcome internal and external obstacles in the circumstances of achieving the goals set. When the marked abilities are violated, then the question arises about violations of volitional qualities, i.e., about the "vice of the will". Reasoning within the framework of psychological terminology, we mean both violations of the intellectual capabilities of a person, and violations of the volitional regulation of behavior at the time of making a legally significant transaction.

By implying a certain psychological regularity under the "vice of the will", we assume that in the above sense, the causes of the "vice of the will" (volitional deformation of behavior) are individual in each case, and this is due to different mechanisms for the formation of a particular error in the circumstances of the need to make a decision [7].

In our opinion, the psychological parameters of the deformed will include: the syndrome of emotional tension; the syndrome of volitional frustration (in a hysterically accentuated person); the syndrome of personal asthenization (mental weakness) as a result of a somatic disease that weakens the psychological compensatory mechanisms that affect adequate adaptation in the social environment. The concept of psychological "vice of the will" - as the basis for the invalidity of the transaction-also includes intellectual (cognitive) personality disorders, which can be caused by various reasons, both situational and chronic (non-curable).

In our opinion, the statement of the "vice of the will" is impossible without substantiating the mechanisms of the formation of this state. There are internal mechanisms that are related to the "emotional stress" syndrome. External reasons concerning the legal interpretation of events are also important. These reasons are due to the material and legal significance that differentiates the error as an essential element of the transaction declared invalid. In this case, the legal connotation is the careless fault of the counterparty. And here it is necessary to qualify the transaction as made under the influence of deception. It is necessary to take into account additional significant criteria due to the probability of the subject of the transaction being deceived.

One of the means of proving the "vice of the will" is the examination of the inability of a mentally capable subject to control his actions in the circumstances of a temporary period. A post-mortem forensic psychological examination of a person who has committed a legally significant act in the period preceding the death is appointed in absentia. In the last decade, in the Republic of Uzbekistan, a purely "psychiatric trend" is expressed in the fundamental disregard of the forensic psychological direction in the aspect of post-mortem forensic psychological examinations. This circumstance creates a scientific need in terms of introducing specifics and

clarity on the competence of the psychologist (as an expert) in civil proceedings, in connection with the giving of an opinion that may have evidentiary value.

CONCLUSION

Thus, according to the above, an objective study of the parameters of the "emotional response" in the aspects of the civil investigation of the Republic of Uzbekistan is of fundamental importance in the circumstances of both psychiatric and psychological examinations. Moreover, the research context in the diagnosis of the "human factor" for the types of forensic examinations under consideration is determined by the difference in the platforms of competence, the complementarity of which is not intended to introduce disagreements in situations of judicial decision-making, but to represent the scientifically based clarity of expert research, the conclusions from which can be fateful.

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DOI: **10.5958/2249-7137.2021.00945.9**

THE WAYS TO INCORPORATE TONGUE TWISTERS INTO ENGLISH CLASSROOM: IN THE CASE OF UZBEK STUDENTS

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ABSTRACT

Communicative skills, including pronunciation are not easy to teach. Considering the importance of incorporating pronunciation in English classroom, this paper attempts to find out the ways to use tongue twisters as a teaching means to improve pronunciation. This paper highlights the significance of tongue twisters in teaching pronunciation among Uzbek students. Controlled class observation method was conveyed. Research results showed that tongue twisters make the classroom activities more engaging, motivational and fun. Moreover, tongue twisters have the capacity to make the pronunciation rules much stickier was also discovered. Researches also showed that teachers are being required to more creative when using the tongue twisters to teach pronunciation to relieve the monotony which comes with overly using the same technique. Innovative practical strategies and techniques to use tongue twisters are provided as research suggestions.

KEYWORDS: *Tongue twisters, teaching pronunciation, fun activities, innovative techniques and strategies, repetition technique.*

INTRODUCTION

Pronunciation is the way we pronounce sounds, and it is one of the key areas to improve communication skills of students. It is obvious that even if students have good grammar or vocabulary knowledge, without adequate pronunciation skills they are less likely to be understood by others. Good pronunciation shows the listeners the speaker has a good proficiency level even if there are slight errors with grammar and vocabulary in their speech. There are some factors that affect to the speakers' pronunciation abilities. They are listed by Brown and Lee as the following: In priority, native language, following 5 other factors "are age, exposure, innate

phonetic ability, identity, and agency, as well as motivation and concern for good pronunciation". (Journal, Arab and Muin, Fatchul and Amrina, Rosyi and Amelia, Rizky, 2017) Dewi (Astutik, 2017) believes that pronunciation is the most important factors to study and teach. As Ali Abdullah (Ghani, 2018) states that overall competence of students cannot be improved without raising the awareness and building mutual intelligibility in pronunciation of sounds. Nevertheless, most teachers just ignore applying pronunciation into their classroom. The reason behind is that attempts made to teach pronunciation are sometimes unsuccessful. Or else, teachers themselves have lack of knowledge to teach this in this sphere. Especially, in teaching English to the Uzbek students, pronunciation is substantially important. Since the phonology of English language and Uzbek language quite differs from each other. Some English phonological sounds do not exist in Uzbek language. Gulnigor presents those phonics which do not exist in her paper called "Common pronunciation mistakes of Uzbek learners in speaking English" (Gulnigor, 2018) dividing into two groups: vowels [u, ou, ai, ue] and consonants [ð, θ, r, w, f, v]. Those omitting sounds make Uzbek students to struggle to pronounce English sounds. Therefore, teaching pronunciation to the Uzbek students is considerably crucial. In addition to that, pronunciation is not necessarily to teach in a separate classroom as particular pronunciation rules can be incorporated into any classroom topics. For example, while teaching past simple tense, teacher can arouse the awareness of students how to pronounce -ed in two existing forms such as, /t/ and /d/. It depends on the creativity and competence of teacher.

Relying on my teaching experience and the works done previously in the field, tongue twisters are precious sources to improve pronunciation. Tongue twister is a word, phrase or sentence, sometimes rhymes which are made of complex structures, super close-sounded words to each other. They are really difficult to pronounce and the purpose of creating them is improving articulation or pronunciation skills of students. Wikipedia defines the tongue twisters as "A **tongue-twister** is a phrase that is designed to be difficult to [articulate](#) properly, and can be used as a type of spoken (or sung) [word game](#). Additionally, they can be used as exercises to improve pronunciation and fluency." (wikipedia, 2021) sometimes, they create warm and humorous sense when applied in the classroom. The faster the pupils articulate the tongue twister the better their speeches can be enhanced. They exist in any language and mostly used among younger ages. However, tongue twisters can be conveyed to learn a foreign language by adult language learner. Tongue twisters make the students more engaged into the classroom regardless of their behaviour. For example, some students are quite introvert to participate in the classroom activities where the tongue twisters give a hand. Teacher can make competitions among the students and these races accelerate the enthusiasm of students to engage. Furthermore, tongue twisters are not hard to get access not to mention their reasonable price. On the internet web pages, there is a wide scope of tongue twisters to apply in English classrooms.

LITERATURE REVIEW

1.1. Theories about the tongue twisters' characteristics to improve pronunciation:

- 1) Vivi (Aulia, 2020) states that mother language's interference leads to mispronouncing words among English learners since some English sounds do not exist in other languages. Moreover, students struggle to pronounce the phonics they have the similar sounds, such as /p/, /f/, /v/, /ð/, and /d/. Tongue twisters basically are made of similar sounds in a sentence. They clearly states how these sounds should be pronounced differently. In order to optimize the implementation of tongue twister in the classroom, the author considers YouTube videos

are extremely useful not to mention they require “maximal preparation” and special attention for each student by the teacher. (Aulia)

- 2) Dewi research states that English pronunciation is really challenging for language learners thanks to the different form of the language from spoken language. Another difficulty follows the similar sounded words, such as “to”, “two”, “too”. These three words have no difference in terms of their pronunciation. Obviously, identifying their difference while listening is hard for learner to comprehend it. The research highlights that main purpose of English learners is improving their communication skills owing to this, students tend to get silent concerning their pronunciation mistakes. Applying tongue twisters in the classroom is both fun and useful. Nevertheless, improvement in the students’ pronunciation skills comes with the amount of significant practice. The more students practice the tongue twisters; their ability to pronounce other English words gets better. As the learners feel the improvement in their skills, they get motivated to practice tongue twisters. (Dewi Lutfiani & Indri Astuti, 2017)
- 3) The research done by the group of UniversitasLambungMangkurat scientists (Journal, Arab and Muin, Fatchul and Amrina, Rosyi and Amelia, Rizky, 2017) compared the tongue twisters and repetition techniques among two types of learning styles, namely reflective and active. By the definition, students who chose the reflective learning styles are someone who is introvert, on the contrary, active learners learn by doing and engaging actively in classroom activities. Research claims that learning style of students do not significantly influence on the improvement of pronunciation skills. Two different teaching pronunciation techniques, repetition and tongue twisters also do not cause to distinguishably different results. Nevertheless, tongue twisters provide a meaningful practice environment for the students. So, students are more likely to feel engaged to tongue twister activities without feeling of obligation to learn the pronunciation. Moreover, tongue twisters encourage the students to be more active while learning.
- 4) Tongue twisters have been used in the classroom to improve pronunciation skills of students for centuries. Tongue twisters practice the muscles of the speech organs. Wells Smith Partners paper cited in this paper highlights the list of benefits which comes with using tongue twisters in the classroom. The researcher states that students got a positive effect using the tongue twisters to improve their pronunciation skills. The role of tongue twisters is substantially important especially in improving “in dental and palatoalveolar fricative consonants”. I provide those advantages as they were cited in (Asilfa paper (Wells-Smith 2012)):
 - a. Help to arouse the awareness of students their weaknesses in their pronunciation;
 - b. Help to correct their errors in their pronunciation quickly;
 - c. Help to enhance their muscles adaptability to pronounce unknown sounds by creating a muscle memory on the speech organs;
 - d. Enhances their listening comprehension skills;
 - e. Helps to make the classroom atmosphere more enjoyable by relieving the monotony;

- f. As students see that their peers and even teacher make mistake while practicing with tongue twisters, students' confidence will be boosted to practice without the fear of making mistakes. (Asilfa, 2019)

1.2. Activities to implement tongue twisters in the EFL classroom to improve pronunciation:

Tongue twisters are precious authentic materials to apply in the classroom. As long as the teacher is creative enough unlimited activities can be hold in the classroom to make the real English learning atmosphere. Kate Joyce, from British Council suggested a practical activity as a warm-up exercise in the following procedure:

- a. At the first stage, teacher writes down some famous tongue twisters on the board, or distributing the cards is also favourable;
- b. Students read the tongue twister loudly making interference to other to read;
- c. Students are encouraged to create their own tongue twisters as writing answers to the following questions in the type of gap filling activity;
- d. Write your first name; what did he/she do?; where; when; why; because
- e. Students will be divided into 5 groups and write down the answers by words starting the first letter of the name. Consequently, tongue twisters get back to the person who started.
- f. As in the example, following tongue twister can be created:

“Laura laughed in the laundrette at lunchtime because she lost her laundry”.(Joyce)

Warming-up activities, tongue twister game suggested by Nomor, follows the stages given below:

- a. Students choose a tongue twister from the website which is connected to the course of study;
- b. Ss try to read it out loud. As long as they make any mistakes, they are encouraged to correct their mistakes by looking up the dictionary or asking for help from the peers.

This activity helps to get improved any English teaching classroom as it helps to shift from teacher-centred approach to student-centred approach. in the classroom. Students do not get unmotivated as they work in a group with different tongue twisters. Another activity suggested by Moron is “whispering game”. It is really new concept for students to whisper the tongue twister in each other's ears in a small group. The game follows the two stages. First, teacher makes the students group of 6 people. Then, students whisper the tongue twister conducted by the teacher. At the end, the last student tells the tongue twister out loud. This game does not fulfil the expectations of a teacher. That is, the tongue twister will be misunderstood by its meaning and structure. The teacher should provide the correct tongue twister itself at the end, and make the students distinguish similar sounds in words. Practicing and drilling the accurate version of tongue twister five or more times is much more preferable. Even if those above-mentioned games are exciting and fun, they are both time-consuming. (Sitoresmi, 2015)

The following list of factors is suggested to take into consideration while teaching English pronunciation by the teacher:

- a. Helping the students perceive new categories of sounds which were unknown before;

- b. Giving feedbacks for the students' performance;
- c. Pointing out what is going on while explaining;
- d. Establishing a prior plans before starting the teaching;
- e. Devising activities;
- f. Assessing the students' progress to motivate them.

English teachers can make variations to the classroom using extra-curricular activities. Dialogue and role-play techniques are also preferable to apply using tongue twisters. This allows the students to express their personal opinions and let their potential revealed in enriching their skills. (Fatriana, 2017) Every language has tongue twisters and these are difficult to pronounce even for the native speakers themselves. The teacher explains the tongue twister by making students repeat after him. At the first part of the video, sounds are explained, and then repeating collaboratively with a tutor. At the end, independent practice is provided (Alex) Another effective method to practice tongue twisters is explain a particular sound by splitting the tongue twister in smaller units. After that making the students follow the teacher till the students' muscles are comfortable with pronouncing the sounds is also highly effective. For example, the teacher explains the difference between "ch" and "sh" sounds. Then, distributes the tongue twister cards "*If Stu chews shoes, should Stu choose the shoes he chews?*" The teacher reads and students repeat after her. (Gomez, 2021)

RESEARCH METHODOLOGY

3.1 Research Hypothesis and Questions:

The following null hypothesis and research questions were formulated to undertake this research:

Research Hypothesis:

- Tongue twisters are useful to improve the pronunciation of Uzbek students.

Research Questions:

- Do tongue twisters make the pronunciation rules stickier?
- Is learning English pronunciation through tongue twisters funnier?

3.2 Research Population and the Location:

The 45 students from the Samarkand regional branch of IT Park, which is Technological Park of Software and Information Technology, were chosen to a control group to teach the English language incorporating tongue twisters. Students were selected according to their age, and English proficiency level. All the students had the same level of English competence, that is, A2 according to the national CEFR standards. Students were aged from 16 to 20 years old with the same level of English proficiency. Some of the students had no competency to write in English alphabet. To check their proficiency level, they were tested by the help of this placement test. <https://www.centrolinguebenaco.com/wp-content/uploads/2018/10/test-inglese.pdf> The test contains 55 multiple-choice questions. Ss found around 15-18 correct answers which labelled their knowledge as A1/A2 elementary levelled students. Their pronunciation proficiency levels were checked by reciting the alphabet, spelling their names, and reading the given text out loud. They had the basic competence in terms of their pronunciation skills. They were divided into

three groups, two of them were aimed at being taught with tongue twisters, and the other group were taught with conventional repetition techniques.

3.3. Research Procedure and Methodology:

Controlled class observation method was chosen as the best strategy to conduct this research. The observation lasted 3 months. The research materials, such as textbooks, tongue twisters related to the proficiency level of students, classrooms were set beforehand. The grammar and pronunciation topics were selected according to the Navigate books' (Jane, 2016) content and enriched with tongue twisters. The researcher took notes during the observation about the changes in the student's ability to pronounce certain English sounds, engagement in the classroom activities. The tongue twisters were selected appropriate to the focused grammar or pronunciation topic. Such as, when the topic was the past simple tense with the simple state verbs, the following tongue twister was applied:

"Betty bought some butter, but the butter was bitter, so Betty bought some better butter to make the bitter butter better."

The two groups were continually introduced with a tongue twister once in two classes. Teacher introduced the tongue twister by splitting it several parts. For example, distributing the tongue twisters cards, explaining the focused pronunciation rules and translating the pronunciation all together, and lastly, the ss were given the tongue twister to learn by heart as a home task. Three classes in a week were held. The other one group taught with the repetition technique. The Navigate Oxford press A1 level books' course book(Dummett Paul, Hughes Jake. , 2016) And work book (Jane, 2016) were used including with their CDs and YouTube videos, reports for all groups. The teacher used repetition techniques to help students get aware of the pronunciation skills. While the two controlled groups got learning the tongue by heart as a home task, the third group learnt the dialogues by heart. By the end of the months, all of the students' pronunciation skills were tested through reading the text, and giving a presentation on the topic of my hobby. The spelling bee competition was held, and their pronunciation skills were tested (Lingua.com, 2018). During the competition, 5 basic levelled English words were pronounced by a teacher and the students got one mark for each correct spelling.

RESEARCH FINDINGS

Observations showed that tongue twisters and conventional drilling, repetitions techniques led to almost the same pronunciation results. Students from the controlled group could apply the pronunciation rules slightly better than the other group. However, teaching with pronunciation was more fun and more engaging. Even at the beginning of the learning procedure, students were reluctant to learn the tongue twisters by heart, as they practiced their muscles to pronounce those difficult words, learning the tongue twisters seemed as getting easier for them. Consequently, the student engagement rate was boosted. However, the results from those students were not considerable. Some students apply the pronunciation rules for only particular words which were taught by the teacher by repeating several times and did not apply this technique to other words. For example, teacher explained two /ee/ letters are pronounced as /i:/ sound as in the words "beef" /bi:f/, "week" /wi:k/ etc. However, when students come across such words in the context, they could not apply it for unknown words. Even they learnt it with the context of tongue twisters, it continued happening. When the tongue twister 'Peter Piper' was introduced,

“Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers **Peter Piper** picked.”(Library, 2021)

Students were taught to pronounce -ed past tense suffix (picked, pickled) with /d/ after voiced letters (b, d, g, j, l, m, n, ng, r, sz, th, v, w, y, z), and when the -ed suffix comes after voiceless consonants (ch, f, k, p, s, sh, t, th) it is pronounced as /t/. (Beare, 2019) Piper is pronounced as /paɪ.pər/ with a /ai/ in it. Nearly all students failed to apply the latter pronunciation concept to other similar words, such as writer, bright. Surprisingly, they were good at conveying the -ed rule in their speech. In the meantime, quite opposite situation was also recorded. After learning the particular pronunciation rules, some students are reluctant to accept the exceptional phonological cases to those sounds. For instance, when the teacher explained the /ea/ vowels are pronounced as /i:/ as in the words “weak” /wi:k/, please /pli:z/, as well as /ea/ vowels are pronounced as /e/ short sound as in the words “head” /hed/, “spread” /spred/. Almost in any case, students get confused and made mistakes when they came across with these words in another context. Another finding is that mastering the pronunciation skills not only depend on the technique or materials used to teach, individual’s self-motivation was more important to be good at any target language skills including pronunciation. In both groups, students lost their motivations when they got any critical feedback. They kept silent after the correction. After that, teacher changed the style of teaching to the collaborative group work. In the group work, students practiced the tongue twister together rather than repeating it individually in front of the public. That reduced the affective filter and boosted their confidence to pronounce the certain words. Another notable feature to take into consideration was the second research question was accepted with affirmative results. That is, tongue twisters could make the pronunciation rules stickier. It is supposed that once the tongue twister is learnt by heart by making the right amount of efforts, students are never going to forget these rules.

RESEARCH SUGGESTIONS

1.3. Research showed that perfect preparation keeping the proper strategy in mind, is the best way to achieve the desired results from the students. The research suggests to the teachers to use the following strategy in applying the tongue twisters in the classes:

The first stage is prior to practicing. :

- a) **Selection:** Teacher should choose the proper tongue twister in terms of the students’ proficiency level, lexical resource and focused pronunciation concept. If the tongue twister is too hard to understand its meaning or to pronounce, students feel discouraged. On the contrary, if the tongue twister is too easy, students are less likely to take it seriously. Sometimes unless the teacher can find a suitable tongue twister to the classroom, creating the one is also preferable.
- b) **Preparation:** Teacher should have clear goals on her mind before the class. What is being expected by applying this into classroom? How many tongue twister cards are needed? Teacher should be ready for all unexpected situations such as; students can be bored with learning pronunciation, and no longer want to practice. Or else, students can overestimate their skills and do not do their homework (do not learn the tongue twister by heart). Therefore, teacher should be creative, and apply different techniques, methods (whispering, video modelling, and gaming) in the classroom.

- c) **Instruction:** Teacher should clearly state what students are going to do. How they will practice, and what they will learn should be clearly interpreted to the students. Otherwise, students can get lost in some many rules, and instructions.

The second stage happens during the practice.

- d) **Introduction:** New pronunciation topic should be clearly explained. How to pronounce the target sound should be taught with interactive repetition. For example, if the teacher is introducing schwa sound, first she should write down schwa sounds' mark on the black board. Then, teacher explains it with examples such as from, a, family, support etc. and write down their transcriptions if needed. Teacher should link the new topic to the previous pronunciation topics. It makes the classroom more meaningful and the materials easier to comprehend.
- e) **Explanation:** Straight going to the tongue twister itself, and splitting the tongue twister into the phonological parts, such as weak forms, or certain focused pronunciation rules.
- f) **Translation:** Teacher should encourage the students to translate it into their native language. Sometimes, tongue twisters do not make any sense, and make some humour among them. as long as students are aware of the meaning of tongue twister, they learn it faster. Along the way, they can learn new vocabulary.
- g) **Practice:** Initially, students repeat after the teacher chorus. Then, Teacher encourages the students to read 5 or 6 times individually. It makes the classroom really noisy. Students should be encouraged to interfere to each other while reading, and read loudly. It makes the learning process fascinating and encouraging.

The third stage is the final step where the students demonstrate their pronunciation skills.

- h) **Competition.** Dividing the students into 4 or 5 groups with 4 or 5 students in each and making a competition is also great technique. Students come to the blackboard and recite the tongue twister with their group. It makes the classroom more fun. This activity also strengthens their friendship bonds. They learn group working, as even a student fails to recite the tongue twister; it causes the whole group to fail. That is why, they teach each other, and it leads to better results
- i) **Evaluation:** Rather than getting feedback from the teacher, peer review is more preferable. Using evaluation cards with assessment rubrics on it is also useful. Students should be introduced with assessment rubrics, and evaluate each other's performance. Following rubrics can be used as a sample.
- How fast was the student? (Fast, moderate, slow)
 - How did the student pronounce the tongue twister? (students will mark the mispronounced word from the tongue twister)
 - How many times did the student pause while pronouncing? (0, 1,2,3,4...)
 - How many times could the student tell the tongue twister? (1,2,3,4,5...)

In evaluating, students should be encouraging as much as possible.

- j) **Rewarding:** Students should be rewarded in any case. If it does not happen, they easily lose their motivation. There are several ways to get this done. Announcing the winners and boasting them among the group boosts their motivation. Or, boasting them with just clapping is also highly recommended technique. Marking them with higher scores is another way. Teacher should take every student into consideration while rewarding. Even the least successful students should be motivated with some amount of warm words.

Using tongue twisters is time-consuming, and it can discourage students from engaging into activities. Explaining this situation beforehand is also crucial. One way doing this is bringing a tongue twister in the students' mother tongue, and having the students to practice it in initial stage. Eventually, Students understand that tongue twisters are hard to pronounce, and learn it by heart. Whenever they come across with challenges with learning the tongue twister, they are less likely feel discouraged.

TBL (Task Based Approach) Activities: Tongue twister technique can be blended with task based approach. By the definition TBL approach is “focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.”(Wikipedia, 2021) Students can make their own tongue twisters based on the social situations. Using this approach is effective when it is used as a home task assignment. Students should create the tongue twisters from their real life first-hand experiences. This strategy can be used after making the students totally familiarized with the tongue twisters. That is, students will have enough experience to create one after learning the several tongue twisters by heart. This makes the tongue twister stickier. For example, teacher tells to the students to create a tongue twister based on the following rubrics as sample to create a tongue twister:

- 1) Events (Birthday, family dinner, working out, shopping, wedding, at the hospital.)
- 2) How many words were started with the same letter? (Students should be informed that they should start almost all the words with the same letter)
- 3) Names of characters (They should be chosen according to the focused pronunciation sound)
- 4) Places' names (They should be chosen according to the focused pronunciation sound)

For Example,

Brighton became bitter boy in his birthday, because his brother beat Brighton.

As long as the teacher is creative, only sky is the limit. There are enough situations and events to create a tongue twister. This technique boosts students' comprehension skills in general not just pronunciation skills. This encourages the students to be more creative, and use other language skills, such as writing, critical thinking etc. If the students make silly meaningless tongue twisters, that is normal. Because the nature of tongue twisters does not require to be a deeply meaningful from the tongue twisters' context.

Suggestions for further Researches: Realizing the significance of tongue twister in improving the pronunciation, conducting the research among larger population would be preferable since this research was conducted in a relatively short period of time, and among a smaller scope of students. Moreover, making the list of tongue twisters with appropriate grammar, and pronunciation topics in mind is also required in teaching. Because, using the tongue twisters in a meaningful context makes the learning procedure more effective. In addition to that conducting a

research about the importance of motivation in acquiring the pronunciation skills would be beneficial.

CONCLUSION

Pronunciation is one of the most important skills in enhancing the one's communication and comprehension skills. Student's native language causes obstacles in learning the second language. For example, some English sounds do not exist in the learners' native language. Teachers are integrating different methods to improve the students' overall competency including pronunciation skills. Songs, tongue twisters, rhymes and other authentic sources have been used to teach pronunciation. The importance of tongue twisters to use in teaching pronunciation has been recognized by many researchers and being conveyed to make the pronunciation classes funnier, and more effective. Although the benefits of tongue twisters do not outweigh the traditional repetition techniques' benefits, tongue twisters are more enjoyable and encouraging technique to use in the classroom. Pronunciation rules are more memorable when they absorbed by the help of tongue twisters. Teachers are required to be creative when they use the tongue twisters as students can be fed up with the same practice regularly. Using task based approach techniques, or following the three staged strategy to incorporate the tongue twisters into classroom is highly recommended.

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DOI: **10.5958/2249-7137.2021.00946.0**

DIAGNOSIS AND TREATMENT OF IRON DEFICIENCY ANEMIA IN EARLY PREGNANCY

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ABSTRACT

This article is dedicated to explore iron deficiency during the pregnancy in an early stage. Moreover, the research presents a great deal of data concern about diagnosis and treatment of iron deficiency in early pregnancy. On the top of that main causes and effects of anemia at this rate, as well as prevention forms dealing with iron deficiency. The research outcomes are implemented in terms of facts, affairs and humans' affections.

KEYWORDS: *Anemia, Early pregnancy, Iron deficiency, Treatment, Prevention, diagnosis, woman, drugs.*

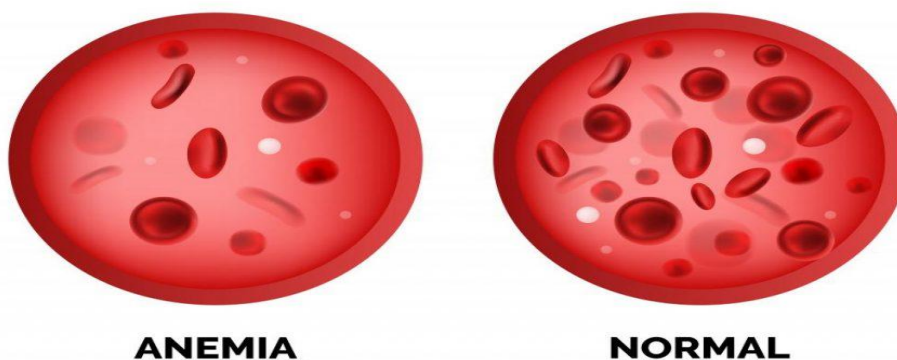
INTRODUCTION

One of the most common diseases among the population of the republic anemia and its various pathological conditions, in which the blood the amount of hemoglobin, and in most cases the number of erythrocytes decrease is noted. Anemia is a symptom of some disease manifests itself as, i.e., it is a secondary disease. Anemia is not only different at all stages of human life in diseases, but also in some physiological conditions (pregnancy time, during the growth and lactation periods of the organism). Especially since anemia in young children is of great social importance anemia at this age of physical development in the body and iron causes a disruption of the exchange. Development of anemia with adolescence and menopause, hormonal disorders,

nutrition character, digestive system, kidney disease, in the body disorders of the absorption process, autoimmune conditions and other factors may also be related to. The disease is often internal, infectious and oncological diseases were not associated with anything is also a symptom.

Iron deficiency anemia is a pathological syndrome characterized by a decrease in the number of red blood cells and blood hemoglobin. This condition causes major hypoxia of the tissues and organs, as a result of which less oxygen is delivered to the cells.

This condition is especially dangerous for the brain. Nerve cells die during hypoxia.



MAIN PART

In the early stages of the disease, a person feels constant fatigue and decreased performance. If a laboratory blood test is performed on these symptoms, it can detect a decrease in the level of hemoglobin and red blood cells. Iron deficiency anemia is a very common disease that occurs in adults and children. It can develop for several reasons and is a serious medical condition that needs to be treated. Otherwise, anemia can cause great harm to health.

Anemia (anemia) a condition characterized by a decrease in hemoglobin content per unit volume of blood, often while reducing the number of red blood cells [1, 44-45p]

Not only is it important for the body to consume the mineral with food (iron does not form spontaneously in the body), but it is also important for the proper process of assimilating and transporting it. A special protein (transferrin) is responsible for the absorption of iron molecules from the duodenum. It delivers iron to the bone marrow, where red blood cells are synthesized.

Excess minerals are excreted in the urine, feces, and sweat glands. Menstrual bleeding is still common in women from adolescence to menopause. Approximately 2 g of iron is excreted from the human body per day, which means that it is necessary to consume at least a small amount of iron with food to replace it. Maintaining the balance necessary for the tissues to breathe depends on the proper functioning of this mechanism.

Causes of iron deficiency

Iron deficiency can be caused by:

Chronic bleeding (daily blood loss 5-10 ml) - frequent nosebleeds; bleeding from the stomach and intestines; heavy menstruation; characteristic hematuria renal pathology.

Acute blood loss - trauma, severe burns; uncontrolled donation; pathological bleeding (e.g., uterine bleeding in oncopathology, etc.).

Low iron intake - diet and starvation; unbalanced diet; vegetarianism.

Disorders of iron absorption - gastrointestinal diseases, vomiting; old age and infancy.

Increased iron levels - active growth (1-2 years and adolescence); pregnancy, lactation (iron requirement doubled to 30 mg per day); formation of the menstrual cycle; physical education, sports; frequent inflammation (influenza, etc.).

Congenital anemia in children - early pregnancy; anemia in pregnant women.

Iron Deficiency Levels:

Mild - hemoglobin values range from 110 to 90 g / l;

Medium - hemoglobin level 90 to 70 g / l;

Severe - hemoglobin level below 70 g / l (2).

Symptoms of Iron Deficiency Anemia:

Symptoms depend on the stage of the disease. At the beginning of the disease the following symptoms appear:

Decreased concentration;

Fatigue;

Memory impairment;

Decreased appetite;

Dizziness;

Decreased performance;

Sluggishness;

Nervousness;

Brittle nails;

Dry skin.

As the anemia worsens, these symptoms become more pronounced.

In the latent stage, patients develop the following subjective symptoms:

- Dry mucous layer of the tongue;
- Pain in the tongue;
- Changes in taste - patients eat more salty, sour and spicy foods;
- Difficulty swallowing;

- Sensation of a foreign body in the throat when swallowing;
- Rapid heartbeat.

During the examination, the doctor also notes the first objective signs of anemia:

Atrophy of the tongue suckers;

In women with iron deficiency anemia, there is itching and burning in the vulva; cheilitis (whitening and cracking of the lips).

Body changes in iron deficiency:

Doctors note that the severity of symptoms depends not only on the degree of anemia, but also on the age of the patient and the duration of the disease. Symptoms increase over time. The following changes have been noted:

The skin changes. The skin becomes green and pale. Redness appears on the cheeks quickly, the skin loses its elasticity, wrinkles appear and cracks appear.

Hair changes. Hair becomes dry, brittle, and gray in color and loses its luster, becomes thin and quickly turns white.

Nails change. The nail plates become thin, lose their luster, become flat, and in more severe forms of anemia, the nails become concave.

The musculoskeletal system changes. Muscle weakness is a symptom of iron deficiency anemia.

The mucous membranes change. Membranes of the digestive tract, respiratory and genital atrophy.

Diagnosis of Iron Deficiency Anemia:

First of all, it is very important to correctly identify the type of anemia, because the symptoms are common to all types of anemia. This requires a complete laboratory diagnosis of the patient. It includes: blood tests (general and biochemical), bone marrow puncture. Women can also be referred to a gynecologist, as anemia is often caused by diseases of the uterus or its appendages. Men are referred to a urologist and proctologist because anemia in men can develop against the background of hemorrhoids or prostate disease. Only after the final diagnosis and the causes of anemia are identified, the doctor will develop an individual treatment regimen.

Treatment of Iron Deficiency Anemia:

Treatment of iron deficiency anemia is carried out only by long-term administration of iron supplements in moderate doses, and in contrast to the improvement of the general condition, the amount of hemoglobin increases only after 4-6 weeks. Prescribing and calculating the dose of medication depends on the attending physician. Therapeutic doses are prescribed until hemoglobin levels return to normal, after which the patient is switched to prophylactic doses.

Iron Deficiency Diet:

Patients with severe anemia should use a specialized diet in addition to the basic treatment. The basic principles of therapeutic nutrition for iron deficiency anemia are to drastically limit the consumption of fats from plant and animal sources, as well as to fortify them with foods high in

protein. Carbohydrates have been shown to have no effect on the absorption of iron by the body, so their consumption should not be limited.

Iron (liver, beef tongue, lean turkey, red sea fish, buckwheat and millet, berries and peaches) should be added to the patient's diet to replenish the amount of iron needed for normal blood formation. A large percentage of iron is also found in all types of greens, beef and eggs. Among the fruits, dates, quinces and apples should be preferred raw or ripe. It is recommended to completely eliminate dairy products and black tea from the diet of patients with iron deficiency anemia, as they contain substances that prevent the absorption of iron. In order to absorb iron-rich foods well, you should eat foods that contain vitamin C (oatmeal, currants, sauerkraut, freshly squeezed fruit juices and citrus juices).

Drugs Produced against Anemia:

Oral 2 and 3 valent iron preparations are mainly used. Recently, ferlatum (iron-protein complex) is widely used began. Iron for the uncomplicated treatment of anemia adding additional components that facilitate assimilation it is advisable, for example, cysteine (in irradiation preparation), ascorbic acid, acid (ferroplex, phenyuls, Ferro-folgamma), succinic acid (conferon), fumaric acid (xeferol), folic acid (ginotardiferon, Ferro-folgamma) can be cited as an example. However, it is worth noting that the above antianemic most of the drugs are considered to be foreign drugs, they are much more expensive in terms of cost, and for most patients it causes discomfort [1, 21p]

Prevention of Iron Deficiency:

The main rules of preventive measures aimed at reducing the prevalence of iron deficiency anemia are:

Eat foods fortified with easily digestible iron;

Use of iron-enhancing agents;

Treatment of chronic foci of infections [4, 22p].

In addition, the prevention of iron deficiency anemia is divided into primary, secondary and, accordingly, tertiary. The primary goal is to eliminate the main factor that leads to anemia, the secondary goal is the timely detection of symptoms, timely diagnosis and treatment of the disease. The goal of tertiary prevention is to minimize possible complications.

In most cases, iron deficiency anemia is successfully corrected, and the signs and symptoms of anemia are reduced. However, if left untreated, complications can develop and the disease can progress. If a person has a low hemoglobin level, a thorough clinical and laboratory examination should be performed to determine the cause of the anemia. Proper diagnosis is the key to successful treatment.

In addition, this condition affects more women than men and tends to reach its peak for women of childbearing age or pregnant women.

How does pregnancy affect iron deficiency anemia?

Pregnancy requires a lot of iron for normal development and growth, especially in the second half of pregnancy. According to Dr. Matthew Cantor of OB / GYN at New York-Presbyterian Hudson Valley Hospital, iron deficiency anemia develops during pregnancy for two reasons:

The amount of blood expands significantly and this weakens the amount of iron.

Women who develop iron deficiency anemia before pregnancy usually exacerbate the deficiency and require careful observation by a physician.

Importance of iron during the pregnancy

Adequate iron intake should be included in the diet or through supplements during pregnancy. Not only does your body need to produce extra blood to provide the placenta with all the nutrients it needs to grow, it also needs iron, which can also negatively affect you and your baby. Iron is needed to prevent leaching conditions.

CONCLUSION

In general, low iron intake is usually the cause of iron deficiency anemia. This can happen as a result of a lack of iron or supplements in your diet or through supplements, due to blood loss and certain health conditions that make it difficult for your body to absorb iron from food. The outcomes show that anemia in an early pregnancy is widely spread among population. The rate is being diminished by professors with the help of drugs and preparations.

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DOI: **10.5958/2249-7137.2021.00947.2**

THE EMBODIMENT OF THE CONCEPT OF «TIME» IN ENGLISH AND UZBEK LINGUOCULTUROLOGY

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ABSTRACT

The article discusses the figurative meanings of the concept "time" in English and Uzbek. It is revealed that the figurative meaning of the concept "time" in English correlates with the concepts: duration, past, time marks / points of reference, frequency, form of measurement, regularity, physical condition of a person. The fact was also determined that some English set expressions, along with the concept of time, convey socio-cultural information of native speakers of English and Uzbek.

KEYWORDS: *Concept, the concept of "time, Phraseological units, Interpretation.*

INTRODUCTION

The modern stage of the development of science is characterized by numerous attempts by scientists to rethink traditional concepts and phenomena. Language is no exception. This article is devoted to the study of one of the key cultural concepts - the concept of «time». The works of both foreign and domestic scientists are devoted to the problems of studying the nature of the concept: V. von Humboldt, E.Sepir, J.Lakoff, M.Minsky, A.A. Potebni, S.A. Askoldova, D.S. Likhachev, N.D. Arutyunova, Yu.S. Stepanov, E.S. Kubryakova, A.P. Grandma's, Z.D. Popova, I.A. Sternina, V.V. Kolesov, D.U.Ashurova, A.E.Mamatov, U.K.Yusupov, Sh.S.Safarov and many others etc. And yet the term concept, in view of its complexity and multifunctionality, still receives a very different interpretation in linguistics.

The relevance of the chosen topic is determined by the fact that this study is in line with the most popular areas of linguistics and socio-humanitarian knowledge. The focus of modern linguistics is on border topics related to concepts that have access to other sciences. Linguoculturology is one of the most actively developing branches of linguistics, which studies the relationship

between language and culture. Many theories and scientific schools recognize time as one of the basic cultural universals. The perception and reflection of time is carried out differently in different cultures and, accordingly, is displayed differently in the language system and in phraseology in particular.

The object of the study is the linguistic embodiment of the concept of “time” in English and Uzbek, and the subject of study is the identification of their national-cultural specifics in English and Uzbek linguistic cultures.

The goal is to describe the features of the expression of the concept of “time” by the linguistic means of English and Uzbek.

To achieve this goal in an article research, a number of tasks are solved:

To select and analyze phraseological units reflecting time in English and Uzbek;

To study the manifestation of universal and national features in the concept of “time” and its representations by phraseological means of English and Uzbek languages.

The concept of time is the key in our work, therefore, it is necessary first of all to identify the meaning of the term «concept» itself. There are several approaches to its definition. Y.S. Stepanov defines the concept of a concept as follows: “A concept is like a clot of culture in the human mind; that is, in the form of which culture enters the mental world of a person. And, on the other hand, a concept is that whereby a person is an ordinary, ordinary person, not a “creator of cultural values” - he himself enters into culture, and in some cases influences it.) [24,231].

Turning one of the first in world linguistics to the study of concepts S.A. Askoldov believed that the most essential function of concepts as cognitive means is the function of substitution. He considered the concept “a mental formation that replaces an indefinite number of objects of the same kind in the process of thought [10,267 – 279]. He further says that one should not think that a concept is always a substitute for real objects, it can be a substitute for various kinds: purely mental functions. D.S. Likhachev, continuing Askoldov’s reasoning, suggested that the concept be considered “an algebraic expression of meaning, because a person simply does not have time to capture the meaning in all its complexity, sometimes it cannot, and sometimes in its own way interprets it (depending on his education, personal experience, belonging to a certain environment, profession, etc.) [16,342].

G.G. Slyshkin and V.I. Karasik understand the concept as a “multidimensional mental unit with a dominant value element.” [11, 75]. The concept is grouped around a certain “strong” (i.e. value-accentuated) point of consciousness, from which associative vectors diverge. The associations that are most relevant for native speakers comprise the core of the concept, while less significant associations are the periphery. In their opinion, the concept does not have clear boundaries; as they move away from the nucleus, a gradual attenuation of associations occurs. Karasik V.I. and Slyshkin G.G. consider the linguocultural concept a conditional mental unit aimed at a comprehensive study of language, consciousness and culture.

Z.D. Popova and I.A. Sternin defines a concept as a complex mental unit that turns in different directions in the process of mental activity, actualizing its different signs and layers in the process of mental activity, while the corresponding signs or layers of a concept may not have a language designation in a person’s native language [19, 59]

The concept is represented in the language by ready-made lexemes and phrase combinations from the lexical and phraseological system of the language; free phrases; structural and positional diagrams of sentences bearing typical propositions (syntactic concepts); texts and sets of texts (if necessary, the explication or discussion of the content of complex, abstract or individual authors' concepts). Concepts can be stable - having the language means of verbalization assigned to them, and unstable - not having the means of verbalization assigned to them, unstable, still forming, deeply personal, rarely or practically not verbalized. The presence of a linguistic expression for a concept, its regular verbalization keep the concept in a stable, steady state, make it well known (since the meanings of the words with which it is transmitted are well known, they are interpreted by native speakers, reflected in dictionaries). The authors propose the following concept model: the core of the concept is a sensual basic image, acting as a coding image of a universal subject code. This image belongs to the existential layer of consciousness and, as some observations show, has an operational or objective character, based on the biodynamic and sensory tissue of consciousness. The basic image is surrounded by a cognitive layer that is specifically sensual in origin, reflecting the sensually perceived properties and attributes of the subject.

Time and space are fundamental attributes of our being, they are not subject to any objective external changes. But with all the stability of the extralinguistic category of time, the lexical and stylistic means of expressing the concept of time undergo significant changes associated with the subjective perception of man. The changes undergone by time models are all the more radical, the closer the concept of time is associated with a person's life, his worldview and the ongoing historical processes. Such reasons may be scientific progress and the corresponding expansion of knowledge about the world around us: a person's awareness of his strength as equal to God and the adoption of an active life position, the general acceleration of the rhythm of life in connection with technological achievements.

The first reasoning about time arose in the bowels of ancient philosophy. Already ancient Greek thinkers asked questions about the causes of time, its properties, direction, beginning and end. Since then, the philosophical interpretation of this category has undergone significant changes.

Due to its extreme abstractness, but also obvious evidence for any native speaker of time, time does not want to fit into the usual scheme of interpretation of meanings, therefore only metaphors can be used to describe the semantic structure of this concept. Metaphorical terms allow the researcher to comprehend the image of time through the study of the spheres of associations and personification of this concept.

In order to trace how the idea of how or what time was in the linguistic picture of the world of medieval man (XIV-XV centuries) and modern has changed, consider the English lexeme «time»

Time as an abstract concept cannot be felt, but a person can:

- 1) Mourn (wepe, weylle) –yig‘lashi
- 2) Curse (corse, banne) - koyishi
- 3) Hate (lothe) - yomonko‘rishi
- 4) lose (leese) - sarflashi
- 5) Spend (despende, passe) - o‘tkazishi

- 6) Extend (prolonge) – uzaytirishi,,to‘xtatibturishi
- 7) Wait (awaite, abyde) - kutishi
- 8) Pull, hold (tarie)
- 9) To glorify (blesse)
- 10) To suspect - taxmin qilishi
- 11) Have - egabo‘lishi
- 12) See (see his time) - ko‘rishi
- 13) Find (fynde his time) - topishi
- 14) You can regret it (birewe, rewe) - u uchunachinishimumkin

The semantics of most verbs implies a person's emotional state, his specific attitude to the time when an event occurred. Here is how it is embodied in the works of English poets:

Hir fader.

Cursed the day and tyme, that nature Schoop him to ben a lyves creature. (Chaucer)

Blessed be the tyme knyte that euer be borne (Mallory).

Wei can Senek and many philosopher Bywaylen time, more that gold in cofre (Chaucer).

A person can express his attitude to a certain period, pore, moment, flow of time, but cannot affect the course of time or its properties. The course and influence of time is not subject to man; the demiurge of time, which man cannot resist, is God. A medieval man patiently waits for his time, an auspicious occasion (I can do more whan I see my tyme (Mallory)), because, according to the dogmas of the church, each creature and everything under the sun has its own time.

The following verbs-actions of the time itself - in conjunction with the verbs-actions of a person over time, allow us to draw a conclusion about its properties. Time may:

- 1) Comekelishi (come)
- 2) Pass (passe / waste) - o‘tishi
- 3) Sneak (stele for us) - bildirmasdan o‘tib ketishi
- 4) Fly (flee) - uchishi
- 5) Sneak up (crepe in) - sezdirmaykelishi
- 6) Get closer (approche) - yaqinlashishi
- 7) Require - talab qilishi
- 8) Cannot wait (not a byde) - kuta olmaydi.

The compatibility data allows us to distinguish three conditional metaphorical blocks:

- 1) time-traveler: that which moves;
- 2) time-lord: that which demands, orders, does not wait;

3) time-property: what they possess.

The first metaphorical block indicates the most obvious fact - time lasts. G.P. Aksenov writes that "duration is such a clear and conspicuous property of time that it is most often identified with time. It is unconsciously implied that duration and time are one and the same, although time is a more multifaceted phenomenon than duration, and the latter is something structureless, unbroken, and spontaneous, with no beginning or end.

To describe the characteristics of duration, medieval writers resorted to metaphors for movement in space:

And soneaftirward he lay stoonstil

And deydewhantyme come (Chaucer).

Anchavaqto'tsa ham hamonyotardi

Vaqtsoatiyetgandavafotetadi.

It can go away slowly and imperceptibly:

Thetymepasseth night and day

And stelithfor us (Chaucer),

Vaqttunu-kun bizgasezdirmayo'tibketadi.

And can fly fast:

For though we slepe, or wake, or rome, or rude,

Ay fieth the tyme (Chaucer).

Biz uxlab, uyg'onib, uxlab, yoo'ynab, yojahllanguncha

Vaqtasayeldekuchishimumkin.

But it is certain that in the minds of medieval man this process is continuously and inexorably moving in one direction - from the present to the past.

Another property of time before which man is powerless is his irreversibility. The passage of time exists in only one direction and does not return from there. Irreversibility is the continuous formation of the present, its continuous renewal, inevitable renewal. Chaucer's time is compared to a stream that never returns:

The tymepasseth night and day.

As doth the streem, thot torneth never agayn. (Chaucer)

Kunu-tunvaqto'tar.

Qanchaqish-u bahorlaro'tsa ham ortgaqaytmaydi.

A study of the compatibility of time-subject and time-object in modern English has shown that time can:

1) Give – berish

2) Leave – tarketish

- 3) Spend - sarflash
- 4) Spend in vain (waste) - bekorgasarflash
- 5) Fill - to'ldirish
- 6) choose (chose) - tanlash
- 7) Take - tanlashshug'ullanish
- 8) buy (buy) - sotibolish
- 9) Have - egabo'lish
- 10) You need it (need) - ungamuhtojbo'lishingmumkin
- 11) Make move (make. Move) -harakatlanishgamajburlash
- 12) Take for granted (take for granted)
- 13) It is possible to navigate (discover oneself in time) – kimnidiro'zinivaqtidakashfetishi.

Time may:

- 1) Pass - otishi
- 2) Come - kelishi
- 3) Reach slowly (creep) -sekinharakatlanishi
- 4) Stay (be left) - qolibketishi
- 5) Be over - tugashi
- 6) Force someone to do something (make smb. Do) -kimnidirnimadirqilishgamajburlashi
- 7) Change your qualities (crumple) - o'zqiymatinio'zgartirishi
- 8) Show something (show) - nimanidirko'rsatishimumkin.

An analysis of the actions taken over time in modern English literature opens up a new person who takes an active position in relation to time, capable of influencing him in a certain way. A person, as well as circumstances, can give time, occupy, choose, fill, buy, leave, and even make him move, go.

- We had hoped that this moon-threat would stop the war for a few days, and give the World Security Council time to act (Wilson).

- Biz ushbuoydagitahdidiurushnibirnechakungato'xtatib, Jahonxavfsizlikkengashigaharakatqilishuchunvaqtberishigaumidqilganedik

- Nothing is indescribable in words if you take the time and the trouble (Wilson).

- Agar vaqtvamuammogaduchkelsangiz, hechnarsagatilingizaylanmaydi.

- Entirely without other occupation, she filled her time with household tasks and enjoyments (Murdoch).

- Hechqandaykasbniegallamayturib, o'ziniuy-ro'zg'orishlarivamashg'ulotlaribilan bandetdi.

Time, objectively possessing constant properties, in the perception of modern man is able to change his qualities. For example, the hero of the novel A. Murdoch's «Dream of Bruno» Michael, under the influence of tranquilizers, sees how time and space cringe:

His wide-open eyes see nothing, he Nigel, the all-seer, the priest, the slave of the god. Time and space crumple slowly. (Murdoch)

Uningkattako'zlarihechnarsaniko'rmasdi, u Nigel, hammako'radigan, ruhoni, xudoningquli. Vaqtvamakonasta-sekincho'kadi.

The development of natural science concepts and technological achievements of man of the XX century contributed to an unprecedented expansion of knowledge about the history of the Earth. The globalization of knowledge and the intellectualization of man himself made it possible for the mind to embrace millions of years of time periods and move in this “temporary space”. This naturally expanded the understanding of the time frame, which was reflected in the existence of the concept of time in modern languages and in its direct verbalization in stable combinations, in particular in sayings and phraseological units, both English and Uzbek.

In the modern existence of the concept of «time» significant differences from the medieval period are noticeable. Consider them in the framework of a holistic linguistic-temporal picture of the world.

The linguistic-temporal picture of the world combines the conceptual and linguistic levels: linguistic temporal semantics represents, on the one hand, the “shell” of the concept of “time,” and, on the other, the content in relation to the verbal level. The concept of «time» appears as a unit of the linguistic-temporal picture of the world. One of the ways to verbalize the concept of “time” is with phraseological units with the meaning of “time”. Temporary representations in the form of concrete, vivid, sensually tangible visual and auditory images are reflected in the internal form of phraseological units with a temporary meaning. It is in the phraseological units that make up the so-called phraseological picture of the world, artificially created by the people in the process of creativity, that the cultural concepts are most clearly reflected. Phraseologisms, as bright, figuratively emotional, expressive means of language, contribute to the creation of an aesthetically significant, linguistic picture of the world. The concept of a phraseological picture of the world implies a part of the linguistic picture of the world described by means of phraseology, in which each phraseological unit is an element of a strict system and performs certain functions in the description of the realities of the surrounding reality. From this it follows that the phraseological picture of the world is one of the universal ways of classifying phraseological units, the basis of which are both extralinguistic and linguistic features.

The lexeme “time” in Uzbek comes from “time”, which is related to the words “twirl”, “spindle”. Thus, in the Uzbek picture of the world, the idea of time is associated with the idea of repeatability, regularity, and cyclicity.

Thus, the Uzbek language reflects the time that moves in a circle, cyclically. Cyclically - this is «for May, » «for October». According to the English approach, time is linear, one-dimensional, unidirectional and irreversible. Time moves, and its movement is continuous. Every moment of it is unique. Time cannot be stopped, turned back.

Punctuality is one of the concepts genetically related to the English nation. Accuracy is an integral attribute of the British, they see it as a guarantee of reliability, and is perceived as ways

to counter unpredictability. In turn, the hypersensitive attitude to time in English culture does not correspond to Uzbek ideas about its effective use: wait and see; not yet evening.

For most Uzbeks, unlike the British, time is not a strict principle of their life. Therefore, the attitude towards him can often be called frivolous, which is reflected in all kinds of lateness, postponements of events, non-compliance with the schedules of buses, trains, etc.

The reflection of objects and phenomena of reality with the help of images presents us with a bright, colorful, sensually tangible, real or imagined world. The study of the representation of the concept of «time» was carried out on the basis of the opposition «reality - irreality». The surreal time, reflected in English and Uzbek, is, first of all, figurative time, directly related to various representations caused by fantasy, creative imagination of both peoples. The study showed that phraseological units expressing the meaning of surreal time are the most figurative, expressive, emotional, since their imagery has a dual nature: on the one hand, they are associated with extra-linguistic factors (the unreality of the situation, which gives room for unbridled imagination), and on the other, linguistic, manifested in the use for the formation of the figurative structure of alogisms, which serve as the most striking means of enhancing imagery, expressiveness, expressiveness, emotionality.

Phraseological expressions express the surreal time: when the cancer on the mountain whistles, after rain on Thursday, after Friday on Thursday, God knows when the hell knows when, at the carrot's conspiracy, to sit till the cock-crow.

Many phraseological units with the meaning of "time" have specific time periods "time", "hour", "century", "day", "minute" as components, however their content is not objective time, but their general temporal value - short-term and long-term segments (from minute to minute, in a jiffy, in a tick, («this moment»)).

Along with phraseologisms with the meaning of «surreal time», the object of our study was phraseologisms with the meaning of «real time», this is the present (at the moment, this moment, at this moment, in a trice), the future tense (on the nose, not far off, on the doorstep, sooner or later, the sooner the better, time to come («future times»)), past tense (in great-grandfathers, in old people, on a time, good old time), as well as the time presented in the lexical oppositions, figuratively represented in the semantics of phraseological units related to the parameters of time measurement - "fast - slow" (with lightning speed, I did not have time to blink, best part of an hour, flew like a bolt of lightning, on the spur of the moment, off the top of one's head), «early - late» (no light, no dawn, until late at night, long before dawn; a day before the fair, at the peep of day, with the lark (with the sun), at the first hint of day)

The abstract concept of «always», reflected in the phraseological units of the English and Uzbek languages, has a certain poetic elevation and has mainly a positive coloring in both languages. Typically, such phraseological units relate to the theme of friendship, love, gratitude and hatred (until the end of the century, forever and ever, forever, until the cows come home, to the grave, to the tomb). Phraseologisms with the concept of «never» in both Uzbek and English often have a negative connotation (until new brooms are forgotten, not for a moment, under any pretext, never for a moment, not for a minute, on no account, under the circumstances) Phraseologisms with the meaning of «never» are more often found in the English language and have a more vivid imagery due to the fact that the British are more categorical and principled than the Uzbeks.

In both cultures, there is a realization that everything is fleeting and everything has its own limit (how long is it before sin (trouble), nothing is forever under the moon, trouble is never far off, there is nothing permanent under the moon, the morning sun never lasts a day).

Phraseologisms with the meaning of “often - sometimes” in both Uzbek and English do not have significant differences, they generally have a negative rating, but also have a positive rating (every single day, every day, every blessed day, day in and day out, time and again). Relative to this topic, it is difficult to conduct a comparative analysis, since it is universal in all languages.

Based on the data obtained during the study, it can be concluded that in addition to universal features, the language embodiment of the “time” concept in both English and Uzbek linguocultures is based on national-specific features, which are caused by the difference in English and Uzbek social cultures that reflect the mentality and value systems of two national communities. As a rule, first of all, phraseological units, the internal form of which is built on alogism, have a national specificity, reflecting the peculiarities of time perception by the Uzbek and English peoples.

CONCLUSION

The concept of «time», being one of the key concepts, is an important part of the conceptual system, which is reflected differently in all languages, which allows us to talk about temporary perception, about ethnic temporal mentality, temporary universals, and in general about the temporary picture of the world. One of the most striking results of the verbalization of the concept of “time” are phraseological units with the meaning of “time”.

Our study was undertaken with the aim of a linguistic description of the features of the expression of time in phraseological units in Uzbek and English linguistic cultures. As a result of the study, the place of time in human life was identified and a comparative analysis of stable expressions reflecting time in Uzbek and English linguistic cultures was carried out in order to identify features, similar and distinctive features of the two nations studied.

The concept of time embodies the reflection of the era and activity, the interpretation of the existing culture, the rhythm of social time and the effectiveness of prognostic consciousness. All these points determine the historical «paradigm» of time.

In the course of a comparative analysis of phraseological units reflecting time in Uzbek and English, we found that the attitude towards time is heterogeneous and is more important in English culture, since English culture is monochronous (clear time planning), and Uzbek culture is polychronous (emphasized attention to communication with people, networking, family). In both cultures there is a realization that everything is fleeting and there is a limit to everything. Intemperance, excessive emotionality and haste are present in both cultures, but are more pronounced in Uzbeks. However, sometimes speed is needed when every second is expensive. Speed in business or in a specific situation is important in both languages, but in English it is expressed more strongly. Like the concept of “fast”, the concept of “slow” is also considered in two ways in both languages. In both Uzbek and English, often “slowly” means properly, carefully, wisely. However, the Uzbeks have such a trait as to postpone something for later, to wait for something.

Universal for both linguistic cultures is the structure of the concept of «time», namely its phraseological expression, which includes phraseological units with the meaning of real and

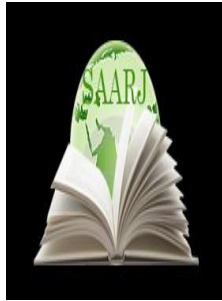
surreal time, as well as phraseological units based on auditory and visual associations. The basis of English and Uzbek phraseological units with the components «time», «hour», «century», «day», «minute» are not specific time periods, but their general time value. The national-cultural specificity of the content of the concept of “time” is manifested, firstly, in the associations that underlie phraseological images, and secondly, in the specifics of evaluative perception, manifested in the different behavior of Uzbeks and Germans in terms of temporal factor. Thirdly, the national-cultural layer of the concept of “time” is made up of knowledge oriented towards significant social, cultural and aesthetic values for each national-cultural community, which are reflected in phraseological units with the meaning of “time”.

To summarize the results of the study, it should be noted that due to the progressive development of the economy, social relations, ideas about time are changing. And interest in the study of the time of different peoples does not disappear, since this subject is very relevant today.

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DOI: **10.5958/2249-7137.2021.00889.2**

THE ISSUE OF A JUST KING IN KAIKOUS'S NIGHTMARE

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ABSTRACT

This article discusses the idea of a just society and a just king, put forward in the Nightmare by one of the Eastern thinkers, Kaikovus. The thinker said to the kings, "Always be truthful, speak little, and laugh a little, so that the little ones may not be arrogant to you, and be arrogant." does. In the eyes of Kaikovus, the king must be straightforward, talk less, laugh less, and not be rude. He believes that if the king exceeds these norms, he will be committing obscenity in front of the people.

KEYWORDS: *Kaikovus Is A Thinker Who Lived In Western Iran In The 11th Century; Fear; Safe, Secure; Dalir- Brave; Discount-Light; Porso-Godly, Pious; Abusive-Insulted; Depending On The Performance; Deputy Minister Of Propellers; Rude- Impolite.*

INTRODUCTION

Unsurulmaali Kaykovus ibn Iskandar, the grandson of Shamsulmaali Qaboos, the king of Western Iran, created the book "Nasihatnoma" dedicated to his son Gilanshah in 82-83 of the 11th century. However, Kaykovus named this work "Qobusnoma" in honor of his grandfather Shamsulmaoli Qobus, according to the tradition of that time. This work was first published in 1860 by the Uzbek poet and thinker Muhammad Rizo Ogahi, and in 1966 by the Honored Scientist of Uzbekistan Subutoy Dolimov. The work consists of 44 chapters, the 42nd of which is entitled "In the Remembrance of the Conditions and Pictures of the Kingdom." One of the main ideas of the views of the thinker Kaikovus, who had the encyclopedic knowledge of his time, was the question of a just king. Kaikovus, like many oriental thinkers, equates the justice of kings with the sun. He said, "Just as the sun shines equally on everyone and everywhere, so the king must shine equally on everyone." In his opinion, the king should show kindness to the people, treat all the people equally, so that his country would be prosperous, his house would be

peaceful, and his rule would last a long time. He said: "O my son, show the same kindness to the people, so that the country may be prosperous, because the king is like the sun, the sun casts a shadow on someone and does not turn away from anyone else. Never mind oppression, for the house of a righteous king will last for many years, and the house of an oppressor will soon be ruined and destroyed, because justice is a sign of prosperity and oppression is a sign of destruction. The rulers say that a just king is a flood of the ruins of the world.

In *The Nightmare*, Kaykovus states the following requirements that the king must follow: "O child, if you are a king, be pious and keep your eyes and hands away from the women and atfolidin of the people (atfolidin - women, wife and children). Be pure and secure, clean and secure is purity. The author emphasizes that, in accordance with the requirements of his time, the king should be pious, not look at other people's family members with immorality, and protect himself from impurity.

According to his views, the king must act wisely in carrying out every action, not go beyond the realm of reason, and obey the command of reason. He considers the mind to be the king's minister, that is, his closest aide, and says of it: "Whatever you do, do it with the command of the mind, and do not act foolishly, for the king's minister is the mind.

Kaikovus warns that the king should not be in a hurry, that is, he should not act in a hurry, he should know the scale of each task, think about its consequences, plan in advance what will be the result, and then carry it out.

The thinker said to the kings, "Always be truthful, speak little, and laugh a little, so that the little ones may not be arrogant to you, and be arrogant." does. In the eyes of Kaikovus, the king must be straightforward, talk less, laugh less, and not be rude. He believes that if the king exceeds these norms, he will be committing obscenity in front of the people.

In the play, the author adds another piece of advice to the rulers: "Whatever you give, make it mustahiq (mustahiq- worthy, rightful) and do not despise yourself in the eyes of the army and the people. Do not ask for anything from anyone and have mercy on the slaves, but do not have mercy on the cruel. Always get used to grace and cabbage, but be political. " According to Kaikovus, the king must choose what he wants to give to whom, treat himself with dignity, show himself helpless to the people and soldiers, never ask for anything from anyone, be merciful to the people, and ruthless to the cruel. Always be accustomed to sweetness and courtesy, the king should have his own policy.

King Kaikovus did not entrust all the affairs of the kingdom to the minister, and immediately agreed with the minister's views.

Not to report, to examine it first, to support his opinion after approval, to consider the pros and cons of any work he does. The source said: "Do not hand over the whole matter to the minister, do not always need his opinion. Listen to the minister say every word about everyone, but don't take it immediately. Tell the minister, "I think, if he agrees, I will order you to do it. Test it with forgiveness, so that when you know its benefits and harms, do whatever you can. "

According to the author, the king himself, whether young or old, should choose his minister from the elders. If both the king and his minister are young, the two can burn the country with the fire of youth. In this regard, he said: "If you are a king, whether you are old or young, make an old man a minister, and do not give a young man a ministry. If you are old and your minister is

young, it is an unworthy job. "If you are a young man and your minister is a young man, two young men will become one fire and burn the country."

He also says that the king should pay attention to his appearance when choosing a minister. He advises: "It is better for a minister to be happy and tall, to have a big belly, and to be old. If a person is short, short-tempered, short-tempered, then there is no greatness and splendor. A man with a long beard deserves the ministry better. "

Again, the king finds it expedient not to change ministers frequently, to work with them patiently and patiently for a long time.

In the play, Kaikovus emphasizes that the selection and placement of officials, that is, servants, in the light of modern times, is the most urgent task for the king. When the king distributes the duties according to the ability of the servants, he tries to explain to the king that he will be useful in every way. Ordering a fool who does not know the task assigned to him, who is incapable of doing it, emphasizes that this is a sign of the king's own ignorance. According to the source, the king should not withhold service from anyone, but should order everyone to do what is right for him, that is, what suits him and what he can do. If a person who is not able to do a job is given a job, he will not get results. In this regard: "... if you order a job for everyone, order a job worthy of you, do not order an inappropriate job, so do not order a person worthy of cleaning, do not order a person worthy of wine, do not make a treasurer. Alkissa, not everyone can be ordered to do everything. If you order a job from someone who doesn't know the job, unless that person says they don't know the job for their own benefit, that job is not fair and useful. So enjoin on him who knows the matter, that you may be successful. If you wish to make it great and magnificent by the grace of a quarter, you can make it luxurious and bountiful even without action. If you serve a fool, you will bear witness to your own ignorance. "

Kaikovus also states in the Nightmare that the king is aware of the condition of the people, and compares the king to a shepherd, the people to a flock of sheep, and believes that if the shepherd does not save the flock, the flock will soon perish. In his view, the king should be obedient, and the difference between a king and a citizen, that is, the people, should not be allowed to be in the obedience of the owner of the kingdom, to despise the king's decree. If the king's word is despised, and his decrees are not obeyed, the king himself will be despised. Enforcement of the decree depends on the policy of the king. The policy of the king is not to oppress the slaves, that is, the people, so that the people can accept his judgment, obey him, and carry it out. He expresses this in the play as follows: "O Sultan, if you are a king, let them accept your judgment, and let you always be steadfast on the throne of pleasure, so that the slaves will not be oppressed and punished. ... If the rule of every king does not follow, he is not a king, and the kingdom depends on the decree. (Depends on the execution)... It is a policy to issue a decree. So it's not good to make mistakes in politics. "

In the play, the thinker also gives advice on how the king should behave in military and civil relations. According to him, the king should not prefer the soldiers to the people, treat them both equally, treat them as he treats them, and make the people happy with the people, even if he subjugates them to the army. Should not be oppressed. He also said that the house of a tyrant would soon be ruined by oppression, and the house of a righteous king would last for many years.

In the source, the king receives the prayers of the oppressed, because the prayers of the oppressed are answered, the ruler does not behave in solitude, that is, he is with the army and the people, he is aware of their condition, and if the king stays away from the people, the people will go away. It is also thought that it should not be delayed in sight, and that if it is done so, the king will increase the number of enemies.

Kaikovus also wrote valuable advice to kings on how to keep an army. In particular, the play says: "... if you capture an army, do not capture the whole army from one tribe. If the king captures all the troops from one tribe, the army will be defeated, because they will always be in alliance with each other and it is impossible to have the same policy for all of them. If you take an army from every tribe, then one group will be afraid of the other, and they will not be able to disobey, and your order will be pleasing to your army. " In the play, Kaykovus also tells the kings that from time to time he should invite the nobles of his army to his meeting to eat bread, drink nabiz (nabiz- palm or grape wine), to be generous and kind to them, to please them with generosity, and to be generous to the king. That if he gives something, he will not give it in public, and that a little generosity can expose the lowliness of the king's generosity to the people, and that his reputation among the people will be diminished, and the people will be his enemies, even if he cannot be hostile. Emphasizes that it will never rise to great heights. The thinker writes about this in his own experience: "... I spent eight years in Ghazni with Sultan Mawdud (Sultan Mawdud - Shahobuddavla Mawdud (1041-1048), the tenth sultan of the Ghaznavid dynasty. Mas'ud's son, Mahmud's grandson).) I was. I never saw three things in it:

One would say that if the gift was less than two hundred gold coins, he would not give it to anyone in the crowd, but would order it to his propeller in private.

The second one never laughed as hard as his teeth would show.

Thirdly, no matter how much he was angry, he would never say anything else. This is a very good thing. I had heard that the custom of the Greek sultan was the same. So, my child, be generous and do not be lowly, otherwise do not show your generosity among many. "

King Kaikovus warns that within the limits of his authority, he should abide by the norms, and that the position, the throne, should not lead him into a whirlpool of pride. He advises him not to give up the following six qualities and to hold on to them: greatness, justice, generosity, protection, gentleness, and honesty. It is also said that if every king is far from one of these six qualities, if he is intoxicated with the wine of the kingdom, he can get rid of this intoxication after the loss of the kingdom, so the king must be careful and be aware of the condition of the kings of the world. Warns of the need to stay.

Again the king must supervise the affairs of the minister, not allowing him to drink wine. For the king must not forget that he has given his house, his wife, and his property to the minister.

Another piece of advice from the author to the king: "Even if you are outwardly friends with the kings around you, do not be friends inwardly, and if you are an enemy inwardly, do not reveal them outwardly." In this way, Kaikovus emphasizes that the heads of state must have relations with other rulers of the state, and in doing so must pursue a policy of comprehensive prudence, and must have their own internal secrets in the king's policy in public affairs.

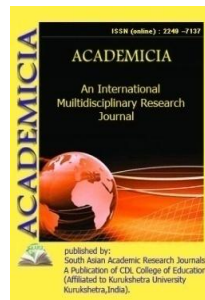
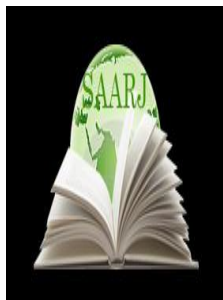
According to Kaikovus, the king must be accustomed to great deeds, for he is greater than all men. His speech, conversation, deeds should be superior to others, he should speak exemplary, set an example to others in all areas.

As a final exhortation to the kings, the thinker said: “Glorify your judgment and do not judge every wrongdoer. If you judge something, do not disobey it, because it is bad for everyone, especially for the king. ” Through these views, Kaikovus emphasizes that the judgment of the ruler should be great, that he should not act contrary to the judgment he has rendered.

In short, the ideas of a just king put forward in Kaikovus's Nightmare are still relevant today. This work, created by Kaikovus as an encyclopedic thinker of his time, also serves as one of the political sources in the management of the kingdom in the world community, and the ideas about the statehood of that period and certain rules, norms and requirements of governing the state both have their own value.

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DOI: **10.5958/2249-7137.2021.00890.9**

ADMISSION TO THE CITIZENSHIP OF THE REPUBLIC OF UZBEKISTAN IN A SIMPLIFIED MANNER BASICS AND CONDITIONS

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ABSTRACT

The article analyzes the basics, conditions and procedure for admission to citizenship in a simplified manner in the legislation of the Republic of Uzbekistan, reveals the existing collisions and legal gaps. On the basis of international standards and comparative-legal analysis of the legislation of the CIS countries, proposals and recommendations were made to eliminate them.

KEYWORDS: *Citizenship, Admission to citizenship, Simplified procedure, Admission to citizenship in a simplified manner, Basics, Procedure and conditions of naturalization in a simplified procedure.*

INTRODUCTION

Analysis of the norms of the law of the Republic of Uzbekistan "on citizenship of the Republic of Uzbekistan" № 610 of March 13, 2020 shows that there are three different procedures for admission to citizenship: 1) in general order; 2) in simplified order; 3) in separate order.

These procedures differ from each other in the peculiarities of carrying out work in this category. In them, admission to citizenship in a simplified procedure is of particular importance.

Admission to citizenship in a simplified procedure is a separate type of admission to citizenship and is used on the basis of certain specific conditions and procedures. This type of admission to citizenship is applied to individuals of a separate category, on the basis of certain specific conditions and procedures.

In this place, initially, there will be a need to clearly define in the legislation the category of persons who have the right to receive citizenship in a simplified procedure. According to the results of the study, these requirements reflect the preferential rules applicable to

"compatriots" who in most cases are foreign citizens or stateless persons abroad. O in this regard. E. Kutafin believes that "the civil Institute is connected with the Printing House of the continuity (linkage and order) of statehood, and since the Russian Federation is the legal successor of the Soviet Union, compatriots have the right to obtain citizenship in a simplified procedure".

In general, since the requirements for obtaining citizenship in this order are seriously different from the civil conditions that are issued on general grounds, it is worthwhile for the contingent of such a category to use the existing requirements in preference. However, the determination of the circle of persons of this category is an issue that is resolved by each state's own internal policy.

In the legislation of the CIS and the Baltic states, it is established that persons of the following categories have the right to obtain citizenship in a simplified procedure:

- 1) the legislation of Armenia stipulates the granting of citizenship in a simplified procedure to persons of Armenian nationality (without additional conditions) (Article 1 Part 2);
- 2) persons who have the status of repatriant (forced displaced) in Georgia will benefit from such privileges (Article 271 Part 2);
- 3) in Kyrgyzstan: a) if one of the parents of a person is a citizen of this state and lives permanently in the country; B) if a person was born in the USSR or Kyrgyz SSR and has the citizenship of the former Union has the right to obtain citizenship in a simplified manner (Part 1 of Article 14).
- 4) in Russia, however, in addition to the rules established in Kyrgyzstan, in addition to the following, such benefits are provided to: a) persons who have a capable (talented) son or daughter who have reached the age of eighteen and who have been in a legal marriage with a Russian citizen for 3 years; b) persons who themselves are disabled and who have reached; v) Persons whose parents, who are Russian citizens under custody, died by a court decision, are missing, are deprived of parental rights or have children who are citizens of the Russian Federation who are found to have such a right, are found to be unfit for circulation or limited in treatment; g) persons who have studied for 3 years before the date of applying for citizenship; D) persons engaged in entrepreneurial activities for three years before applying for citizenship by types of economic activity established by the government of the Russian Federation; e) persons recognized as "carriers" of the Russian language are also included in this list (Part 1 of Article 14);
- 5) as for the legislation of Tajikistan (Part 1 of Article 16), the following preferential circumstances are provided for: a) if a person has great achievements in the field of Science, Technology, Health and sports or has contributed to the social, economic and cultural development of Tajikistan; B) is a participant in the World War II, lives in the territory of Tajikistan and has; d) children and persons with disabilities who are in full state supply in educational, treatment or other social protection (such as orphanages of kindness) institutions; d) persons born in the Tajik SSR and who have Soviet citizenship, lived in countries that have entered the Union citizenship, but have not received the citizenship of these states and are under the status of a stateless person.

It is noteworthy that the legislation of Tajikistan stipulates that for persons of the above categories, the requirement for permanent residence and knowledge of the state language in the country should not be exhaustive. At the same time, some other (condition that the person was

not brought to criminal responsibility) requirements were preserved. In the legislation of this state there is also a category of preferential persons of the second group, with respect to which half of the condition related to the term of permanent residence is applied. In particular, a) persons without citizenship (except those listed above); b) a person whose parents are citizens of Tajikistan and who, on the basis of the fact of his birth, have obtained the citizenship of another state (if he applies within five years after the age of 18 years); g) a foreign citizen whose parents are citizens of Tajikistan; D) persons born in the Tajik SSR and who have the citizenship of the Soviet;

6) according to the Lithuanian legislation, a person whose ethnic origin is Lithuania (regardless of the place of residence) is granted citizenship in a simplified procedure (Part 1 of Article 10).

Apparently, in the laws of the CIS and the Baltic states, the scope of persons who have the right to obtain citizenship in a simplified procedure is relatively widely described. There are also categories within them that can not logically refuse the right to receive concessions.

In our opinion, in the legislation of the Republic of Uzbekistan, along with compatriots who are either foreign citizens or persons without citizenship, the following categories of persons shall be included in the category of persons who have the right to obtain citizenship in a simplified manner: 1) permanently residing in the territory of the Republic and possessing the citizenship of the former Union; 3) children and persons with disabilities who are in full state support in institutions of education, treatment or other social protection (such as orphanages, orphanages).

On the above-mentioned proposals, the opinions of specialists in the practice of applying the right are studied and asked, "Which of the following should be included in the category of persons entitled to obtain the citizenship of Uzbekistan in a simplified manner?" when addressed with the question " 75,1 percent of respondents – 24.5 percent of children and persons with disabilities who are in full state supply in educational, treatment or other social protection institutions (such as orphanages, orphanages), 4.2 percent of persons permanently residing in the territory of the Republic and possessing the citizenship of the former Union, 8.9 percent of persons who are under the guardianship or patronage of a citizen of the Republic The application of the above proposals to our national legislation further increases the level of ensuring the natural rights of a person to a citizen.

Taking into account the fact that the category under consideration has its own characteristics of performance of work, it is worthwhile to determine with what aspects they differ. This-firstly, serves to modernize our current legislation on the basis of modern requirements; secondly, this category serves to establish the specific rules of conduct.

Russian scientist D.V. According to Andrianov, the granting (obtaining) of citizenship in a simplified procedure is illustrated by the following distinctive features::

First, the person applies to the territorial competent migration authorities or consular institutions abroad, and not to the president with the application (these bodies decide to shorten the terms of consideration of the case);

Secondly, the applicant is not required to fulfill the strict conditions established by law (for example, in the law "on citizenship of the Russian Federation"(Article 4) the period of consideration of applications in a simplified procedure is established as up to 6 months).

Based on the results of the studies in this direction, it is possible to conclude that the legislation of the Republic of Uzbekistan does not suffice to accept citizens in a simplified manner. In particular, in articles 20, 38 of the law of the Republic of Uzbekistan "on citizenship of the Republic of Uzbekistan" dated March 13, 2020, there are no special privileges (for example, reduction of the terms of consideration of work, reduction of the requirements for admission to citizenship or the number of documents required in this process) that should be used in the consideration of

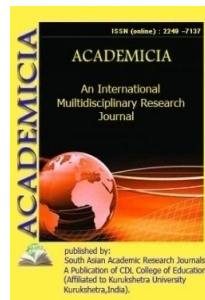
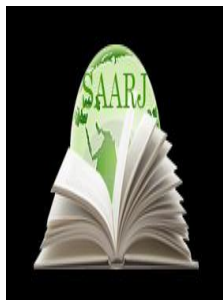
In the process of a sociological survey conducted among specialists, they were asked, "Do you think that the conditions (Omas) of admission to citizenship on the general basis of admission to citizenship in a simplified procedure in our legislation are sufficient?when addressed with the question " quot;, 78,5 percent of them answered – no.

Also, "in your opinion, what aspects of the conditions of admission to citizenship (Omas) in a simplified procedure should differ from the requirements for admission to citizenship on a general basis?when asked, it was stated that 75,1 percent of the respondents – with the shortness of terms of consideration of applications, 24,5 percent – with a low amount of required documents, 4,2 percent – with a low number of conditions for admission to citizenship, 0,9 percent – were distinguished by other issues.

As you know from the above, it is difficult to say that the conditions for obtaining citizenship (SES) established by law are simplified. Therefore, in the simplified procedure for admission to the citizenship of the Republic of Uzbekistan, it is desirable to provide for the above-mentioned conditions and legal norms.

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DOI: **10.5958/2249-7137.2021.00891.0**

METHODS OF FORMATION OF INDEPENDENT READING SKILLS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article is an article that gives complete information and skills about the methods for the formation of independent reading skills in elementary school students. The article gives full information about the types of reading skills for Primary School students and their application to the general public today.

KEYWORDS: *Complete Information, Replacement, Reflection.*

INTRODUCTION

Changes in the view of the overall concept of education are reflected in the approach to teaching. In recent decades, there is a shift from the traditional approach, which is characterized by the transmission of finished information, to a constructivist approach. According to Paper, traditional teaching methods are the methods when students perform certain instructions, work according to the model. Due to the development of science and ICT, since the end of the 20th century there has been a replacement of direct teaching methods with principle of knowledge constructing in specific increments. The purpose of education is not and cannot be the transmission of the truth only, as it is in the case of the so-called Trans missive pedagogy (its method is memorizing, transmission of non-problematic "facts" - knowledge into the consciousness of a pupil). A more substantial challenge facing education is to equip pupils with the ability to navigate in the vast sea of knowledge and learn to use them correctly.

MATERIALS AND METHODS

Constructivist pedagogy focuses on the way of how knowledge and understanding arise, on the process of how we use the ambiguous reality, how we construct instrumental truths - find useful solutions. At any time a person has a complete form of the world, i.e. finished structure, in their consciousness. New facts either fit in the structure or they are in conflict with this structure and cause its change. The aim of a teacher is to enable a student to examine these images (preconceptions), facilitate the integration of new information into existing mental structures and assist in reflection of not only new knowledge but also in the way it was achieved and how it was involved in the image of the world. Another feature of the constructivist education reform is the change in the status of a teacher, from the information provider to a facilitator and guide in acquiring them. Even teachers can sometime learn from their pupils. Great emphasis is placed on the inter-subject

Relationships and preparation for teamwork. As it can be seen, these requirements exactly coincide with the needs of sociologists-defined imminent information society as well as with the results of a wide range of disciplines. A constructivist teacher is seen as a guarantor of the method, as an assistant, study guide and ensures that every pupil can achieve the highest possible level of development. A pupil comes to school with certain knowledge and, therefore, to think about what they know and to develop their knowledge.

Modern pedagogy supports and promotes a teaching methodology that is both diversified and flexible, providing a very wide range of teaching-learning methods. The large number and the great diversity of teaching methods used in modern pedagogy provide opportunities for the enrichment and development of the teachers' teaching and educational expertise. A teaching method is an effective way of organizing and guiding learning, a common way of procedure that unites a teacher's and a students' efforts. A teacher's creativeness and personal development level determine how these teaching methods are used and combined.

Cognitive theories suggest that learning occurs with the result of information formation developing with dominant priorities. According to this, learning is based on that a learner processes the information that he configured with his own cognitive process and this process shapes new learning. The advances in this direction are related to what they learn and how they learn, not how much they learn. The main metaphor expected to be argued is, perhaps, students are active learners rather than they are passive receivers. The Teaching and Learning International Survey noted that "in the classroom, teachers in all countries put greater emphasis on ensuring that learning is well structured than on student-oriented activities which give them more autonomy. Both of these teaching practices are emphasized over enhanced learning activities such as project work. This pattern is true in every country".

RESULTS AND DISCUSSIONS

In the recent local and international methodological literature the teaching methods and practices have been given special attention, but when it comes to their understanding, defining and naming, a complete agreement has not been achieved yet. First of all, there are different terms in literature that make it difficult to communicate, so within teaching methods, authors also discuss the terms such as methods in the class, methods of teaching and learning, organizational types of the teaching and learning processes.

The criteria and indicators of the readiness of the future teacher of technology and entrepreneurship for the development of moral consciousness in schoolchildren are:

- value-oriented (orientation to the moral and semantic essence of labor and its entrepreneurial version, its production in future pedagogical activity; the need to acquire moral knowledge; internal motivation of readiness for the purposeful development of the moral consciousness of schoolchildren);

- Information and competence (knowledge of the morally developing capabilities of the academic subject, the moral and semantic resources of information technologies, the methodological foundations of the pedagogically directed process of developing the moral consciousness of schoolchildren);

- Activity-competence (the ability to direct schoolchildren to search for the moral meaning of various types of activity; organize training for schoolchildren in the elements of entrepreneurial activity; prepare them for moral choice in problematic situations of work, including entrepreneurial).

With that in mind, here is a comprehensive listing of the technology skills that every educator should have. Because as computer and associated technologies continue to change and evolve, educators must continue to strive for excellence in their work. Today that includes continued time and effort to maintain and improve their technology skills (as much as some educators do not want to admit).

Here are 20 basic technology skills that all educators should now have:

Word Processing Skills

Spreadsheets Skills

Database Skills

Electronic Presentation Skills

Web Navigation Skills

Web Site Design Skills

E-Mail Management Skills

Digital Cameras

Computer Network Knowledge Applicable to your School System

File Management & Windows Explorer Skills

Downloading Software from the Web (Knowledge including eBooks)

Installing Computer Software onto a Computer System

WebCT or Blackboard Teaching Skills

Videoconferencing skills

Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)

Scanner Knowledge

Knowledge of PDAs

Deep Web Knowledge

Educational Copyright Knowledge

Computer Security Knowledge

In order to be a great teacher, you must display enthusiasm, leadership, commitment, and compassion. By exhibiting these key factors, you will appeal to the schools at which you are applying as someone who will work to better the lives of their students in a variety of ways. Helping others succeed is a central component to teaching, thus trust, knowledge, and commitment are invaluable traits. Teachers must also maintain current professional development standards by taking regular refresher courses and test.

Technical Skills

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DOI: **10.5958/2249-7137.2021.00892.2**

EXPRESSION OF THE ANALOGY RELATION AT THE SYNTACTIC LEVEL

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ABSTRACT

Syntaxes is a significant branch of linguistics which deals with relations between words and even sentences in general. The following article aims at exploring syntactic relations and the expression of analogy in particular. The study of syntactic relations has always occupied a significant place in the course of syntax. The concept of a syntactic connection is one of the basic, fundamental concepts of syntax. A syntactic connection is understood as "formal, line relations between the components of syntactic units, revealing semantic connections - syntactic relations - and expressed by means of language".

KEYWORDS: *Syntaxes, Attributive, Subordinate, Complex Sentence.*

INTRODUCTION

Most syntactic units are composed of several components. The components of syntactic units are in certain relations with each other, which are expressed by linguistic means - syntactic links.

The study of syntactic relations has always occupied a significant place in the course of syntax. The concept of a syntactic connection is one of the basic, fundamental concepts of syntax. A syntactic connection is understood as "formal, line relations between the components of syntactic units, revealing semantic connections - syntactic relations - and expressed by means of language".

In the modern syntactic system, two types of syntactic communication are distinguished: composition and submission. These types are opposed to each other on the basis of the presence / absence of relations between the determined and the determining, or the main and dependent components.

When subordinate, these relations exist, therefore the role of the component in creating a syntactic structure is different, and i.e. the components of a syntactic unit are multifunctional. The subordinate liaison organizes:

1. Phrase: sweet tea, tea with lemon.

2. Complex sentences: [The village (where Eugene was bored) was a lovely corner]. Traditionally, the types of subordinate communication are distinguished according to the ways of its morphological expression: coordination, management, adjoining.

It is customary to call agreement a subordinate relationship in which the main component requires that the dependent word be put in the same grammatical forms in which the main one appears. The agreement is grammatical: it is enough to know only the grammatical form of the main thing to name the form of the dependent, without knowing anything about its lexical content. The main component in agreement is always a noun, and the dependent is an adjective, ordinal, pronoun-adjective: sunny morning, something interesting, such a fate, third floor, an observed phenomenon. The agreement is complete (reproduction of the grammatical meanings of the gender, number and case of the subordinating word: frosty day) and incomplete: a woolen skirt and jacket - agreement in gender and case in the absence of agreement in the number; blue sunsets - agreement in number and case.

Management is usually defined as a type of subordinate relationship in which the main component of the combination requires a specific case from the dependent form without a preposition or with a preposition. The main word can be used in any of its inherent forms, and the choice of the form of the dependent is determined by the main word and those semantic relations that arise in the phrase. Control is observed when a noun (or any substantive word) is subordinated: to pass on to a friend, to leave a friend, to talk about a friend, to meet friends. Distinguish between strong weak management. With strong control, the presence of a dependent word form is predetermined by the properties of the subordinate word (a transitive verb requires a direct addition), while with weak control, the appearance of a dependent word form is not necessary: the beauty of the city, smile at a joke, and knock with a hammer.

A word combination is a non-predicative syntactic unit, the components of which are the forms of significant words, interconnected by a syntactic link. A sentence, on the contrary, is a predicative syntactic unit consisting of several forms of words interconnected by a syntactic link. A sentence is a grammatically formed combination of words that has semantic and intonational completeness and is a means of forming and formalizing thoughts.

Predictivity is the grammatical essence of a sentence, which consists of a complex of grammatical meanings correlated with the act of speech and always having a formal expression. Predictivity is thus a universal feature of sentences.

From a functional point of view, the concept of syntaxeme is distinguished - it is the minimum further indivisible semantic-syntactic unit of the Russian language, serving simultaneously as a carrier of elementary meaning and a constructive element of more complex constructions. For example, in the sentence winter everything turns white - we see a set of syntaxemes, that is, word forms that function in a given context.

Syntactic relations in a phrase are the relations between the main and dependent components of a phrase. The whole variety of syntactic relations can be reduced to the following main types:

Attributive, or attributive, relations are established in phrases if the dependent component indicates a feature, the quality of the subject and in most cases answers which questions? Whose?

The ability to ask a question is an additional way of defining syntactic relations, while the main way is to analyze the role of the dependent component.

Attributive relations arise during the semantic-grammatical interaction of nouns with:

- 1) Adjectives: beautiful girl, bear den, active participation;
- 2) Consistent pronouns: my book, some subject, each person;
- 3) Ordinal numbers: first year, sixth apartment;
- 4) Full participles: loving woman, written article, edited manuscript.
- 5) With prepositional and non-sentence forms of nouns: a letter from Voronezh, a habit from childhood, apple jam; hotel gates;
- 6) With adverbs: soft-boiled eggs, opposite house, barbecue in Caucasian style;
- 7) With an infinitive: the desire to learn, the need to rest.

Object relations arise in such phrases where the dependent component denotes the subject of the application of an action or a feature named by the main word, and answers questions of indirect cases, for example: reading a book, ready for an exam, inclined to be overweight. A dependent component can also denote an instrument of action, for example: eating with a spoon, sewing with a needle, knitting with bobbins. The main word in such phrases is usually expressed by verbs, participles and participles, adjectives, words of the category of state: gluing wallpaper, reading a book, accustomed to noise, glad to meet, everyone can. Less commonly, it is an adverb (across the machine) or nouns with the meaning of procedurality (treating a patient, reading a book, developing a disease, releasing products, and checking readiness). Such nouns, as a rule, can be replaced by verbs with the postfix -sya: the patient is being treated, the book is read, the products are released, the readiness is checked, etc. The position of the dependent word is usually occupied by a name, most often a noun, less often an infinitive: go to the mother, call him; asked (about what?) to repeat, serve lunch (serve lunch).

Subjective relationships are associated with a special type of verb sentences, as well as with passive phrases. Such phrases are based on the lexico-grammatical nature of passive verbs and passive participles. The dependent form of the noun in them (instrumental) denotes the producer of the action or the carrier of the state. For example: the arrival of guests, nice to friends, is being built by carpenters, read by me. In most cases, such phrases can be transformed into predicative units: guests have arrived, carpenters are building, I am reading.

By analogy with verbs, some substantive phrases with subject relations can be formed: release by a medical commission, discussion by the government. Subjective relationships are also characteristic of some phrases with a dependent word in the form of the genitive case, for example: the arrival of the father, the departure of the commander, the appearance of the car. In such cases, the relationship "action and actor or object" is also established.

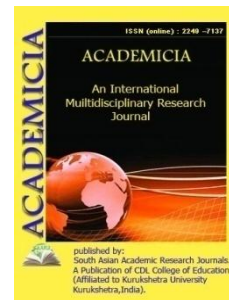
Circumstantial relations are inherent in verbal phrases, since various adverbial meanings always accompany certain actions and states and are based on the lexical meaning of procedurality. The contingent relationship is concretized as:

- Definitive-adverbial: run quickly, speak excitedly;
- Temporary: arrive in the evening, return in a year;
- Spatial: walking in the forest, being nearby, living in a hotel;
- Causal: making a mistake out of ignorance, saying by mistake;
- Target: fall on purpose, joke, and come on a date.

A complementary (replenishing) relationship is a relationship in which the main word is informatively insufficient and requires the necessary explanation (replenishment) with a dependent word form. The main word is usually expressed by a pronoun, numeral, informatively insufficient verb, for example: several people, many times, two friends, becoming sad.

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DOI: **10.5958/2249-7137.2021.00799.0**

MAIN DIRECTIONS OF CHANGES IN THE EDUCATION AND TRAINING SYSTEM IN UZBEKISTAN

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ABSTRACT

The article describes the emergence of university education in Uzbekistan, that university education was one of the greatest dreams of the modern Turkestan intelligentsia in the late 19th - early 20th centuries, the creation of the Turkestan Muslim people Dorilfun, headed by Munavvar Kori Abdurashidkhonov. in the old city of Tashkent. It is called the Asian University; dozens of scientific and cultural institutions, the Academy of Sciences and universities have been established on its territory. In the former Soviet Union, education and training policies did not take into account the specificities and traditions of indigenous peoples.

KEYWORDS: *Independence, Education, Upbringing, Independence, Intelligentsia, University, Jadid, Scientists, Madrasah, Intellectual Potential, National University, Scientific Research, International, Sovereignty, National Culture, Intellectual Workers, Cultural Development, Technology, Intellectual Potential, Social - Economic Development, Idea, Society, Professional Sciences, Specialist.*

INTRODUCTION

The next historical stage in the formation of intellectual potential in Uzbekistan, in particular, the development of the education and training system, coincided with the years of communist ideology. The negative processes that took place during this period created the current problematic situation in the personnel sector on the eve of independence.

It is well known that the ideological approach that prevailed in all spheres of society in the former Soviet era and based on classism also led to the politicization of the education system. As a result, "this system has produced thousands of dumb people, mostly small workers, not selfless, independent, conscientious, responsible, inquisitive and innovative" [1], - says the First President

I.A. Karimov. This, in turn, had a negative impact on the formation of the national intelligentsia. The prevailing beliefs of the period emphasized that intellectuals should play a supportive, servicing role in relation to the leading and defining classes in society. In other words, the existence of the intellectual class as a relatively independent social unit would only be possible if it could meet the needs and interests of the working class or peasantry. At the same time, from the cultural and educational point of view, his leadership role was taken into account.

This dual approach to the intelligentsia arose as a result of the class approach, on the one hand, and a realistic assessment of the contribution of this stratum to the spirituality and culture of the people, on the other. According to these approaches and assessments, intellectuals belong to the ranks of politically and socially unstable groups that often change their worldview, moral and spiritual convictions.

Undoubtedly, the core of the intellectual potential is made up of intellectuals and qualified intellectual workers. Its composition, number and position have constantly changed over the course of a long historical development. Attitudes and assessments of one's place and role in society have changed in different periods, and the state policy influenced the formation of intellectuals. At the same time, it is necessary to recognize the importance of higher education and the role of universities, which play a special role in the formation of the intellectual potential of the republic. Speaking about the emergence of university education in Uzbekistan, it is necessary to emphasize the merits of the Jadids. In the late 19th and early 20th centuries, university education was one of the greatest dreams of the modern intelligentsia of Turkestan. A modern university was essential to reunite a nation that was once at the center of the global arena, with its potential driven by decadence and slander over the past three or four centuries.

It is true that in the East, including in Turkestan, there was a madrasah education system that operated for a thousand years and supplied the world with dozens of scientists. For example, in the 18th century there were 70 madrasahs in Samarkand and Bukhara, and in the 19th century only in Tashkent there were 18. In 1894, there were 6445 madrassas in Turkestan, and by 1913 their number increased to 7665. In this sense, madrassas have served as their own for centuries. kind of a university. Moreover, it is known that European universities, which began to be created in countries such as Italy, Spain and France in the XII century, imitated Muslim madrasahs of the X-XI centuries. However, the reason for the idea of modern intellectuals about the need for a modern educational institution is that in recent centuries the secular sciences taught in madrassas have sharply decreased and have been replaced by religious sciences.

Progressive Jadid intellectuals recognized this need before anyone else in the region and raised it to the level of a national idea. This idea was promoted by Jadid intellectuals in their own publications such as Tarjimon (1883-1918), Oyna (1913-1915), and Turon (1913-1918).

It is known from history that the Jadid intelligentsia talked with local investors about financial support for the university, which was planned to open in Turkestan, and after some preparation, they began practical work in 1918. On April 9, 1918, an organizing committee of nine people was formed in the house of Munavvar Kori Abdurashidkhonov. The Board meets nine times a month. They develop everything from the organizational structure of the future university to the faculties and departments of the studied disciplines. At the general meeting of the organizing committee on May 3, 1918, Munavvar Kori Abdurashidkhonov was elected chairman, Isa Tukhtaboev was the first deputy, MukhtorBakir was the chief secretary, and

AbdusamigoriZiyoboev was treasurer. On May 12, 1918, in the old part of Tashkent, Turkestan Muslim folk medicine, headed by Munavvar Kori Abdurashidkhonov, opened its doors to students.

Dorilfun had three stages (lower, middle, upper) and also included the five-year-old dorilmuallimine. In a short time, a team of Dorilfunun teachers was formed. Among the teachers were about 20 representatives of various fields, including famous poets and writers. In Dorilfun, the famous scientist Fitrat taught the native language and literature, Munavvar Kori Abdurashidkhonov - ethics, AbubakrDivaev - ethnography, KamolShamsi - mathematics, Burkhan Habib - political history, Ismail Hakki - the history of culture [4].

The fate of Turkestan Muslim University did not turn out the way its founders hoped. In September 1918, he was added to the People's University. In 1920 it was transformed into Turkestan State University. Nevertheless, he played an important role in the education of the nation, in the cultural development of the country.

A historical fact should be noted here. The creation of the Turkestan State University in Tashkent was associated with the name of the Soviet government and its leader Vladimir Lenin. The date of origin of university education in Uzbekistan was September 7, 1920. Thanks to independence, as in other spheres, the historical truth about the emergence of university education in Uzbekistan was restored. By the decree of the President of the Republic of Uzbekistan dated January 28, 2000, in recognition of the merits of the Jadid intelligentsia, who gave their lives for the development of the Motherland and the nation, the restoration of historical truth, the founders of Tashkent State University were Jadid intellectuals.

Tashkent State University, originally known as Turkestan University, and then the University of Central Asia, is the first higher educational institution and research center not only in the country, but also in the region, its high potential in science and education, its important role in the formation of the education system and Research in Central Asia In accordance with the specified Presidential Decree, Tashkent State University was assigned the status of a National University and transformed into the National University of Uzbekistan named after MirzoUlugbek. Thus, another historical fact was restored.

In recent years, dozens of scientific and cultural institutions, the Academy of Sciences, and universities have been built on the territory of the university. Without exaggeration, the history of all scientific, educational, cultural, educational and printing institutions operating today, not only in our country, but throughout Central Asia, is connected with this university. In our country, this science has played a decisive role in the formation of a modern system of science and education, as well as in the training of highly educated personnel [5].

It was on the basis of the Tashkent State University that in 1933 the country's second university was opened in Samarkand, and in 1976 - the third in Nukus. He also trained many specialists for the national economy, research institutes and universities in the country. Thus, prior to independence, three universities in the country, namely Tashkent State University, SamSU and Karakalpak State University, were leaders in the higher education system. Tashkent State University also played an important role in staffing 37 research institutes and 45 research centers operating in Uzbekistan in the 1930s [6]. Over the years, 170 graduate students of local nationalities studied here. This, in turn, had a positive impact on the formation of local staff.

The national intellectual potential, even from the point of view of quality growth, could not fill the long-standing gap in the personnel sphere, fill the gap in the culture and spirituality of the people and fail to fulfill its function. continuity.

Thus, national intellectuals are increasingly moving away from their past and losing touch with their historical past and ethnic roots. Sovereignty, the originality of the national culture, no one could say a word, anyone who "retreated" from the so-called international Soviet culture was immediately branded a nationalist, organizational and repressive conclusions were drawn about him. Only cultural figures were encouraged who invariably demonstrate their devotion to the center [7].

The approach of the great statehood to the development of national potential, the psychology of administrative management and imperialism was preserved and even intensified at some stages of the period of stagnation. This led to the backwardness and decline in the quality of national cadres - intellectual workers.

Stagnation sought to turn this potential into an obedient servant, which would ensure the dominance of the party and state elite both in theory and in practice in economic relations, in the management and planning of the national economy, in public consciousness, thinking and worldview, and in the distribution of material and spiritual good.

Every effort was made to support these ideological aspirations, to turn the intellectual potential into a tool, to one degree or another, for the formation of stereotypes among workers and to preserve the right to control the spiritual state of the people. At the same time, in order to raise the spiritual prestige of this potential, for example, ideas about the nationality and character of the intelligentsia were constantly formed through the media and educational media. To reinforce and support this idea, special quotas were established for the admission of students to universities, which would allow them to manage the class composition of students.

On the eve of gaining independence, the possibilities of the republic's intellectual potential to meet and satisfy the needs of the most promising sectors of the economy and social sphere were extremely limited. This can be observed in the case of engineering and technical personnel. That is, during this period it became clear that technical specialties do not enjoy such authority in the public opinion of the local population.

This is confirmed by the fact that on the eve of independence and in the first years of its existence, Uzbeks accounted for 37.8% of engineers and only 17.8% of designers [8]. In general, there were only nine engineers with higher education per 1000 people in the country, while engineers with higher engineering education accounted for 24% of all specialists [9].

At the same time, differences in the education and training system are visible from a regional point of view. The creation of redundant educational institutions in some regions of the country, especially higher educational institutions, without taking into account the interests of other regions in this regard, influenced the future socio-economic development of these regions. In particular, in the 1975-1976 academic year, there were 42 higher educational institutions in the country, in which 246.6 thousand students studied, of which 19 were in Tashkent, and 134.2 thousand students were there. In percentage terms, these indicators are 45 and 54 percent, respectively [10].

During this period, a characteristic feature of the development of the industry in our region was the slow pace of renewal of scientific personnel and their low level of qualifications. For example, according to statistics, by the end of the 1980s, the share of doctors of sciences in higher education in Uzbekistan was 2.6%, and in the system of the Academy of Sciences - 7.3%. By age, the proportion of doctors of sciences under the age of 50 was only 14% of the total [11]. It should be noted that the turnover of scientific personnel is also low. In particular, only 9% of graduate students studying in the system of the Academy of Sciences annually, and 14% in the system of the Ministry of Higher Education completed the defense of dissertations [12]. Technical support of labor in the Academy of Sciences of the Republic of Uzbekistan amounted to 18.8 thousand soums, and in prestigious research universities in the United States - 80-100 thousand dollars [13].

Analysis of the state and development of certain groups of intellectual potential showed that in the national environment there is a certain caution in the approach and choice of these professions, as well as insufficient understanding of the essence of intellectual work.

Therefore, in general, one can observe serious disparities and distortions in the distribution and use of the intellectual potential of personnel: there was not enough personnel for some professions and specialties, for others there were more of them than needed. Naturally, the emergence of such a situation in the republic is due to the fact that the real needs of the national economy do not correspond to the rigid system of planning higher education. For example, if in 1990 25 percent of university graduates worked in industry and construction, 13 percent in agriculture and about 50 percent in education [14].

Sociological surveys of young specialists in the late 80s show that only 10% of them were involved in the development of new technologies, the introduction of scientific achievements into production in the course of their practice. A 1992 study showed that 56% of the interviewed specialists experienced difficulties in finding a job, and 48% of them were dissatisfied with the level of training received at the universities of the republic [15].

The low level of intellectual abilities was explained not only by errors in the planning and management system, but also by the cost of training on the part of the state. This can be seen when comparing expenditures on education in the republic and the former USSR with expenditures in foreign countries. The cost per student in the United States was 5.4 times higher than in the former USSR, 4.6 times higher in Japan and 5.8 times higher in the UK. According to other estimates, in the United States, on average, from 7,000 to 23,000 dollars were spent on teaching young people in agronomy, engineering and medicine, while in our country, before independence, the state budget allocated 5-15 times less [16]. ... If in 1975 the annual cost per student in the republic was 820 rubles, then in 1989 - 1376 rubles. [17].

Similar differences were observed in the indicators of educational and technical provision of students in educational institutions. In the country's universities, the average cost of equipment per student was 2500 soums, in pedagogical universities - 800 soums, while in the United States this figure reached 10,000 dollars [18]. In terms of the level of modern equipment, Uzbekistan also lagged behind other regions of the USSR. Tashkent State University, one of the leading universities not only in the country but also in Central Asia, has 180-200 students in front of a computer desk and 300-400 students at Nukus University, compared with 20-25 students at the former university. Soviet Union.

Naturally, all this, to one degree or another, affected the quality of personnel. This problem has always been one of the most difficult and acute, since the growth of intellectual potential at the expense of highly skilled and unskilled workers aggravated the contradictions in the socio-economic development of the republic. Tests to determine the level of theoretical knowledge and practical skills of students at the end of "stagnation" and the beginning of "reconstruction" showed that there are gaps in the assimilation of materials by students in their areas. For example, according to a survey and written research conducted by six groups of the Tashkent Institute of Highways, 63% of the students surveyed were unable to solve algebra problems and 58% were unable to solve problems in school arithmetic. Similar control tasks were given to senior students of the TashPI named after Beruni. As a result, 90 percent of the final year students of the Faculty of Power Engineering were unable to solve school arithmetic problems. Every second student of the faculties of radio electronics and automation, mechanics and mechanical engineering did not cope with the control tasks in physics at school.

In general, the situation in the post-Soviet space did not go unnoticed in the choice of intellectual types and directions of work by the local population. The Uzbek people, despite their efforts to increase the level of intellectualization of their workforce, have not been able to balance the region's potential in the context of centralized management and employment planning.

In other words, over a long historical period, a stereotype has formed in the national consciousness that indigenous peoples are unable to assimilate modern forms of intellectual labor. Such distortions are deliberately and artificially rooted in the public consciousness. This is, on the one hand, to prove the unpreparedness and immaturity of the nation for the transition to higher forms of organization of its socio-economic life, and on the other hand, to show the prestige and status of "older brother". and the "little ones" in need of generosity were made for the purpose of persuasion.

In a word, in the policy of education and training in the post-Soviet space, approaches to the national republics did not take into account the specifics and traditions of indigenous peoples, proceeding only from the interests of the center.

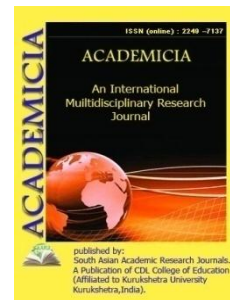
In terms of education, the policy of the Soviet government to keep the national intellectual potential under constant control led to the politicization of the education system, the persecution of many intellectuals defending national interests, and, ultimately, to the monopoly of communist ideology.

Thus, studies show that the development of intellectual potential in any case ensures the completion of the process of the formation of a nation, its maturity and civilization, and at the same time the restoration of social unity. This proves that during the transition period, in the context of the multi-ethnic composition of the population and the predominance of the national factor in the intellectual potential, these processes can proceed along with contradictions and acute conflicts. At the same time, it was found that only through the formation of new qualitative characteristics and characteristics of the national intellectual potential can the mobilization of the entire nation, the level of activity, and its integration into the world economy and culture be increased.

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DOI: **10.5958/2249-7137.2021.00800.4**

IDEAS THAT LED TO THE EMERGENCE OF SOCIOLINGUISTICS AND INTERPRETATION OF THE STUDY

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ABSTRACT

This article is devoted to the emergence of ideas that led to the emergence of sociolinguistics, the importance of theories in them. In the first half of the twentieth century, such ideas arose that without them it is difficult to imagine modern sociolinguistics. Changes and updates in society are primarily reflected in the vocabulary of the language. In most of linguistics, the study of language as a systemic structural phenomenon has long dominated its interpretation as a largely orphaned structure. But over time, the approach to language has changed.

KEYWORDS: *Sociolinguistics, Slang, National Language, Dialect, Social Differentiation, Society, Social Context.*

INTRODUCTION

In the first half of the twentieth century, such ideas arose, without which it is difficult to imagine modern sociolinguistics: 1) the idea of social differentiation arising from the social status of the bearer of a particular national language in society. (I. A. Baudouin de Courtenay, E. D. Polivanov, L. P. Yakubinsky, V. M. Zhirmunsky, B. A. Larin, A. M. Selishchev, G. O. Vinokur, B. Gavranek, A. Mathesius); 2) the idea that all means of language are distributed in the process of communication, and the division of communication into processes is provided based on social conditions (S. Bally); 3) the idea of using methods of studying rural dialects in the study of the urban language (B.A. Larin); 4) the idea that the rate of evolution of a language depends on the rate of development of society and that changes in society lead to changes in the language. (E.D. Polivanov)[1];

Since the famous Russian scientist Polivanov expresses this idea, we see how close it is to reality. In particular, the linguist N. Makhmudov will also pass. "Changes and innovations in society are primarily reflected in the vocabulary of the language. For example, before independence, the word "rich" had a negative connotation. In the old dictionary, this is described as "the wealth obtained with the help of human power, the world was acquired by (man)." In nowadays ... in the full sense of the word ... he began to name what the world acquired through the hadith of his entrepreneurship [2]; 5) the idea of division into social dialects with territorial division into dialects (E.D Polivanov [3]); 6) the study of slang, argo and other spheres of manifestation of social language for understanding the system of the national language (B. A. Larin, V. M. Zhirmunsky, D. S. Likhachev, etc.).

By the second half of the twentieth century, the American descriptive school played an important role in translating theoretical ideas into reality. The uniqueness of American life has led to differences in speech. The structural structure of the language has undergone significant changes as a result of the migration to this state of people of different nationalities from all over the world and their interaction with each other and with local Indians. Scientists from the United States who studied these changes W. Labov, A. D. Grimshaw, G. Curry. As a result of Roger's continuous scientific work, this area has received full theoretical and practical confirmation.

One of the founders of modern sociolinguistics, American researcher William Labov, evaluates science as a field that studies "language in a social context." If we pay attention to this definition, we will see that sociologists pay attention to the language itself, to its internal structure and to the extent to which people who make up a particular society use this language. It takes into account all the factors influencing the language - from the specific characteristics of the speaker (age, gender, level of education and culture, type of profession, etc.) to the characteristics of a specific speech process.

At a scientific conference at the University of Pennsylvania on January 23, 1997, William Labov gave a lecture in which he described science as follows. "Sociolinguistics is a field of research based on new methods currently recognized in America, that is, on numbering (statistics) taking into account phonetic, morphological and lexical changes in words" [5])

For example, in 1966, W. Labov's research aimed at identifying differences in the language of white and black children. The term "ebony" is introduced (the language of all blacks, regardless of where they live). The African American dialect differed from other dialects of the English language in its lexical richness and grammatical structure.

In most of linguistics, the study of language as a systemic structural phenomenon has long dominated its interpretation as a largely orphaned structure. As experts rightly point out, "in the main directions of structural linguistics, the main attention is paid to the immanent (internal) features of the language system, the connection of this system with a person, society, thinking and other extralinguistic factors is completely ignored" [6];

Sociolinguistics, on the other hand, focuses on the laws of the use of language, that is, on the manifestations of speech. Therefore, researchers note the importance of creating a theory of the use of language as the main task of sociolinguistics, the formation of a general theory of the role of language in public life, the development of speech ethics, the rules of speech discipline [7];

If we talk about the role of sociolinguistics in linguistics, we see that it is closely related to all areas. In particular, functional styles of speech are forms associated with the use of language in society, its adaptation to various social spheres, social functions, so that all the flavor and rich lifestyle of the language manifests itself directly. This means that without sociolinguistics, it is impossible to develop laws for functional styles of speech. From this point of view, there are many points of intersection of sociolinguistics and stylistics, considering many other - many methodological - connotative features.

So, if we talk about the internal factor, then it includes: "community language + language tradition + language competence + speech practice (synchronous) + values + the initial state of the language + practical appearance of the language (speech)" [8];

It should be noted that the language undergoes changes as a result of a combination of external and internal factors. It is with this pure language that its appearance in various fields is used in different terms. For example, origin is defined as L1, function or L2. The language of representatives of a social group is slang, argo, barbaric words...

Thus, the sociological approach to language has the following characteristics:

- determines the degree of use of the speaker;
- takes the internal structure of the language;
- does not conduct special studies of the structural structure of the language, which is the object of generative linguistics;
- studies external factors affecting the language;
- classifies speech manifestations caused by external factors;
- studies the problems of bilingualism - diglossia, bilingualism and multilingualism;
- studies the origin and development of slang, slang in the language;

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DOI: **10.5958/2249-7137.2021.00801.6**

IMPORTANCE OF USING ADVANCED PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF TEACHING SPECIAL SUBJECTS IN THE TECHNICAL SCIENCES

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ABSTRACT

The article discusses the importance of a technological approach in teaching special subjects in the field of technical sciences based on advanced pedagogical technologies. Also analyzed the difference between pedagogical technologies and advanced pedagogical technologies. The use of test items in the classroom provides a good opportunity for the teacher to assess students quickly and fairly. Without looking at some of the shortcomings, today in pedagogy there is no better method than testing for a really quick assessment of students' knowledge.

KEYWORDS: *Pedagogical Technologies, Advanced Pedagogical Technologies, Educational Process, Teaching Special Subjects, Personnel Training.*

INTRODUCTION

The educational system of the Republic of Uzbekistan is gradually being reformed on a large scale based on the national training program. This, in turn, requires teachers, in order to increase the efficiency of the educational process, by analyzing foreign experience, to select and use advanced pedagogical technologies when teaching special subjects.

Pedagogical technology – is an educational process or project of "building" a lesson, the art of teaching, which should determine the general didactic goals of the subject and focus on its implementation, and it is recommended to divide it into two directions. - new and advanced pedagogical technologies.

Requirements for new pedagogical technologies:

1. Determination of the direction of interests of students;
2. Separation of the most basic teaching materials;

3. Clearly define the objectives of the training materials and organize them;
4. Determination of the scientific and technical orientation of production processes;
5. Motivation for learning;
6. Providing interdisciplinary communication of the educational process;
7. Programmatic teaching of educational material;
8. Control of students' knowledge using of a multilevel system.

Advanced pedagogical technology – is the effective use of teaching methods and forms to increase the activity of students in the process of teaching the basics of educational goals. This is a reasonable and effective use of the achievements of didactics today, the best practices of proactive, creative teachers, namely:

1. Realization of the educational goal through conversation, communication, cooperation;
2. Reproductive thinking;
3. Productive thinking;
4. Research - creative thinking, scientific cyclical scheme of research (object - model - hypothesis - experiment);
5. Non-standard activities: seminars, discussions, independent work on a textbook, organizing business games.

In both cases, a clear definition of learning goals, the revitalization of students' activities, a creative approach to the choice of methods and forms, is typical for each lesson. The lesson does not stay “in shape”, but its methods change throughout the lesson depending on the purpose, content and size of the lesson.

As a result, it is necessary to turn the teaching of special subjects in the field of technical sciences into a technological process in which the results were guaranteed, and thus the teacher was able to achieve high efficiency through the design of the educational process and the mastery of teaching, characterized by three different approaches.

1. Demonstration explanation of special subjects, that is, the translation of educational material to the student.
2. Construction of the educational process of teaching using pedagogical technologies, that is, a systematic approach to teaching materials. In this case, on the basis of the relationship "teacher => student => teacher" to assess whether he has fully mastered knowledge and skills.
3. Creative research thinking, that is, the creation of educational tasks that motivates students to research, problem solving. This approach includes interdisciplinary communication, integration of hypotheses and their testing in practice, collection and comparison of results, modeling.

On the basis of advanced pedagogical technology, the educational process is recommended to be structured as follows: Learning content and general didactic goal => lessons goal => organization of the educational process based on advanced pedagogical technologies => assessment. The

assessment determines the effectiveness of the training and the degree to which the set learning objectives are achieved.

The structure of pedagogical technology is as follows:

- a) Development of the goals and objectives of the subject;
- b) Creating tasks based on the above requirements in accordance with the learning objectives;
- c) Ways to achieve learning goals;
- g) Assessment of student progress.

Considering that the educational process is assessed through current control, then in the selected technologies of the teacher, it is possible to track certain degrees of the lesson, in which the goals of learning and the tasks developed on its basis are tracked. In developing the goals and objectives of the subject, you can specify the following:

- Concepts formulated by the student;
- Knowledge that students need to get;
- Ability to apply knowledge in specific situations.

It is clear that when setting a learning goal, what needs to be understood, what needs to be learned and what can be applied to specific situations? When setting a learning goal, the development of students' intellectual, emotional and personal abilities and other characteristics are taken into account.

In pedagogical technology, the goal of learning can be likened to a tree, i.e. If the tree exists, its core is the learning goal; the branches are the branches of science, and the leaves are the special goals of each of them. The realization of the learning goal refers to the teacher's activities (teach, teach, explain, narrate, demonstrate experience, etc.).

The result of the training is the implementation of the educational task: what has the student mastered or could not master what he did not know before, in other words, what did he need to know? It is a determining factor in qualities such as how much he has mastered and how much he has learned.

Teaching by systematizing knowledge in the learning process is an important method of the new pedagogical technology, which is a necessary condition for the depth and strength of knowledge. The use of systematization not only organizes the previously formed reserve knowledge about the educational material that the student should know, but also serves as a source of new knowledge.

The advantage of advanced pedagogical technologies is that they teach students to learn on their own, foster passion, a desire for success. In the process of teaching special subjects in the field of technical sciences, as in others, control and evaluation works play an important role in teaching, since they help determine the levels of achievement of the set goal and objectives. Depending on the complexity of the studied part of science in advanced pedagogical technologies, it is advisable to use such types of control as written work, oral interview, control and practical tasks and others.

A multilevel system for monitoring the student's knowledge of educational goals and objectives, as well as the criteria for assessing it, are an important component of pedagogical technology.

Since the multi-level system itself is a feature of pedagogical technology, it allows all students of the entire group to conduct a comprehensive assessment in a short time based on carefully studied teaching materials.

In addition to the above, do not forget about the tests. Since the test items have a special role, given the purpose and characteristics of control. The use of test items in the classroom provides a good opportunity for the teacher to assess students quickly and fairly. Without looking at some of the shortcomings, today in pedagogy there is no better method than testing for a really quick assessment of students' knowledge. The main requirement for test tasks is that tasks that meet the goals of the studied educational material should be reflected in the test tasks. This takes into account the goals, objectives of training, the volume and content of the training material.

In conclusion, we can say that in the process of teaching special disciplines in technical sciences, it can be highly effective if the educational process is organized on the basis of the correct pedagogical technologies and the methods of assessment are correctly selected.

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DOI: **10.5958/2249-7137.2021.00802.8**

CLINICAL SIGNIFICANCE OF ATRIOVENTRICULAR CONDUCTION DISORDERS IN CHILDREN

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ABSTRACT

Violation of atrioventricular conduction is a pathological condition characterized by changes in the frequency, regularity of the heart rhythm, with impaired communication and sequence between the activation of the atria and ventricles, which is benign or with pronounced changes in hemodynamics. Heart rhythm and conduction disorders in children are currently one of the most socially significant problems. So, according to statistics, a systole in patients with bradyarrhythmias is the cause of unexpected circulatory arrest in 15-20% of cases, and in patients with acquired high-grade autoventricular block, it is one of the main causes of death.

KEYWORDS: *Cardiac Arrhythmias, Cardiac Conduction Disturbances, Atrioventricular Block, Children, Cardiomyopathy, Myocarditis, Electrocardiography, Echocardiography.*

INTRODDUCTION

Atrioventricular block or atrioventricular block denotes a violation of the conduction of excitation from the atria to the ventricles. Depending on the degree of damage to the atrioventricular junction, incomplete and complete atrioventricular blocks are distinguished [1,2, 7, 10].

Cardiac arrhythmias occur in children of all ages. Often the causes of rhythm and conduction disturbances are not only cardiac (myocarditis, cardiomyopathies, pericarditis, primary pathology of the cardiac conduction system), but also extracardiac (diseases of the kidneys, endocrine system organs, impaired autonomic regulation of the heart rate, psychopathy), including electrolyte disturbances, exposure to physical and climatic factors [2, 6, 7, 9].

The largest number of cardiovascular diseases are polygenic. Monogenic diseases associated with heart damage include a number of syndromes and diseases accompanied by malignant

cardiac arrhythmias and a high risk of sudden cardiac death. The cause of hereditary heart rhythm disturbances is considered to be anomalies of the following main classes of proteins: contractile and cytoskeletal; ion channels and intercellular contacts; transmembrane carriers, as well as their modulators [3, 5, 10, 12].

Various etiological factors, such as ischemic heart disease, myocarditis and cardiomyopathies, the use of drugs, endocrine or electrolyte disturbances, surgical and endovascular interventions, lead to the occurrence of cardiac conduction disorders. Often, conduction disturbances arise "primarily", in the absence of obvious etiological factors, and in some cases are congenital[3, 4,8, 15].

The most common congenital conduction disorders include grade I atrioventricular block, complete and incomplete right bundle branch block, and blockade of the anterior and posterior branches of the left bundle branch (cases of congenital left bundle branch block have not been described). In most cases, conduction disturbances are isolated, do not have clinical manifestations and are detected when an electrocardiogram is recorded during routine medical examinations. These forms of conduction disorders are characterized by a favorable prognosis; they usually do not progress and do not require treatment [13, 21].

Violation of atrioventricular conduction can be permanent or transient. In some cases, manifestations of the disease can be detected already at the stages of intrauterine development with auscultation of fetal heart sounds or planned ultrasound examination, as a rule, starting from the 18th week of pregnancy [17, 18, 24].

The most common cause, accounting for 60-90% of cases of congenital complete AV block, is intrauterine systemic lupus erythematosus, which occurs with autoimmune diseases of the mother. Penetrating through the placenta, these antibodies bind to the antigens of the cells of the atrioventricular node of the fetus, disrupting the functioning of their ion channels, activate apoptosis and potentiate the development of the inflammatory process, followed by the replacement of dead cells with connective tissue[3, 13,15, 26].

In addition to the violation of atrioventricular and intraventricular conduction in carriers of these mutations, sinus node dysfunction, sinoatrial blockade of various degrees and the syndrome of "silent" atrium (atrial standstill - complete absence of electrical activity and, accordingly, contractions of the atrial myocardium) are described. In rare cases, congenital sinus node dysfunction is the only clinical manifestation of the disease; atrioventricular and intraventricular conduction disorders may be completely absent or occur later [15, 18, 23, 25].

Violation of conductivity at various levels of localization and severity is often found in congenital structural heart disease. They can be caused both by a primary disorder in the development of the cardiac conduction system, and be the result of morphological and hemodynamic changes accompanying the congenital defect. Transcription factors are genes expressed in the early stages of embryogenesis, whose protein products determine the direction of further cell proliferation and differentiation. Mutations in these genes can disrupt the formation of entire organs and its individual components. It has been established that the proliferation and correct differentiation of cells of the cardiac conduction system are regulated by genes belonging to the Homeodomain and T-box families [2, 16, 20].

Progressive cardiac conduction disorders are characteristic of a number of neuromuscular diseases, being the main cause of sudden death and one of the leading causes of overall mortality in these patients[3, 11,19, 22].

With a number of hereditary diseases (the so-called laminopathies), in which heart damage is manifested by dilated cardiomyopathy, ventricular and arrhythmias and progressive conduction disorders, which can occur before the development of violations of myocardial contractility and the appearance of arrhythmias. A morphological study of patients who died sudden death at a young age revealed replacement of the atrioventricular node and the His – Purkinje system with adipose and connective tissues [13, 15, 24, 27].

Conduction disorders (high-grade atrioventricular block and intraventricular conduction disorders) are found in myotonic dystrophy. This disease with an autosomal dominant type of inheritance is characterized by damage to the muscular system (muscle weakness is caused by impaired relaxation of muscle fibers with their intact contractility), eyes (development and rapid progression of cataracts) and the heart (progression of heart failure, cardiac conduction disorders, fascicular ventricular tachycardia, sudden death). A pathomorphological examination of the hearts of patients with myotonic dystrophy who died suddenly showed that the sinoatrial and atrioventricular nodes were replaced by fibrous and adipose tissues [5, 10, 15, 23].

Since congenital atrioventricular block may be caused by genetic disorders, in the absence of a diagnosed systemic disease in the patient's mother, it is advisable to examine close relatives of the patient for the timely detection of possible conduction disturbances in them, even in the absence of clinical manifestations characteristic of the disease [8, 14, 17].

It is impossible to understand the electrophysiological processes occurring in the heart without understanding the anatomical and physiological characteristics of the conducting system[3, 5, 10].

Literature data indicate that the presence of focal myocardial fibrosis is a prerequisite for the occurrence of ventricular arrhythmias. At the same time, the activation of autoimmune mechanisms can serve as an additional triggering factor that activates the arrhythmogenic zone. Left bundle branch block is an electrocardiographic phenomenon caused by disturbance or complete cessation of the conduction of excitation along the left bundle branch[1, 9,16, 22].

A fairly large number of neuromuscular diseases, most often myodystrophies, and mitochondrial diseases (cytopathies) are accompanied by damage to the cardiovascular system, the most characteristic of which are dilated cardiomyopathy, myocardial hypertrophy, various forms of ventricular and supraventricular arrhythmias, as well as progressive conduction disorders [17, 25].

The term "progressive lesion of the cardiac conduction system" unites a group of diseases that have significant etiological and pathogenetic differences, common to which are hereditary character, progressive course, poor prognosis and potential threat to the patient's life in the absence of timely implantation[5,11, 14].

In most cases, the blockade is due to the replacement of the atrioventricular node with fibrous tissue or impaired conduction of the impulse from the atrial myocardium to the atrioventricular node [12, 22].

The most typical development is dilated cardiomyopathy with the occurrence of life-threatening ventricular arrhythmias, less often there is a progressive lesion of various parts of the cardiac conduction system, which is manifested by sinus bradycardia, atrioventricular blockade of various degrees, as well as blockade of the legs and branches of the His bundle [13, 25].

Violation of the formation and conduction of excitation impulses from the atria to the ventricles of the heart leads to significant changes in hemodynamics. The most significant changes are due to complete atrioventricular block. As a result, such compensatory mechanisms are activated as: lengthening diastole, increasing filling of the ventricles, increasing the rate of circular filling of myofibrils. Remember that arrhythmias can cause the appearance of symptoms of heart failure, the constant existence of heart rhythm pathology can aggravate its course [5, 7].

The degree of conduction disturbances determines the severity of the course and the prognosis of patients. The most characteristic is transient or permanent complete atrioventricular block with periods of prolonged asystole and syncope, which is the most common cause of death in patients. A progressive course of generalized lesion of the vascular system has been described, which begins with a distal bundle branch block, then spreading to the atrioventricular and sinus nodes, which leads to the development of complete atrioventricular block and the onset of sick sinus syndrome [9, 11].

It has now been proven that in children, atrioventricular blockade can persist for a long time, progress, having a negative effect on hemodynamics, leading to a delay in the pace of physical, psychomotor and intellectual development of the child, and significantly reduce the quality of life indicators. [18, 23].

The clinical manifestations of congenital complete atrioventricular blockade and the prognosis in patients are determined by the level of blockade, which, in turn, determines the localization of the substitute pacemaker and, accordingly, the frequency of its automatic activity. If the driver of the replacement rhythm is localized in the atrioventricular junction (below the conduction block) or in the proximal parts of the His – Purkinje system (common trunk of the His bundle) and QRS complexes have normal morphology, clinical manifestations of the disease are often absent. The prognosis in such patients is significantly better than in patients with acquired complete atrioventricular block [19, 20].

Patients with grade II atrioventricular block may be asymptomatic and prone to the development of conditions such as dizziness and fainting, which are more common in patients with grade III atrioventricular block. Complete atrioventricular block can be congenital, acquired, or hereditary. The most common causes of acquired grade III atrioventricular block are cardiac surgery and viral infection. Children with complete atrioventricular block, regardless of the genesis of the block, are threatened by the development of syncope and, consequently, by the development of sudden cardiac death due to life-threatening brady- and tachyarrhythmias, leading to the development of inadequate cardiac output and impaired cerebral circulation [9, 11].

The change in atrioventricular conduction may be in direct proportion to the rhythmic activity of the main pacemaker. The appearance of atrioventricular block of the 1st degree against the background of bradycardia may be associated with an increase in the parasympathetic division of the autonomic nervous system and clinically may manifest as vegetative-vascular dystonia of the vagotonic type. Tachy-dependent atrioventricular blockade of the 1st degree, which occurs with an increase in the heart rate, is obviously associated with a blockade of conduction along the fast

(β) channel of the atrioventricular node. This blockage may persist in the tilt position of the patient, but may resolve after subcutaneous administration of atropine. Such a response gives reason to believe that with tachydependent atrioventricular blockade of the 1st degree, the nature of the influence of autonomic regulation of atrioventricular conduction is not the main one. The reasons for the development of I degree atrioventricular block are idiopathic degenerative diseases of the conducting system (Lev's disease, Lenegra's disease); systemic lesions of the connective tissue (juvenile rheumatoid arthritis, systemic lupus erythematosus, systemic scleroderma, etc.); infectious diseases (infective endocarditis, diphtheria, acute rheumatic fever, Lyme disease, tuberculosis, etc.); infiltrative diseases (amyloidosis, sarcoidosis, etc.). Grade I atrioventricular block can also occur after undergoing cardiac surgery or as a result of catheterization of the right heart. Atrioventricular block II degree is observed in children after heart surgery; sometimes atrioventricular block of both I and II degrees can be a consequence of congenital heart disease. It should be borne in mind that atrioventricular blockade of the I degree, II degree of the 2nd type and variants of high degree blockade often transform into a complete atrioventricular block and occur in children with severe cardiac pathology [5, 18].

Diagnosis of the disease is based on the detection of complete atrioventricular blockade during ECG recording and can present a certain difficulty with a sufficiently high frequency of the replacement rhythm and normal QRS morphology (with the localization of the source of automatism in the atrioventricular node). Since conduction disturbances can be transient, long-term ECG recording using stationary monitoring stations, Holter monitors, and in some cases implantable recorders plays an important role. Currently, there are no clinical guidelines for molecular genetic studies in patients with congenital complete atrioventricular block due to the relative rarity of detecting mutations in patients of this category [8, 20].

Conduction disturbances are usually localized distally at the level of the His-Purkinje system. When monitoring the ECG of patients in dynamics, it is characteristic to detect a gradual increase in the duration of the PQ and QRS intervals [15, 27].

The use of continuous cardiac stimulation systems in patients with complete atrioventricular block can reduce the manifestations of heart failure and improve the quality of life [14, 26].

The lack of diagnostics of the nature of the lesion of the myocardial conduction system in infectious cardiomyopathy in children in the form of rhythm disturbances, myocardial conduction, repolarization of the ventricles of the heart leads to inadequate and untimely treatment, and as a consequence - the development of chronic forms of the disease, an increase in morbidity and mortality in older age groups [20, 25].

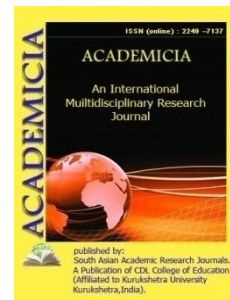
CONCLUSION

Thus, as can be seen from the presented literature data, the problems of rhythm and conduction disturbances in pediatric practice are very relevant and the study of the peculiarities of the course of rhythm and conduction disturbances in children is a poorly studied problem. Under these conditions, to develop prognostic criteria for the course of rhythm and conduction disturbances in children, research aimed at solving this problem is needed.

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DOI: **10.5958/2249-7137.2021.00803.X**

EFFECTIVE STRATEGIES AND TECHNIQUES OF TEACHING ENGLISH VOCABULARY

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ABSTRACT

This article dedicates effective strategies and tactics implemented in learning vocabulary of Modern English. This is because vocabulary is an important and essential element in language learning. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

KEYWORDS: Vocabulary, Strategies, Denote, Introduce, Identify, Memory, Understand, Dictionary.

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

(D. Wilkins)

INTRODUCTION

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. Before they master the four skills they have to know some vocabularies to support them in learning English. Students only think of vocabulary learning as knowing the primary meaning of new words from the teacher or check the meaning from dictionary. Up till now, there has not been only one but a wide variety of definitions of vocabulary. In order to find the best and most easy-to-understand definition is such an unfeasible task. Each linguist or scholar, in his specialized field, with his own set of criteria has found out for his own way to define vocabulary. However, in the most popular way, Cambridge Advanced Learner's Dictionary Online has applied a meaning for vocabulary as "all the words which exist in a particular language or subject." This definition covers vocabulary's meaning on the whole. Nevertheless, it does not show vocabulary in a deep understanding. More

precisely, Longman Dictionary of Contemporary English presents six meanings of the word “Vocabulary” as follow:

1. All the words that someone knows, learns or uses.
2. The words that are typically used when talking about a particular subject.
3. All the words in a particular language.
4. The word failure/ compromises, etc. is not in somebody’s vocabulary used to say that someone never thinks of accepting failures, etc.
5. A list of words with explanations of their meaning in a book for learning foreign languages.
6. A list of the codes or terms used in a computer system.

The analysis of the words within the foreign language allows us to distinguish the following groups of words: concrete, abstract and structural.

Words denoting concrete things, actions and qualities are easier to learn than words denoting abstract notions. Structural words are the most difficult for Russian-speaking learners. The teacher should bear this in mind when preparing for the vocabulary work during the lesson.

Introduce words in sentence patterns in different situations of intercourse.

Present the word as an element, i.e. in a sentence pattern first. Then fix it in the pupils’ memory through different exercises in sentence patterns and phrase patterns. In teaching pupils vocabulary to the ear and the organs of speech should take an active part in the assimilation of words. Learners should have ample practice in hearing words and pronouncing them not only as isolated units but in various sentences in which they occur.

While introducing a word pronounces it yourself in content, ask learners to pronounce it both individually and in unison in a context, too.

In teaching words it is necessary to establish a memory bond between a new word and those already covered.

Perhaps the most important factor in a successful vocabulary-building program is motivation. It will be very difficult for you to study words month after month without a strong feeling that it is worth doing, that a larger vocabulary will help on the job, and that it can well lead to a more exciting and fulfilling life.

We identify four basic steps to a better vocabulary:

1. Be Aware of Words
2. Read
3. Study and Review Regularly

While there are not any magic shortcuts to learning words, the larger your vocabulary becomes, the easier it will be to connect a new word with words you already know, and thus remember its meaning.

1. Be Aware of Words

Many people are surprised when they are told they have small vocabularies. "But I read all the time!" they protest. This shows that reading alone may not be enough to make you learn new words. When we read a novel, for instance, there is usually a strong urge to get on with the story and skip over unfamiliar or perhaps vaguely known words. But while it is obvious when a word is totally unknown to you, you have to be especially aware of words that seem familiar to you but whose precise meanings you may not really know. Instead of avoiding these words, you will need to take a closer look at them. First, try to guess at a word's meaning from its context - that is, the sense of the passage in which it appears; second, if you have a dictionary on hand, look up the word's meaning immediately. This may slow down your reading somewhat, but your improved understanding of each new word will eventually speed your learning of other words, making reading easier. Make a daily practice of noting words of interest to you for further study whenever you are reading, listening to the radio, talking to friends, or watching television.

2. Read

When you have become more aware of words, reading is the next important step to increasing your knowledge of words, because that is how you will find most of the words you should be learning. It is also the best way to check on words you have already learned. When you come across a word you have recently studied, and you understand it, that proves you have learned its meaning. What should you read? Whatever interests you - whatever make you want to read. If you like sports, read the sports page of the newspapers; read magazines like Sports Illustrated; read books about your favorite athletes. If you are interested in interior decorating, read a magazine like House Beautiful- read it, don't just look at the photographs. Often people with very low vocabularies don't enjoy reading at all. It's more of a chore for them than a pleasure because they don't understand many of the words. If this is the way you feel about reading, try reading easier things. Newspapers are usually easier than magazines; a magazine like Reader's Digest is easier to read than The Atlantic Monthly. There is no point in trying to read something you simply are not able to understand or are not interested in. The important idea is to find things to read you can enjoy, and to read as often and as much as possible with the idea of learning new words always in mind.

3. Study and Review Regularly

Once you have begun looking up words and you know which ones to study, vocabulary building is simply a matter of reviewing the words regularly until you fix them in your memory. This is best done by setting aside a specific amount of time each day for vocabulary study. During that time you can look up new words you have noted during the day and review old words you are in the process of learning. Set a goal for the number of words you would like to learn and by what date, and arrange your schedule accordingly. Fifteen minutes a day will bring better results than half an hour once a week or so. However, if half an hour a week is all the time you have to spare, start with that. You may find more time later on, and you will be moving in the right direction. Teaching a word does not cause its automatic learning by the students. That is one of the first things teachers realize when they start teaching. It would be wonderful if finishing a unit of the course book meant that the students master all the words in it. Unfortunately, a lot of work (recycling, vocabulary notebooks keeping, memory techniques ...) has to be done before students thoroughly know a word. The activities which follow have been tested on students and provide a practical suggestion for a systematic approach to vocabulary learning.

In conclusion, teachers should prepare themselves for the following strategies and tactics for teaching vocabulary of Modern English, because foreign language training will be more efficient.

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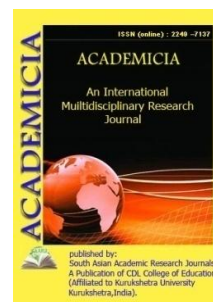
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DOI: **10.5958/2249-7137.2021.00744.8**

THE IMPORTANT FACTORS FOR TEACHING FUTURE TEACHERS TO WORK ON LANDSCAPE COMPOSITION

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ABSTRACT

The article provides basic practical recommendations for working with landscape composition, explains the characteristics of individual methods used in this area. In small-scale etudes, small pieces are ignored, mostly in large color relationships. When performing landscape etudes, less complex plots are chosen (for example, a part of the house and yard). It then moves on to depicting an open-air landscape, complicating the task. Students need to be able to see the unique beauties of nature and art, to understand and comprehend the processes involved in depicting the landscape in them by gaining their boundless love for their homeland and to become its active participants.

KEYWORDS: *Landscape, Color, Composition, Proportions, Composition, Laws Of Perspective, Color And Color Relationships, Constructive Construction, Color, Plein Air.*

INTRODUCTION

Nature is incredibly attractive and beautiful. Sunlight and the environment create an infinite variety of colors.

Landscape is one of the most emotional genres of fine art. Beautiful landscapes enrich a person spiritually with their subtle effects.

Being in the bosom of Mother Nature is a constant source of creative ideas and inspiration. If an artist depicts a place imaginatively without deeply studying and analyzing the environment, the

work will not be fake and will not attract the audience. Regular creativity teaches the artist to feel delicate and to fully convey the color and hue features of a particular state of nature. The so-called adaptation of the eye (increasing and decreasing sensitivity of the eye to light) nature (nature) can create different impressions in different lighting. For example, when the nature observed in the sunlight is suddenly covered with clouds, all the colors change and appear darker.

THE MAIN FINDINGS AND RESULTS

In the process of performing landscape studies, it is necessary to see nature as a whole when working with comparisons and comparisons, otherwise it is impossible to correctly determine the color and color relationships of nature and achieve an attractive appearance of the study. When working with small-sketch small-sketches in the open air (plein air), it is important to first find the basic color relationships. To do this, it is necessary to compare the contrasting (colored and colored) spots on the front view of nature with respect to the distant ones. In small-scale etudes, small pieces are ignored, mostly in large color relationships. When performing landscape etudes, less complex plots are chosen (for example, a part of the house and yard). It then moves on to depicting an open-air landscape, complicating the task. In such studies, the main focus should be on events in the air perspective, such as color vision and saturation in the landscape. This is achieved through a holistic perception by comparing all aspects of the landscape.

For example, the river bank in the front view is compared with the second and distant view, as well as with the reflection of the sky and its water at the same time (the study time can be 15-30-60 minutes).

“... It is necessary to describe the etude in such a way that suddenly it is necessary to understand the nature of the relationship between earth and water in relation to the sky”, - said the famous artist M. Nabiev to his students. He himself was a master at building basic color relationships in etudes.

The purpose of short-term studies can be different: in one case the study is performed before long-term work, which analyzes the color relationships in nature and determines the first impressions of its color, in another - its small parts (study of the human hand) for additional and more detailed study; some parts of the landscape) are determined. In order to thoroughly study some of the laws of painting, studies are performed in field practice: the general state of illumination, the integrity of color, and so on. When describing a landscape etude, the light always changes frequently. Even if the sun is behind the clouds, it has a direct effect on the landscape, as the light status in the landscape is always different at the beginning and end of the session.

“Look for commonalities, said I. Levitan, “Painting is not a decision, it represents nature in paintings”. Look for a common color in the play without being distracted by details and details” [1, p. 139].

It is very important to keep the overall hue and color state in the landscape painting. When describing a landscape etude, the most important thing is to choose the right color and color relationships, for example: earth, sky and water. If the overall hue and color status is not taken into account, the colors in the image may intensify in terms of hue strength and color. When the etude is running in cloudy weather, pure white and light saturated dyes are used. In winter,

before evening, for example, the snow is not so white, but in the eyes of an inexperienced artist it can be painted in white, lush green leaves or grass in any blue weather in summer. As a result of such an error, the most important thing in a landscape study is that the state of the environment does not exist. After all, this is what determines the effect of the scene on the mood and emotions.

The great “colorists” have always treated the relationship of dyes with the general state of nature and colors. Well-known artists O.Tansiqbaev, R.Akhmedov, A.Mirzaev, I.Levitan, N.Korovin skillfully depicted the grass, clouds and trees in the etude with the help of a single general paint, whose material originality, color and charm still amaze many. This is because the criteria for the general state of color illumination in their etudes were created with proper consideration.

It is important to look at landscape objects and objects as a whole during the painting process. During practical work, the first appearance should be done in bright colors, and the subsequent appearances should be blurred. Only a holistic view can accurately identify and describe the perspective dimensions of the landscape, their color relationships in different appearances.

When expressing the color relationships of nature, it is also necessary to take into account the unity of colors, which creates a spectral system of illumination. In the morning, nature is dominated by golden-pink colors, and in the evening - yellow-orange, and on a cloudy day - neutral silver colors. Warm green colors always prevail in the forest. On a moonlit night, gray-blue and green colors are observed.

In the process of working from nature, the artist must achieve the integrity of color and color harmony, without observing the proportions of color relationships, the balance of the overall color and hue state. Students need to be able to see the unique beauties of nature and art, to understand and comprehend the processes involved in depicting the landscape in them by gaining their boundless love for their homeland and to become its active participants. In the process of landscaping, students learn its simple laws (linear and aerial perspective, the laws of color, composition) both theoretically and practically. In this way, students gradually awaken a love for the nature of our country, its unique hills, gardens, wildlife and landscapes.

Landscape is a work of art that reflects the natural appearance of fine art. It depicts real, imaginary places, cityscapes, and so on. Landscape is one of the ancient genres of fine arts and plays an important role as a medium in both historical and everyday works [4.-444].

In particular, the landscape genre serves as a key tool in shaping students' professional interest in the fine arts. Initially, landscape as an independent genre played an important role in the medieval fine arts of ancient China. In Europe, the landscape genre was well developed in the XVI-XVII centuries, while in Russia the landscape genre developed in the XVIII century. In particular, the architectural monuments of Moscow and St. Petersburg were masterfully depicted by the artist F.E. Alekseev [2. -26].

In the second half of the 19th century, the genre of realistic landscape flourished. During this period, I.Shishkin, A.Savrasov, I.Levitan, V.Mashkov and other artists created significant works.

The landscape genre was highly represented in Central Asian miniature art, including Middle Eastern art. Especially in the short works of KamoliddinBehzod, the landscape is masterfully designed [5.-43].

The real development of the Uzbek landscape genre dates back to the twentieth century. During this period, rare specimens of the landscape were created in the art of the bench. During this period, P.Benkov, U.Tansiqbaev, N.Karakhan, A.Mirsoatov and other artists in their works of art, for example, U.Tansiqbaev's "Hot Lake", "Motherland", "Kayrakkum Reservoir", N.Karahon's "Nanay Way", "Spring in Sijjak", R.Temurov's Samarkand architectural landscapes, revealing the secrets of love for nature and beauty. Nowadays, many talented artists, including A.Nuriddinov, O.Kozakov, A.Muminov, paint charming landscapes glorifying nature [3. -27].

There are several types of landscape: urban (architecture), rural (mountains), and industrial (factory, factory memorial constructions) landscape genres. At the heart of each of these lies a unique content, an idea. For example, in the urban landscape, urban life, tall buildings, vehicles, parks, underground passages, rural landscapes, vast expanses, rocks, pastures, mountains, plants, gushing waters, bridges naturally attract students. In the lyrical landscape, the seasons of nature, such as "Early Morning", "Spring", "White Snow", "Golden Autumn", we imagine works that reflect the subtle, serene beauty of nature, its state of awakening, and bring joy to man. The image of reality and the view of nature surrounding the human being are reflected in the landscape. In this sense, the landscape acquires an emotional appearance and ideological content [1, p. 28].

Landscape genre plays a special role in shaping students' professional interest in fine arts. Because every student who goes out into the bosom of nature strives to portray nature as he knows it. The process of landscaping in the visual arts requires the following practical exercises:

- All the observations of students related to the process of drawing a landscape form their initial ideas;
- learns the laws of horizon, point of view, field of view, aerial perspective, image plane, light and shadow in landscape work.

At the same time they study the shapes of branches and trees in the object being depicted, the features of the anatomical structure of the animal world, the depiction of the appearance of mountains and rocks in realistic images. Drawing such themed images is done in different seasons of the year using different materials: album, colored paper, watercolor, simple black pencil, colored pencils, felt-tip pens, colored chalk.

In the visual arts, it is especially important to teach students to choose an extremely interesting plot space to draw a landscape in their spare time outside of class in order to convey the scene live. Distinguish the main points of the landscape first on paper, then the perspective horizon, point of view, work with colors, distinguish light and shadows, express the process of landscaping by choosing the right, place the landscape on paper, how light falls on trees and plants in the landscape and nature should be able to describe the clarity of its early morning colors. Perspective and choosing the right color in landscape work leads to the enrichment of students' creative thinking and imagination. Observations in the natural landscape show that attempts to reflect the beautiful nature that surrounds us serve to shape individual characteristics in students. For example, choosing the right horizon line, painting colors correctly, and so on.

Students need to choose the right size of the composition in order to increase the effectiveness of the composition in the image. It is especially important to choose the right perspective and

composition, as well as the right choice of color in the process of drawing a landscape. Working with paints is a complex process in landscape painting. To properly organize the work with paints, it is necessary to have the necessary methodological recommendations, the necessary knowledge, skills and qualifications. When painting a landscape, the brightness of the colors, the light-shade, is influenced by the light that falls on the colors. The farther away the light effect, the brighter the colors, and the closer they get the darker and brighter they appear.

Therefore, the student should not be exposed to light and make a mistake in choosing a color. Sometimes, he can get upset about his mistake and lose his self-confidence. In addition, the colors are light and dark depending on the seasons. Colors are also referred to as warm and cool shades in nature. For example, when describing a tree in nature, it is incorrect to paint it in a single green paint. Because the color of the tree changes under the influence of light, under the influence of shadows, under the influence of things around it. Therefore, it is necessary to teach the student to use a mixture of different colors when painting a tree.

CONCLUSION

Working in watercolor helps students develop their creative abilities, color perception, artistic taste, and imagination of size and spatial breadth. When teaching students to draw landscapes, they should be taken out into the yard or gardens. Drawing outdoors (plein air) is very different from drawing indoors. When out in nature, the student faces problems with depicting the landscape. As a result of this problem it is possible to observe the complexity of showing the perspective, that is, the air perspective in a correct, holistic depiction of the visible landscape, the choice of color, the ability to find interesting motifs and compositions.

Thus, in order to form the professional interest of student youth in the fine arts, the choice of the genre of landscape in the first place allows to achieve the intended goal faster. Its development and history are also important in imagining the genre of landscape. One can feel how much fun it is to teach students to describe the beauty of nature and its fascinating aspects.

In particular, it is advisable to carry out the process of landscaping during practical training. Students must master the laws of horizon line, point of view, field of view, weather perspective, image plane, light and shadow in landscape work. Therefore, it is important to convey the visual arts genres live to students. In particular, it is important to distinguish the most important things in the landscape, to place them on paper first, and to remember the sequence of subsequent processes. Developing the ability to see the landscape as a whole and compare all parts of nature equally is an important issue in painting education. If an amateur artist does not incorporate these issues into himself, he will not be able to achieve positive results in his future work. Being able to work with knowledge and relationships as a whole sets the most skilled artist apart from the amateur.

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ACADEMICA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00745.X**

FORMATION OF ART AND AESTHETIC COMPETENCE IN FUTURE FINE ART TEACHERS

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ABSTRACT

The peculiarity of the training of future teachers of fine arts in the article is the formation of professional skills in working in the field of fine, decorative and applied arts in educational institutions and teaching fine arts. Because the quality of performance is important, if the evaluation of creative work and the criteria for it are clear, then the formation and evaluation of pedagogical competence is also a topical issue for the teacher of fine arts.

KEYWORDS: Competent, Innovative, Motivational, Strategic, Conceptual, Aesthetic, Communicative, Prognostic, Constructive, Didactic, Gnostic, Organizational, Expressive, Substructure, Emotional, Therapy, Image, Associative, Individual, Graphic, Epistemological, Cognitive, Reflexive, Composition, Element, Museum, Galleries, Architecture, Context, Synergetic, Productive.

INTRODUCTION

At present, one of the important conditions for improving the quality of education in the normative documents on education is the formation of ethical principles and standards for the purpose of spiritual upbringing of the individual; the need to make greater use of the moral potential of art as a means of development is often mentioned. This requirement is art pedagogical education, which forms the aesthetic culture of the younger generation; it is based on a strategic plan in the field of teacher training and is directly related to the purpose of the main professional education program in the field of training students in the field of fine arts: training of professionals capable of effective artistic and aesthetic activities in educational and cultural institutions.

Students of pedagogical higher education institutions in the field of fine arts methodology should have a spiritual and aesthetic orientation, which are clear criteria for assessing the beauty of art and the surrounding world. Prospective teachers of fine arts should not only master the basics of pedagogical skills, rather, they should also be promoters of aesthetic culture. Therefore, the concept of professional and aesthetic training of future teachers of fine arts today has its own content and structure, a special need to identify opportunities for its formation in the context of the higher education process.

THE MAIN FINDINGS AND RESULTS

Problems of professional preparation for pedagogical activity have been studied as the object of many researches. In particular, H.Abdukarimov - the education of the teacher in the process of continuous pedagogical education [1, p. 46], A.J.Ajibaeva - the introduction of a person-centered approach to the education of future teachers [2, p. 23], D.N.Arzikulov - the psychological features of professional development [3, p. 22], R.Kh.Djuraev - organizational and pedagogical bases of professional training [4, p. 43], Sh.N.Majitova - integrated development of the future teacher in the process of professional training [5, p. 172], Sh.K.Mardonov - training and professional development of teachers on the basis of educational values [6, p. 302], N.A. Muslimov - pedagogical bases of professional formation of the teacher [7, p. 315], B.H. Rakhimov - formation of professional and cultural relations in the future teacher [8, p. 160], M.B. Urazova - preparation of future teachers for project activity in the process of professional education [9, p. 287], N.M. Egamberdieva - personal and professional socialization of students [10, p. 332], F.R. Yuzlikaev - acceleration of didactic training of future teachers [11, p. 303], S.R. Zoxidova - improved the process of professional socialization of teachers [11, p. 303], and others have conducted research in this area.

A.S. Puni emphasizes that readiness for pedagogical activity is no different from any other activity, which means that an individual has confidence in his abilities, understands his motivation and all actions are aimed at achieving goals. This idea is certainly somewhat controversial, because in our view, training is a much more complex category than simple actions, and is a multi-stage, multi-faceted system, the essence of which is determined by the specific characteristics of the activity [12, pp. 123-128].

The versatility and complexity of teacher professional training compels researchers to explore the essence of the concept of teacher training. For example, K.K. Platonov considers professional training for pedagogical activity as an integral part of personality. He concluded that the beginning of its formation corresponds to the subtraction of experience, that is, it depends primarily on knowledge, skills and abilities [13, pp. 68–78]. M.T. Mirsolieva professional training, the ability of the professional to organize specific and team research; noted that it is possible to include qualities such as the ability to see an innovative future, self-organization and self-development [14, p. 225].

F.R. Yuzlikaev, N.M. Egamberdieva, Sh.R. Urakov and others interpreted the concept of “readiness” on the basis of emphasizing the multifaceted nature of pedagogical activity by functionally differentiating the tasks of the teacher's professional activity [15, p 303]. Thus, “readiness” is considered by scientists as a prerequisite for the success of any activity. It includes not only conscious relationships, but also equally important tasks, possible behavioral patterns;

determination of the optimal method of activity, involves assessing their own capabilities, as well as achieving a specific outcome.

V.A. Slastenin gives the most complete description of professional training for pedagogical activity, as well as shows its multifaceted nature. Preparatory criteria included: the ability to identify or perceive oneself with others; a psychological state that reflects the dynamism of the individual, the richness of the spiritual world, independence, entrepreneurship; emotional resilience; professional-pedagogical thinking based on the understanding of success and failure as the search for the necessary cause-and-effect relationship; ability to predict outcomes [16, p. 224].

Thus, the analysis of the scientific literature on this issue allows us to draw certain conclusions. In particular, vocational training is the result of activities by researchers; quality that establishes an attitude to the solution of problems related to the professional situation; conditions for targeted activities; included in the general direction of his actions and, despite some similarities in preparation and attitude, the configuration of the subject's activity was interpreted as the active state of the person arising from the type of activity with a complex structural basis.

The definition of preparation for pedagogical activity in the scientific literature is interpreted in terms of a research approach. Therefore, several types and forms of preparation for activities are distinguished: personal, professional, psychological, ethical, motivational and others.

Many scholars emphasize the importance of personal training in pedagogical activities, because "... a person's readiness implies an attitude to the profession, ideological maturity, broad and systematic professional-subjective competence, didactic needs" [17, p. 19].

Indeed, a teacher's professional readiness stems from the presence of personal qualities such as knowledge, goal setting, thinking, instinct, improvisation, observation, cheerfulness, intelligence, prediction, and reasoning. Note that preparation is dynamic in nature, and many personal qualities of a person can develop and replace existing ones with new ones. It should be remembered that training is a set of human qualities, the formation of which also depends on the acquired knowledge, so it should be based on modern knowledge and good practical training.

When studying the issue of preparation for pedagogical activity, many scholars emphasize that future educators should have a certain attitude towards mastering the knowledge and skills necessary for them to work as teachers. In our research, we understand attitude as a stable desire, a necessity for self-improvement. Therefore, in the preparation of a future teacher of fine arts, it is necessary to pay great attention to the satisfaction of pedagogical activity. This is done through the teacher's desire for self-improvement.

The views of scholars on the structure of this process are also important in the study of preparation for pedagogical activity. Sh.Urakov proposed the following structure on the components of professional training: motivational, operational and reflexive [18, p. 48].

The structure of the teacher's readiness for pedagogical activity is the ability to master teaching and learning technologies; development of pedagogical consciousness (I-concept, T-concept of upbringing, and F-concept of activity); mastering pedagogical techniques; communicative, cognitive, prognostic, constructive, didactic, gnostic, organizational, expressive pedagogical skills.

In summary, there are three components to a teacher's professional readiness:

Firstly, the creation of a foundation in the form of solid knowledge;

Secondly, the formation of personality qualities, abilities, priorities, which are reflected in the interaction with students, colleagues and the pedagogical process;

Thirdly, that there is a solid foundation for self-development.

It should be noted that the above considerations are not perfect for some specialties, for example, for teachers of fine arts, because the requirements for the training of teachers of fine arts should be determined by its area of activity.

According to its qualification description, the specialty of a teacher of fine arts is aimed at artistic and aesthetic education of students, which serves the socialization of the individual by allowing him to know the world of human civilization, as well as self-awareness and self-expression [19, p. 346].

A separate component of fine arts includes the works of art itself, elements of art criticism, the theory of fine arts, the study of applied drawing. The fine arts introduce students to a variety of disciplines such as painting, graphics, sculpture, architecture and art and crafts. The content of the subject "Fine Arts" is aimed at shaping the perception and study of works of fine art, the development of a creative approach to the surrounding reality and children's art. Fine arts classes are directly related to the surrounding realities: promoting aesthetic perception of the world; shaping the ability to observe beauty; distinguish between aesthetic phenomena in reality and works of art; to have an active aesthetic attitude to reality by the teacher-students by directing them to analysis and classification, teaches to apply artistic skills in practice in the process of study, work, social activity.

The main purpose of fine arts in school is not only to acquaint students with works of art; rather, it is to develop their spirituality, their ability to see and appreciate beauty in art and life. The effectiveness of fine arts in the aesthetic education of students will be high. Fine arts not only form an aesthetic ideal, but also develop the creativity of schoolchildren by combining the qualities of aesthetic taste, appreciation of beauty, understanding and creation, intensive influence on the intellectual, emotional and volitional sphere of the learner.

We have identified three components of a future fine arts teacher's artistic and aesthetic preparation for professional activity.

Artistic-aesthetic education includes students' conscious aesthetic attitude to reality and art, expressed in the generality of aesthetic ideas, theories, views, evaluation criteria. At the heart of aesthetic consciousness is the socially conditioned notion of perfect beauty in nature, society, man and art, the ability to evaluate various objects, events, life situations and works of art in terms of personal artistic and aesthetic taste - the aesthetic ideal.

Artistic-aesthetic education has a great impact on the inner world of the individual in educational activities, creates a diverse and complex experience. At the same time, aesthetic feelings, needs, and ideals stimulate socially useful activities, shape beliefs, and motivate people to fight against things that hinder their realization. This is the main educational function of art.

COCNCLUSION

Educational activity as a form of social artistic and aesthetic education is a source of bright and unique knowledge of both lifestyle and its spiritual content. The study of a number of disciplines of higher education through works of art is always carried out in a deep and thorough manner, as it activates the whole system of emotionally enriched clear-image thinking. It is through this that the cognitive and pedagogical functions of educational activity in artistic and aesthetic education are manifested. For example, in order to understand and comprehend the spiritual world that exists in works of art, it is necessary to have a great moral outlook, an emotional culture, a keen understanding. To do this, it is important to strive to develop students' aesthetic consciousness on the basis of outstanding masterpieces of local and world art in the educational process.

The purpose of art and aesthetic education of students of higher education is to form the moral and aesthetic humanistic ideal of all-round development, the achievement of which is to ensure the emergence of artistic and aesthetic development, artistic taste, productive figurative thinking. As a form of thinking, the artistic image gathers complete information about nature, society, social relations, and social consciousness. With the help of artistic images, a person thinks, comes to new generalizations and conclusions.

Based on the above, it should be noted that the process of formation of professional and aesthetic training of future teachers of fine arts should be carried out taking into account national characteristics, ethnic traditions, which are directly involved in the aesthetic and cultural activities of students.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00746.1**

RAUF PARFI AND WORLD LITERATURE

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ABSTRACT

The article is aimed to analyze the views of the Uzbek poet Rauf Parfi on the twentieth century world poetry and its representatives. In particular, analyzed his views on creativity of P.Neruda, R.Tagor and N.Hikmet. In addition, considered R.Parfi's translations from world poetry and draw appropriate conclusions.

KEYWORDS: Pir – Old Man Who Gives Advice, Arabic, Persian, Turkish, Petrarch Path, Sonnetism, Sonnetry, Santiago, Isla Negrada, Thakuriya, Kishpra, Muktibodhduosi

INTRODUCTION

Rauf Parfi's acquaintance with examples of world literature began very early. One of the reasons for this was his first teacher in literature - Abdurahmon Vodili. The poet's article "Oppression and Poetry" reveals his knowledge of the literature of classical and modern Muslim nations, as well as Arabic, Persian and Turkish languages: "At the end of Vadili's life, he translated Abdurahman Jami's treatise on mysticism from Persian; Muhammad Hadi's "Alvohiintiboh" in Azerbaijani; Abdurahman al-Kawkabi's book *Zulm* was translated from Arabic into Uzbek.

*I enjoyed reading the Russian edition of Abdurahman al-Kawkabi's *Zulm*. At that time (1963-64 - O. O.) I searched for and read the works of Evgeny Evtushenko, Andrei Voznesensky, Alexander Solzhenitsyn, Andrei Sakharov, Viktor Sosnora, Abdurahmon Avtarkhan and others" [1, pp. 187–188, 189]. It turns out that the poet became acquainted with some of the latest, and even banned, literature of that period during his student years. But the poet's acquaintance with world literature was not limited to these.*

THE MAIN FINDINGS AND RESULTS

One of the creators of the world that Rauf Parfi fell in love with was William Shakespeare. In 1965, the poet wrote a poem "Hamlet" consisting of three sonnets. The author of the poem: "My

contemporary, the tormented Hamlet, Oh, my friend, see the bloodthirsty in the world, this pen is weak, the imagination is weak” [2, pp. 15-16], sympathizes with the hero of Shakespeare. In the poem, the English classic poet says: *“Don't die! Have mercy on the world, zealous...”*

There are two paths in world sonnetry: one is the Petrarch path (classical sonnet), the other is the Shakespeare path (free sonnet). R. Parfi followed Shakespeare's path in sonnetry, in which he raised Uzbek sonnetism to the stage of maturity. For the rest of his life he remained an ardent fan of Shakespeare. He epigraphs the lines *“Eyajal, jonimnitezolg'ilfaqat, yolg'ongaqulemish, yorab, haqiqat - O death, take my soul quickly, only to be a slave to lies, O Lord, the truth”* to another poem. In the last years of his life (2003) Shakespeare translated the first sonnet in his book of sonnets. Since this sonnet, which is kept in the poet's own handwriting, has not yet been published, we have found it necessary to quote it here in full:

A garden of sophistication that will never die,
We expect fruit from the original vine,
When the buds open, the army is sad
The flower is a shed, and we will pass.
And you are fascinated by yourself,
He will renounce the exalted virtue from you.
If perfection leaves - you are disabled, you are happy,
You stab yourself, stab yourself.
You are the ambassador of spring, the transient,
You are a death; you decorate yourself only for this day,
Will he die without opening his face?
You were not out of jealousy.
Have pity on yourself, laugh out loud,
Let the buds open, let the flowers bloom.

Another poet who gave Rauf Parfi a great deal of pleasure and inspiration was George Byron. “Manfred”, a genius of English romantic poetry, was translated by R. Parfi. Literary critic N. Rahimjanov in one of his articles quotes from the conversation with the poet: *I really liked Manfred. You know everything — there's actually nothing. The spirit in him is very high and special. Close to my soul. It has such free thoughts that you will enjoy and freeze. Manfred is a terrible image. Manfred is a free man, submissive to nothing. And he does not recognize the appearance of any muteness...* [1, pp. 187–188, 189].

Rauf Parfi's spiritual closeness to Byron's personality and poetry is also evident in his poem “Byron's Last Journey” (5). This trip also attracted the attention of the world literary community in its time. W. Scott wrote his articles “Death of Lord Byron”, V. Hugo “About Lord Byron”, A. Pushkin's poem “To the Sea”, as well as poets such as V. Kuchelbeker, K. Rileev, D. Venevitinov. All this was written in 1824, when the poet died. 152 years later (1976), the Uzbek poet Rauf Parfi also addressed this issue.

In 1823, the national liberation movement had begun in Greece. Byron, an ardent fan of ancient Greek culture, considered it his human and creative duty to take part in this struggle. Before his death on April 19, 1824, he said: “*I gave him (Greece - O. O.) my time, my property, my health - can I do more than that? Now I will give him my life*”. The feeling that captivated Rauf Parfi's heart was Byron's participation in the national liberation movement.

Representatives of world literature, to whom Rauf Parfi refers, stand close to the poet in three respects: either with a sense of Freedom, or with the sorrow of the Homeland, or with aesthetic principles. Sometimes all three of them came together. The Chilean poet Pablo Neruda Rauf Parfi is associated with each of these ties. That is why our poet had great respect not only for his poetry, but also for his personality. His poem “On the Death of Pablo Neruda” is proof of this. In the poem, R. Parfi describes it as “the white dawn of Chile”, “the endless sky of freedom”, and even the sun of the sky of freedom. Sadly, he was killed: “*The black devil with a black torch was killed*”. Our writer AskadMukhtor wrote about this tragic event: “On the day Nazi planes shot down Santiago, he was in his studio in the seaside village of Isla Negra, a hundred miles from the capital. The junta, which was always afraid of the poet, got it that day, the village telephones and communication lines were immediately cut off ... Fascism is always afraid of poets. It has always been that way. Fascism fears the poet even after his death. Carabinieri were placed on the threshold of Neruda, who was lying on his deathbed. His friends, relatives, and even the innocent Matilda (his wife - O. O.) were not included with him. They were afraid that any words of the poet would burst into the world.

Severe illness and the tragedy of the country took the poet out of life in a week. That night, the Nazis invaded his home in both Santiago and Isla Negra, vowing to destroy all traces, creations, heritage and libraries of the fiery furnace to the last leaf, to the last word...

The next day the coffin of the great poet could not be left in the house: the rooms were filled with water. The coffin was placed on a few bricks in the street” [4, pp. 221–222].

The events of September 23-24, 1973, resonated in the heart of an Uzbek poet living millions of miles from Neruda. Rauf Parfi assesses the situation as follows:

The evil devil, with the black torch in his hands again,

Darkness is the white dawn of Chile.

They broke in pieces.

They took a bloody stab, Pablo.

They wanted to orphan the freedom, only.

They orphaned themselves again, Pablo.

Rauf Parfi had translated six poems by Pablo Neruda. A poet who has no commonality in nature and feelings cannot enter the literary world of another artist. Pablo Neruda in his Nobel speech:

“The duty of poetry commands me not only to be acquainted with beauty and harmony, wonderful love and boundless sorrow, but also to demand that human cruelty be a part of my poetry” [5, p. 68], which also applies to Rauf Parfi's literary and aesthetic views; it should be noted that it is not alien.

“Enough, I have three pirims”, says Rauf Parfi in an article, “Yassavipirim, Navoipirim, Thakur pirim” [6, p. 192]. The poet has never honored any of the representatives of world literature to such an extent. The Yassavi and Navoi are, without a doubt, the unchanging beacons of our national-spiritual path. Thakur, on the other hand, is a genius who illuminates the ways to free his nation from oppression. He is a mentor to Rauf Parfi not only for his love for his country and nation, but also for his courage in the cause of national liberation of this country.

In one of Robindranath Thakur’s poems: Oh. India, mother, my songs are for you, our heart is yours - what else do we have, - says Rauf Parfi: He wrote like this,

*Oh, mother Turkistan, I sing burning,
You gave me the courage of the world.
I now understand the Turkish World,
Behold, I am ready to die, -*

The great Indian poet: “I have never lied in my poems”, said the Uzbek poet. “Lying is the cousin of talent”, he said. The soul of a poet who writes a lie will die. So, Thakur is a teacher of Rauf Parfi to everything from patriotism to the principles of creation.

Our poet's first poem about Thakur was written in 1973. After this poem, entitled “The Rain of Thakur and Srabon”, he also wrote “Quotes to Thakur” (1993) and “The Last Poem of Thakur” (2003). At the end of his life, he announced that he was working on the series “Thakuriya”. All these were examples of Rauf Parfi's respect for the “great Indian”.

Another Indian poet is Muktibodh. Fans of Rauf Parfi know the name as the title of one of the poet’s poems. SharachandraMadhavMuktibodh (1921–1964) was one of the twentieth-century Indian writers. The collection of poems “Sign of New Days” (1949), a collection of short stories “Kishpra” (1954) and the novel “Border” (1962) were published. A nationalist writer who enriched Indian poetry with new forms. Rauf Parfi's poem “Muktibodhduosi” is associated with the name of this artist. The poet in the poem: If he had not uttered the words,

*When dawn breaks in my country,
When will the grief be over?!*

through the Muktibodh prayer, he would not have been able to utter them in his own language in 1981, when the Soviet knife was naked.

In general, Rauf Parfi used this method a lot. Most of them are associated with the name of a creator. Most importantly, there is emotion, destiny, and fellowship between that creator and the poet. In this way, Rauf Parfi both introduced the reader to his own pain and introduced him to a painter we do not know in world literature.

In 1913, the poet BerdiRahmat published a memoir about Rauf Parfi entitled “Holidays of Poetry”. In the article, the author dwells on the poems in the poet's book “Memory” and continues: “One of them is from the language of the twentieth-century Japanese classical poet Ishikawa Takuboku. Only five lines:

I'm sorry
 From liquid stones
 I want to build a dahma
 To myself
 Have your own body inside.

The reason for this poem is that I am interested in Japanese poetry. In general, it was Rauf Parfi who interested me and my peers in the work of world poets" [10, pp. 166–167]. Indeed, it is. But Rauf Parfi not only introduced us to world poets and their works, but also to the genres of world poetry.

There are such poetic genres in modern Uzbek lyric poetry that have entered the world literature, the legitimacy of which in the heart of our national poetry is directly related to the work of Rauf Parfi. These are rondo ("Goodbye ... Playing butterfly ..."), rondel ("It's a sad night"), tanka (fives), and hokku (threes). And the sonnet also reached the stage of maturity in Uzbek poetry through the pen of Rauf Parfi, and his unique classical samples were created. Also, a number of poetic methods and figures related to world poetry have been created in the poet's work - this is a separate research topic.

CONCLUSION

Rauf Parfi introduced the Uzbek reader to the representatives of world literature in two ways: first, by informing them (in poetry, articles and literary conversations), and second, by translating his works. The poet's translation includes one epic (N.Hikmat's "Landscapes of Man"), two epics (M.Hodi's "Sounds of Life", A.Tvardovsky's "Right to Memory"), one dramatic epic (Byron's "Manfred"), three plays (Ya. Solovich's "Silver Lion", G. Oster's "Greetings to the Monkey", U. Sarayan's "Who's There?"), Two stories (E. Gutsalo's "Meeting", T. Miura's "River of Patience"), as well as three world poems. It is known that there are about a hundred translations. (This list could be expanded). Some of them have not been published yet. These sources provide only an overview of Rauf Parfi and world literature. In fact, the coverage is much larger. In particular, the study of the poet's work and translation activities in connection with the literature of the Turkic peoples, Russian literature, and even the literature of the Baltic peoples is a separate research topic.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00747.3**

SOCIO-POLITICAL LIFE AND GHULAMZAFARI'S WORK IN TURKISTAN IN 10-20S OF THE XX CENTURY

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ABSTRACT

The article tells about the literary environment in which Ghulam Zafari lived and tried to take a new look at the scientific, literary, socio-political life of our country in the 10th and 20th centuries. There are also different views on the study of literary and social life in this period. He realized that the only way to free him from this bondage was to ignite the fading feelings of patriotism, freedom and enlightenment in the hearts of the nation. This required progressive ideas that could lead the nation forward, and devotees who would spread and implement those ideas among the people. The authors of the Workers' World magazine were a group of patriotic Jadids who published works that mainly sang about the freedom and liberty of the Motherland, as well as supporting the Turkestan Autonomy.

KEYWORDS: *Jadidism, Literary Environment, Socio-Political Life, Enlightenment.*

INTRODUCTION

Ghulam Zafari began his literary and social career at a time when the Jadid movement was gaining momentum in Turkestan. Close acquaintance with the leading intellectuals of the time "Tarjumon" published in Bogchasaroy, "Vakt" newspapers published in Ufa; as well as his regular acquaintance with the enlightenment-revolutionary works in the newly emerging local publications in Turkestan, which aroused in him a feeling of love for the Nation and the Motherland, grief for its bitter fate, and struggle for it. He returned to Tashkent from Osh in late 1913 and continued his teaching career. During this period, more precisely, on January 15, 1914, a bright event took place in the cultural life of Turkestan. On the same day, Mahmudhoja Behbudi's play "Padarkush" was staged: a new European-style theater was born in Turkestan and began to develop rapidly. The desire to create a new Uzbek theater has long been in the minds of

many Jadids. The Tatar and Azerbaijani peoples have had such a theater for a long time, and they also went on tour to Turkestan. Ghulam Zafari later wrote: "From 1912, theater enthusiasts began to appear among the youth. These amateurs learned from the European-style theaters of our Russian, Tatar, and Azerbaijani brethren in our country" [1, p. 12].

THE MAIN FINDINGS AND RESULTS

Ghulam Zafari joined the Turon troupe in late 1913, founded by Abdullah Avloni [2, pp. 60–71]. From then on, his life and work were forever connected with the theater.

The troupe formed by Avloni was in close cooperation with the Tatar and Azerbaijani theaters. During the first years of the troupe's activity, it was assisted by representatives of the Tatar and Azerbaijani theaters. The troupe opened its first act with the play "Padarkush". The play was staged by Azerbaijani director Aliaskar Askarov. The troupe has since performed a number of enlightening works. These are mainly the works of Abdullah Avloni, N. Qudratulla, Hamza, Abdullah Qadiri and Tatar, Azerbaijani and foreign playwrights, in which Ghulam Zafari played various roles.

In the 10s of the last century, the Azerbaijani theater toured Turkestan several times. These works, which reflect the heart and soul of the Azeri people, whose language, religion and traditions are close, have become very popular among the Uzbek people. Musical dramas, in particular, have won the love of the people. Ghulam Zafari, who is naturally fond of music, also wanted to get acquainted with these works and work with Azerbaijani directors. Many of his later musical productions, including the famous Halima drama, have been influenced by performances by the Azerbaijani theater. The author himself wrote: "At the beginning of 1916, Sidki Ruhillo from Baku, Ahmadbek Kamarlensky and Yunus Narimonov came and showed our young theater enthusiasts how to play" [1, p. 12]. In the Azerbaijani theater's performances in Turkestan, such as "Layli and Majnun", "Husband and Wife", "Asli and Karim", "Mashodilbod", "Arshin Mololon", the struggle between old and new, ignorance hindering the development of the people, the issues of bigotry, the backwardness of the social system were raised, and the ideas of marriage based on love and the struggle for women's freedom were expressed. It can be said that Azerbaijani enlighteners, especially theatrical figures, have a worthy place in the development of the Jadid movement in Turkestan.

Participation in the Turon theater troupe was a school for Gulam Zafari. Here he not only learned the secrets of the theater, but also got acquainted with the ideas of Jadidism, and was in close creative contact with its leading representatives. Ghulam Zafari, who was well acquainted with Jadids such as Abdullah Avloni, Fitrat, Cholpon, Hamza, as well as Tatar and Azerbaijani enlighteners, was a creative collaborator and regularly followed the new press, was well acquainted with the policy of the tsarist government. He realized the subtleties of his policy towards the Muslim peoples, including the people of Turkestan. Through independent readings, creative interviews, and careful observation of life, his political knowledge and outlook grew, and he understood the reasons for the social backwardness and backwardness of his people. He believed that the main reason for this was the disease of the nation, which was left in the grip of ignorance and superstition. He realized that the only way to free him from this bondage was to ignite the fading feelings of patriotism, freedom and enlightenment in the hearts of the nation. This required progressive ideas that could lead the nation forward, and devotees who would spread and implement those ideas among the people. Ghulam Zafari devoted his entire life to this

noble idea, to the struggle to see his people free and happy. His poems and articles, published since 1914 in such publications as “Oyna”, “Sadoi Fergana”, “Al Islah”, once spread the light of enlightenment to the whole world, and in recent times the people of Turkestan have become a swamp of ignorance and superstition. It is in the spirit of encouraging the people to enlightenment that it is mainly enlightened and propagandistic. In his poem “O Science”, the poet addresses science directly and asks him to enlighten the people of Turkestan, who are in the darkness of ignorance:

O science, who has alienated you from us at this moment,
You were a Muslim in the past.
We are left in a house of ignorance, a roof of ignorance,
Now come and get rid of this ignorance.

Until 1918, the poet published his works under the signature of “Mullah Ghulam Zafari from Tashkent”. This indicates that he was a man of faith, a regular believer in the religious literature that had been published and was being published up to that time. This can be seen from the author's 1915 questions to “Al Islah”. Some of the problematic issues in his commentary on the Qur'an by one of the Tatar scholars, Muhammad Kamil Mutei, and his question to the editors about the confusion have led some to argue about the fate of non-believers and disbelievers in the Hereafter. The presence of I ask our scholars to answer these questions in the “Islah” magazine, because everyone is reading this commentary. If it is true, then it would not be good for people like us to see what they don't know and believe in it”, he wrote [4, p. 28].

The scholars who claimed to lead the people at that time were illiterate in modern secular sciences. However, the Shari'ah did not oppose the study of secular sciences, but instead called for “the study of science, even if it is true”. For some, it is common for people to be skeptical of any innovation, to hide behind their shells, and to study the language, culture, customs, and scientific achievements of other religions. it seemed to be an apostasy. This was in line with Tsarist Russia's policy, which the Tsarist government had always sought to keep the peoples of its colonies ignorant and unconscious. Jadid ideas were essentially a threat to Russian sovereignty, and tsarist rulers always prevented Jadidism from spreading. Nevertheless, the number of selfless nationalists in Turkestan increased day by day. Poets and writers began to write mainly socio-political and enlightening works. Literature began to serve as a weapon of war to awaken the people.

After the fall of the Tsarist government in 1917, the Jadids began to articulate their political goals. In particular, the proclamation of the Turkestan Autonomy filled the hearts of the Jadids with joy and pride, and gave them hope.

Although the Turkestan Autonomy was proclaimed in Kokand, the role of selfless enlighteners in Tashkent and other cities was significant in its implementation. Soviet historian P. Alekseyenkov writes: “The Tashkent national bourgeoisie, as well as the Russian bourgeoisie, played a very active role in the preparation and subsequent propaganda of the Kokand Autonomy. The idea of Turkestan Autonomy was born in Tashkent, and to implement it, prominent Tashkent counterrevolutionaries deliberately went to Kokand, while the rest continued to actively campaign for Kokand Autonomy and even tried to move from propaganda to action” [5, p. 60].

The “national bourgeoisie” and “counter-revolutionaries” are Jadids who care about the future of the country and have died in the process.

Achieving independence was the dream of progressive, nationalist people living in every town and village in the country. So they applauded the Autonomy and began to support it in every way.

Poems and articles written by Jadids such as MahmudhojaBehbudi, Fitrat, Cholpon, and Hamza in praise of the Autonomy at that time are examples of this. Ghulam Zafari was also active in politics during this period. His work for Workers' World is particularly noteworthy. The authors of the Workers' World magazine were a group of patriotic Jadids who published works that mainly sang about the freedom and liberty of the Motherland, as well as supporting the Turkestan Autonomy. During the Soviet era, the magazine was described as follows: “*IshchilarDunyosi* - Workers' World” was published on January 4, 1918 in Tashkent. The magazine, which is published every fifteen days, defended the ideas of the local bourgeoisie against the ideas of the anti-Soviet elements on behalf of the local workers, leaving a black mark in the history of the workers' press (six or seven issues were published).

The magazine called on the local workers to renounce the Soviet Union, pursue an Islamic policy in the country, expose the "accusations" of the Bolsheviks, and fight for private property.

He shouted, “Participatory sectarianism must be avoided”. There are no correspondents below. Close writers: Mulla Ghazi Yunus Muhammad oglu, Ghulam Zafari, Ishchi, LazizAzizzoda, Muhammad Yusuf Mahammadali (Yusuf Aliyev), MirmashriqMiryunosoglu (poet Elbek), Muslim o ' He was also the son of MirmullaShermuhammad”[6, p. 29]

Note that the views of non-national Alekseyenkov in 1931 are almost identical to those of Ziya Said in those years, and there is no difference in their views on the treatment of the descendants of Ghulam Zafari.

In his poems published in this magazine, Ghulam Zafari calls on everyone, young and old, to take up arms to protect the Autonomy and preserve independence like the apple of an eye:

Our wish was already there,
Our autonomy has been declared.
Service is waiting for us now
Jump on Salah, workers.

In many of his works, Ghulam Zafari recalls the glorious history of the Turkic peoples, compares them with his time, laments the state of the nation, and emphasizes that dependence on the Turkic peoples is unacceptable:

The Turks ruled the world,
The kings of the world were doomed.
No humiliation, someone rules us,
Enough condemnation for us, the workers.

In his poems glorifying freedom, full of high spirits, patriotism and love for the nation, published in the magazine “*IshchilarDunyosi – Workers’ World*”, GulamZafari called for the nation to understand itself, to embark on the great struggle for the motherland “Look at the history, who we were, let's be worthy children of our great ancestors like Amir Temur”, he shouted, calling for the time to achieve national liberation. In the article “Our strength is a soldier” published in the 2nd issue of “*IshchilarDunyosi – Workers’ World*” magazine in 1918, Ghulam Zafari writes:

“Caring Turkestans! We, the Turkish children of Turkestan, have declared Autonomy. Now, if we want our autonomy to be stable, we need strength. They are power soldiers. Let us look at the soldiers we have with all our heart, let us pay attention to them, let us never forget them, and let us understand our heroic soldier in spite of everything else, even if we are hungry and thirsty” [6, p. 29].

The newly proclaimed Autonomous Government did not yet have the power to defend its independence. So the government starts building its own army. However, the initial number of troops, according to P. Alekseyenkov, was only 60 [4, p. 28]. The task of the autonomous government was to immediately increase the number and quality of troops to a level where they could defend their independence. In doing so, he relied on the support of the people and the financial support of the local rich. In the article quoted above, Ghulam Zafari emphasizes that the homeland and the nation are in an exciting, but at the same time dangerous situation, and that a positive solution depends on the further actions of every Turkestan, and calls on everyone to help build a national army. However, the Autonomous Government did not manage to bring the national army to the level where it could defend its independence. Bolshevik troops, who came to the aid of their comrades from different cities, along with the Armenian Dashnaks, drowned the Turkestan Autonomy and its stronghold, Kokand. “The city was on fire for several days. The fire destroyed more than a thousand shops and stalls and killed 1,500 people. In 10 mahallas (neighborhoods) of the city (Kokand) no one was left slaughtered, and in a short time the pillows of 10,000 people dried up” [7, p. 167]

Ghulam Zafari describes these horrific events in his book, “A Picture from the National War”: “Everywhere there is the sound of corpses, the sound of cannons, the sound of gunfire, the sound of guns, and the words of testimony in a choked voice:” ... Oh ... Our holy homeland ruined, Oh, religion, nation ... Revenge, my soul ... Ohh, my child”, cried the wounded, groaning in all directions, terrifying the whole world was loose” [8, p. 73].

CONCLUSION

The various reasons for the collapse of the autonomy were, first of all, the lack of unity among the people, internal conflicts within the government, the lack of a well-armed regular army and other factors.

There is a lot of such information that shows the spiritual image of Ghulam Zafari.

Our observations of the socio-political situation in Turkestan at the beginning of the last century and some of the characteristic features of Ghulam Zafari's literary and social activity show that Ghulam Zafari was one of the most advanced intellectuals of his time. Throughout his life, he fought for national independence, dreamed of the prosperity of our culture, science, and contributed to this work as much as possible with his works.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00748.5**

INTERPRETATION OF NATIONAL VALUES IN THE WORK OF ABDULLA AVLONI

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ABSTRACT

This article discusses the views of our enlightened writer Abdullah Avloni on education, which is one of the national values. The relevance of his works in any period does not lose its essence. On the contrary, the development of the country will continue to play an unparalleled programmatic role in the development of the youth. Thus, the national awakening and development movement has become a dream of our people. The scientific, educational, literary and artistic heritage of the Jadids, who sacrificed their lives for the freedom of our homeland and the happiness of our people, is of great importance to us today" [1].

KEYWORDS: Ancestral Heritage, Abdullah Avloni, National Values, Education, Morals, Behavior, Language, Homeland.

Understand with your mind the good and the bad,
Do not waste this precious time.
Strive, strive, and strive for knowledge,
Look at this world with wisdom.

Abdulla Avloni

INTRODUCTION

The President of the Republic of Uzbekistan ShavkatMirziyoev, in his speech at the solemn ceremony dedicated to the Day of Teachers and Coaches noted the importance of the Jadid movement in the history of our statehood. In particular, "Like many intellectuals, I always think with one wish: the Third Renaissance in our country could have been carried out by our enlightened modern ancestors in the twentieth century. After all, these selfless and dedicated people have devoted their entire lives to the idea of national awakening and mobilized all their

forces and capabilities to bring the country out of ignorance and backwardness, to save our nation from the swamp of ignorance. In the process, they also sacrificed their lives. They considered the hadith, "There is no salvation except knowledge, and there can be no salvation," to be a living belief. They believed that national independence, development and prosperity could be achieved, first of all, through enlightenment, secular and religious knowledge, and deep mastery of modern sciences. During this period, Abdulla Avloni, MahmudhojaBehbudi, Munavvarqori Abdurashidkhonov, UbaydullaKhojaev, AbduraufFitrat, Ibratdomla, Abdulhamid Cholpon, Abdulla Qodiri, AshuraliZahiri, Haji Muin and hundreds of other great people were in the forefront of the national awakening and nationalism. In addition to new methodological schools, they established newspapers, magazines, publishing houses, libraries, and theaters to change people's worldviews and lifestyles. Unfortunately, the current situation and the social system did not allow us to achieve the noble goals set by our modern ancestors. The devotees of enlightenment were slandered by various ignorant people of that time. First the Tsarist government, then the Soviet government, brutally persecuted and repressed them. Thus, the national awakening and development movement has become a dream of our people. The scientific, educational, literary and artistic heritage of the Jadids, who sacrificed their lives for the freedom of our homeland and the happiness of our people, is of great importance to us today" [1].

THE MAIN FINDINGS AND RESULTS

On October 8, 2020, the Decree of the President of the Republic of Uzbekistan "On additional measures to further study the heritage of the victims of repression and perpetuate their memory" was adopted. Undoubtedly, this document is of historical significance and, first of all, shows the high respect for the memory of our ancestors.

After all, perpetuating the names and memory of thousands of our compatriots, statesmen and public figures, representatives of science, culture and art, literature, ordinary people, repressed by the dictatorial regime, their courage and perseverance inspired the younger generation to love the Motherland and Nurturing in the spirit of devotion is an urgent task.

Under the leadership of President Sh. Mirziyoev, unprecedented work is being done to restore our national traditions and values, to study in depth the sacred religion, the rich heritage of our saints and scholars, to beautify their shrines, to preserve historical monuments.

In short, the scientific and spiritual works of our great scientists are a noble call to do good deeds and guide mankind to the right path. The relevance of his works in any period does not lose its essence. On the contrary, the development of the country will continue to play an unparalleled programmatic role in the development of the youth. Therefore, it is both a duty and an obligation for each of us to study these rare heritages, to study them deeply, to propagate them to the world community, to pass them on to future generations, and to do good deeds as worthy heirs to our great ancestors.

Abdullah Avloni, one of the above-mentioned nationalist and enlightened devotees, called upbringing "*Upbringing*" *pedagogy, that is, the science of child rearing. For a child to be healthy and happy, it is to bring him up well, to keep his body clean, to correct his profession from an early age, to teach him good manners, to protect him from bad manners*" [2, p. 12] According to him, upbringing begins from the day a child is born and lasts until the end of his life. Upbringing consists of two parts - family and school upbringing. Proper family-oriented

upbringing is the foundation for the next stage, and conversely, if there is no focus on family upbringing, this situation will slow down the educational work in the school. Abdullah Avloni gives a new interpretation of the relationship between parents and children.

He condemns punishment that offends the child's senses, harms the child's emotions, and oppresses him or her spiritually. He believes that it is necessary to love the child and to influence him skillfully, to express his duty through persuasion [2, p. 14]: *Who does Where is it made? The question arises. To this question, "the first home upbringing. This is the mother's duty. Secondary school and madrasa education. It is the duty of the father, the teacher, the teacher, and the government", and one person says, "Which mothers do you mean, ignorant mothers? Where do they get the education they don't have? That word hurts the heart, it burns the heart."*

At the same time, the author emphasizes that education and upbringing are a whole process: *"He studied from the cradle to the grave". The meaning of this hadith is a proof for us. "The happiness of every nation, the peace and prosperity of nations depend on the good upbringing of young people", said one judge.*

From his pedagogical point of view, Abdullah Avloni divides education into three types: physical education, mental education and moral education. He also emphasizes that they are inextricably linked. According to the author, in order to have a healthy mind, good morals, knowledge and enlightenment, it is necessary to train the body. *"Keeping your body healthy and strong is one of the most important things you can do. Because to read, to teach, to learn, to teach, you need a strong, disease-free body. Physical training also helps in mental training. The body and the soul are like the skin on the right side of a robe". If the body is not adorned with cleanliness, if it is not protected from bad habits, it is like putting on a robe and washing the lining, which always hits the dirt on it. You need a strong, healthy body to train your mind. That's why parents should not neglect their children when they are sick, but should see a doctor as soon as possible".*

It is a very important and sacred duty to develop children's thinking skills. That is why our great scholars paid special attention to intellectual education. Avloni, referring to the wisdom and affirmations, says the following about the education of thought: *"Thought makes a person virtuous and zealous. This education needs the help of teachers, and the strength, beauty and breadth of thought depends on the education of the teacher".*

Abdullah Avloni considers the mind to be *"the perfect, the only murshid of human beings". "The more, the cheaper, and the more valuable the mind in the shadow of science and experience,"* he said. According to the author, the mind is a quality that only a human being has, and the adornment of the world is intelligent people. That is why the author urges people to rely on reason and discussion in every work, to weigh every work and event on the scales of reason and to carry it out in its place and time. The mind, which is the key to human development, develops through knowledge and experience. It takes effort and perseverance to acquire knowledge. According to Avloni, *"science is like the core of an almond. To get it, you have to separate the core from the shell. Science is a very high and sacred quality for human beings. It pierces our minds like a sword. A man without knowledge is like a tree without fruit".*

The writer is well aware of the role of science in the development of society. That's why he urges young people to learn the secrets of science, to understand the essence of events. He especially

says that reading books is very useful, that there is a lot of wisdom in books, and that there is no better friend in the world than books.

Speaking about the practical significance of science, Abdullah Avloni said: *"The benefits of science are so great that it is impossible to describe it. He will save us from the darkness of ignorance. It brings us to the world of culture, humanity, enlightenment, turns us away from bad deeds and evil deeds, and makes us virtuous."* According to him, everyone should be able to apply science and profession in life, so that science can benefit society. He praises those who can put their knowledge into practice, calling them wise people. The author's idea of applying science in practice has not lost its relevance today. As a proof of this, I consider it appropriate to quote the following opinion of our esteemed President Sh.M. Mirziyoev: *"Based on my experience, my advice to you is: Appreciate science, strive for science! Don't waste a second! Youth is the most precious period of life. Never forget that science and knowledge are treasures that will not burn, will not sink, and will not be taken away from you!"* [3].

Abdullah Avloni's views on the national language in education are noteworthy: *"The mirror life of every nation in the world is language and literature"*. He stressed that everyone should know their native language perfectly and works hard for the development of the national literary language. *"Losing the national language is losing the spirit of the nation,"* he said. That is why he calls on young people to be worthy heirs to our rich cultural heritage and national values, which have a history of thousands of years.

O mother tongue, my dear,
Compliment my soul, my mercy,
You've been around since I was born,
Don't wake up, my dear.

You taught me science and manners,
I am a unique writer and teacher.
You lift the spirits of the nation
My most holy cabbage sultan.

Avloni pays special attention to the culture of communication and etiquette. He emphasizes the importance of the word in defining human dignity, emphasizing the meaning of the word, and says: *The wise know the thoughts and intentions of the heart, the knowledge and the power, the dignity and worth of what one speaks"*.

The writer encourages young people to think of every word, to use it in its proper place, to make the speech beautiful and meaningful, and to refrain from speaking when necessary. At the same time, the author advises to listen carefully to the words of others, to learn from their speech: *"If the word is in accordance with reason and wisdom and does not benefit himself or the hearer, then among the bees g A dry murmur like a squeaking squash is nothing more than a headache. Many of the hardships we face come from our soft tongues. That's why they say, "Think more, talk less." It is also said that the best of languages is the one who speaks fluently, and the best of words is the one who speaks knowingly and thoughtfully.*

When you speak, speak kind words,
Otherwise, it's best to keep quiet.

Good thoughts, good thoughts,
Otherwise, it's better to be dumb.
If you work, work well,
Otherwise, it's better to be idle.

In Abdullah Avloni's pedagogical views, the issue of morality is again at the forefront. He emphasizes the great role of moral education in human life and the need to educate children from an early age. According to the author, if the upbringing is not given in time, the child will not be affected by the upbringing once the worldview is formed:

If you take a young child of a bird,
Let's start with the upbringing,
Take a your mother,
No, if a person is always ready.
Necessary upbringing means from youth,
It must be great to eat,
Egur is a trouble-free man,
The knot is burning.

According to Abdullah Avloni, the social environment and family conditions play an important role in the formation of moral qualities in a child. Those who have established true human morality have a positive effect on the upbringing of young people to be compassionate, consequential, sincere and polite.

According to Abdullah Avloni, young people should not be limited to the acquisition of knowledge, but should adhere to the rules of ethics in life, in communication with people. One should always live with the desire to do well to others, to serve the interests of society and the people. If a person wants to have a good name in this world, he should always do good deeds, not hurt people, refrain from bad deeds, and follow the example of good people. While praising good, the writer considers evil to be the greatest defect of man, a defect that leads him astray.

Avloni considers humility as a sign of humanity, encourages young people to be humble in life, not to succumb to arrogance: *"Pride, arrogance degrades a person, disregards him among the people, even if he has knowledge and a state, a monetary value - It will not be worth it,"* he said.

In his pedagogical views, Abdullah Avloni also pays special attention to courage [4, p. 71]. He understands courage in a broad sense. Courage includes the qualities of courage, perseverance, endurance. The most important characteristic of a person is his conscience. Abdullah Avloni spoke about conscience, one of the most beautiful human qualities, and called on his contemporaries to be conscientious. He sees conscience as the true measure of the human mind and thought. The author's *"conscience is a clear mirror of everyone's actions and deeds, and the one who looks in the mirror is trying to correct his own faults and shortcomings, and will not have time to look for the faults and shortcomings of others"*, - he describes the conscience and emphasizes that everyone is accountable to their own conscience, which is a testament to Avloni's talented coaching.

Abdullah Avloni pays special attention to educating young people in the spirit of patriotism. According to her, the Motherland is as sacred as a mother. It is the child's duty to appreciate and respect him, to share his joys and sorrows, to share his sorrows.

Homeland, homeland, if my soul dies from my body,
Don't worry; I'll be home for generations to come.
I'm not worried about the dust, I'm scared,
I mean, I'm the ruler of my homeland.
I was born and raised in this country,
I don't care if he dies.

“It is well known that many of our pilgrims who sold their gardens and courtyards to Arabia, our most sacred place of worship, will return to their homeland,” he said. The reason is that the power that pulls them is the love of their homeland”.

CONCLUSION

To conclude, the enlightened writer Abdullah Avloni has a broad view of all important aspects of education. His views on this issue are closely linked with the psyche, lifestyle and national values of the Uzbek people, so that his rich literary and pedagogical heritage is a valuable source in the development of national pedagogy. In addition, as the President Sh.M.Mirziyoev said: the great literary heritage of our ancestors enriches the lives of young people in the spirit of patriotism, citizenship, tolerance, respect for the law, national and universal values, able to resist harmful influences and currents play an important role in nurturing strong beliefs and attitudes. The unique and unique scientific and spiritual heritage of our great ancestors should become a living program for us. This immortal legacy will always be with us and will always give us strength and inspiration. First of all, we need to irrigate the national education system in this spirit. To do this, our scientists and specialists, our esteemed scholars, must convey this spiritual treasure to today's generations in a simple and understandable, attractive form [1].

As Abdullah Avloni said: “Education is for us a matter of life or death, salvation or destruction, happiness or disaster”.

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ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00749.7**

"COTTON QUESTION" IN THE MEMORIES OF THE KARAKALPAK PEOPLES

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ABSTRACT

The article emphasizes the role of memoirs of political leaders, representatives of science and culture in covering the history of the so-called "cotton business" in Karakalpakstan. Along with archival documents, memoirs, by right, occupy a leading place in the source corpus of the new history of the region. The studies of the memoirs of this time, undoubtedly, fills in the gaps in the «cotton business» and help an objective study of history.

KEYWORDS: A New History, Karakalpakstan, Repressions, "Cotton Business", Sharaf Rashidov, Kallibek Kamalov, Sultan Kaniyazov, Erezhep Aitmuratov, Memoirs, Analysis, The Meaning Of Memoirs.

INTRODUCTION

The political history of Karakalpakstan of modern times, perhaps to the greatest extent, turned out to be overflowing with a heap of dilapidated and shabby in recent year's ideas. Historians have not yet created a picture of the "cotton affairs" of the second half of the 1980s in Karakalpakstan. "Cotton case" is the collective name for a whole series of criminal cases related to corruption and registrations on the territory of the Uzbek SSR in the last years of the existence of the Soviet Union. The first secretary, Sharaf Rashidov, then led the Communist Party of Uzbekistan so the shadow fell directly on him. A natural reaction to this state of historical science was the appeal of the public to the literary version of the political events that took place [1, 76.]. Publicists and literary men were least of all concerned with the theoretical and methodological side of the matter in an effort to be in the spotlight.

The mistakes of the union government in carrying out economic reforms in the region were also aggravated by the campaigns that began in those years to defame the peoples of Uzbekistan and Karakalpakstan, which found eloquent expression in the so-called "cotton business". Only in Karakalpakstan 133, people were under investigation during these years [2, 154.].

At the beginning of April 1983, an investigation group of the USSR Prosecutor General's Office T.Kh. Gdlyan and N.V. Ivanov were created in accordance with the Resolution of the Politburo of the CPSU Central Committee on the investigation of abuse in cotton growing in Uzbekistan.

The sadistic methods of investigation were perfected. For example, someone was arrested for receiving or transferring bribes, and he denied his guilt, then he was reminded that because of his stubbornness, he was putting his family, the whole clan at risk. The arrested person continued to be silent, and then the threats were carried out. The closest relatives ended up in the cells. Children were sometimes placed in cells adjacent to their parents. They did it deliberately, played on parental, family feelings.

During the investigation, 8 innocent relatives of K. Kamalov, K. Nurumbetov, 15 - Khudaybergenov were arrested according to the decisions of the Gdlyanovsk investigators [3, 34; 4, 54]

Erezhep Aitmuratov: "I was arrested on August 20, 1987, in Tashkent. He was kept in remand prison for several days, and then transported to Moscow. From that moment on, regular interrogations began, led by Gdlyan and Ivanov. They explained to me for a long time about the significance of a frank confession, advised me to confess everything, threatening to make me a "steam locomotive" in the case otherwise, they threatened to sort out the postscripts in the republic, to which, allegedly, I, being the secretary of the Central Committee of the Communist Party of Uzbekistan, had a direct relationship. They declared that those who did not confess to them would be shot, and those who went with them would have almost nothing, and they could even release them from custody. They also intimidated that if I continue to be silent, they will arrest my wife, son, daughter, brother".

Kasym Nurumbetov: "Under the dictation of Gdlyan, I began to write a statement about whom and from whom I received bribes. It went something like this. Gdlyan asked me which of the higher leaders came to our area. Moreover, when I called them, he made them write that I had given them bribes. Then he ordered me to list all the chairs of collective farms, directors of state farms, and heads of trade and name them all among the bribe-givers. I wrote all this. After I wrote the list, again under the dictation of Gdlyan, I wrote the amount of money that I received from each person I named, and the amount of money that I transferred to the higher-ranking officials. Only after that, I had to come up with for each bribe giver and bribe taker when and for what the sums of money were transferred. That is, I gave credibility to my statements".

Sultamurat Kanyazov: "Ivanov entered the office and said in a stern tone: "Write a statement addressed to the Prosecutor General of the USSR, where you will indicate that you took bribes from 45-47 people from below for at least 500 thousand rubles, as well as at least 12-15 episodes you will show "up" so that there were Osetrov, Orlov, Abdullaeva, Ishkov and others".

Among those convicted in the so-called "cotton cases" were 430 state farm directors and collective farm chairmen, 1300 their deputies and chief specialists; 84 directors of cotton plants and 340 chief specialists of these plants; 150 workers in the light industry of Uzbekistan, the RSFSR, Ukraine, Kazakhstan and Azerbaijan; 69 party, Soviet workers, specialists from the Ministry of Internal Affairs and the prosecutor's office. 58 thousand officials were arrested, 800 criminal cases were opened, 4 thousand people were convicted [5, 322]. 172 workers who were included in the nomenclature of the Central Committee of the CPSU, 1813 were included in the nomenclature of the Central Committee of the KPS were removed from their posts.

On December 25, 1991 (that is, the day before the legal establishment of the termination of the existence of the USSR), the first President of Uzbekistan, I.A. Karimov, pardoned all those convicted in the Uzbek case who were serving their sentences on the territory of the republic. [6, 37]

In social and political life, the repressions of 1983-1988, which fell on Uzbekistan and Karakalpakstan, had a frightening effect on the population. In an effort to stop, the aspirations aimed at gaining real sovereignty, the allied leadership tried, as part of the overdue struggle against the corrupt nomenclature, to create a stir around the fabricated "cotton business". At the IV plenum of the Karakalpak regional party committee in June 1984, "more than 90% of the leadership of the regional party committee and 85% of the leaders of the city and district level were renewed. [2, 160]. In the cotton complex of Karakalpakstan, 27 cases were initiated, in which the following were convicted: in 1986 - 10; in 1986 - 56; in 1987 - 55; in 1988 - 24; in 1989 - 14, 159 people. [2, 160]

Speaking at the VI Plenum of the Karakalpak Regional Party Committee on November 30, 1989, I.A. Karimov stated, "The process that was started 5-6 years ago around the cotton business in Uzbekistan, including in the Karakalpak Autonomous Republic, continues to this day torment everyone". [2, 165]

The study of memoir literature shows that society is beginning to get tired of the continuous stream of exposures and discrediting of the Bolshevik regime, descriptions of the crimes of Stalin and his henchmen, which make up the lion's share of newspaper and magazine publications, but give little for understanding the deep essence of the processes leading to the crisis of the political system.

The genre of political biography, which has become widespread in response to the call to write history in faces and portraits, to overcome the schematic and dry academism inherent in official historiography, does not bring satisfaction. Any full-fledged research of this kind is hardly possible without recreating the proper historical background, a kind of portrait of the era. Only then, can you understand and explain the deeds, actions and thoughts of people of their time, when they had to live and act.

For the history of Karakalpakstan in 1950-1991, the analysis of the hidden mechanisms and springs, with the help of which the party organization and its nomenclature, actually exercised power and control, is especially important. The opening of archival funds has so far only allowed lifting the veil over these secrets. In the memoirs of N. Mukhitdinov, K. Kamalov, A. Kunnazarov, K. Uteniyazov hidden control mechanisms are shown.

When working with sources on the "Soviet history" of Karakalpakstan, we must take into account the known specifics. We have had to deal with a much larger volume of publications and archival documents than, for example, a 19th century historian. At the same time, it should be borne in mind that the system created under Stalin has developed a number of techniques and methods for manipulating public consciousness by dosing information, hiding the truth. The sources are in many ways saturated with distortions, default figures. The memoirs largely make up for these reservations.

Thus, the range of the identified problems of memoiristics, leading, in our opinion, to the creation of a truly scientific history of modern times, is quite wide and voluminous.

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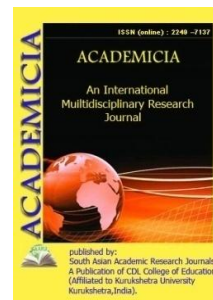
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DOI: **10.5958/2249-7137.2021.00750.3**

THE DEVELOPMENT OF THE LIFE GENRE IN THE FINE ART OF WESTERN EUROPE: XVI - XVII CENTURIES

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ABSTRACT

When studying the art history of a period or region, whether you like it or not, the main question begins with the study of the political and economic aspects of that period or region. The reason is that the development of art and the attitude to it depended on the attitude of political and even religious leaders of the period or region to art. In the study of the art of a certain period, the region, first of all, refers to political and economic relations. Once again, we will be sure to use any source and literature in the process of learning, to get acquainted with them. In the history of Western Europe, the sixteenth and seventeenth centuries became a new, very bright period, with a completely self-governing value, and at the same time it was partially mentioned as very important for its subsequent evolution.

KEYWORDS: Baroque, Clathism, Feudal, Renaissance, Domestic Genre, Plots, Still Life, Aesthetics, Sculpture, Bench, Decorative, Gothic, Batal, Realistic, Painting, Architecture, Mythology, Evolution.

INTRODUCTION

The seventeenth century is one of the most important stages in the development of European culture. During this period, the process of forming a system of capitalist relations on the basis of feudal society reached its final stage. The development of trade and the accumulation of trade capital attracted peasants and feudal farms to market relations [1, p. 9].

When you study the art history of a period or region, whether you like it or not, you start by studying the political and economic aspects of that period or region. The reason is the development of art and the attitude to it, as well as the attitude of political and even religious

leaders of the period or region to art. In the study of the art of a certain period, the region, you first have to turn to political and economic relations, and once again you will be convinced of this as soon as you begin to get acquainted with them, using any source and literature in the process of study. For example, by the end of the 16th century, the division of the Netherlands into two states: the Netherlands in the north (recognized independence) and the Spanish-occupied Flanders in the south had a profound effect on the development of art history not only between the two countries but throughout Western Europe. Because it was during this period and in this region that new types and criteria of art appeared (detailed information is given below).

THE MAIN FINDINGS AND RESULTS

The seventeenth century became a new, very bright period in the history of Western Europe, with a completely self-governing value, and at the same time became very important for its subsequent evolution. By this time, many national art schools in Italy, Flanders, Spain, France and the Netherlands flourished. Each of them, due to the peculiarities of the historical and cultural development of a particular country, has acquired a bright national identity, the vital character of society and the traditional artistic features [1, p. 11].

“During this period, European art developed on the basis of the traditions of the early Renaissance. In it, too, the main theme was the expression of man, his body, emotions, thoughts, dreams and desires. During this period, artists sought to portray the image of man more realistically, to highlight the complexities and new aspects of his mental state. A full interpretation of human life and way of life has become an important direction for the works of this period [2, p. 114].

This means that the genre, which we call “domestic” today, which reflects the scenes of life, appeared and formed in Western Europe as a separate form of fine art at this time. “Now the proportions between art forms and genres have also changed. New types and genres of it have emerged. Along with the existing traditional plots, works dedicated to life events began to enter the artistic life on a large scale. The genres of everyday life, landscape and still life have become independent arts [2, p. 114].

The domestic genre is a genre of fine art that reflects the daily life of society and the individual. In this genre, the artist (sculptor) describes the events and happenings of everyday life in his time, people's way of life, leisure, work and sports, in short, their daily activities are the content of this genre. Although the interest in depicting people's lives has existed for a long time, but its development and becoming an independent genre is associated with the rise of democratic principles in society since the XVII century, since then in the works of artists dedicated to the life of ordinary people. This genre was widely developed in the Netherlands. The genre was dominated by the works of Rembrandt the Great, Peter de Hoox, Terborh, Jan van Ostade and others.

As you study the history of Western European art, you will come across terms such as “Baroque” and “Clathism” in the seventeenth century, because these great styles penetrated all styles of art during this period and covered the whole of Europe with their principles. takes For this reason, it is possible to give information about these two terms, but due to the fact that the subject is different, a different aspect of the art of the region in this period is studied briefly.

The 17th century is also known as the “Baroque Age”. Because the ideological and aesthetic views of the time were more expressed in this style. Signs of the Baroque style, which was used in the history of art to describe the peculiarities of the architecture of the XVII century, and later began to be used in relation to the fine arts, first appeared in Italy. These principles are reflected in the architectural works of Vinola, Palladio, sculptures of Michelangelo, Correjo's benches and decorative paintings [2, p. 115]. Baroque spread throughout Western Europe, evolving in a unique national spirit under the influence of local art traditions. Luxurious in Spain and Portugal, Gothic in Germany, Flemish Baroque in Flanders, and Baroque in France under the influence of clathism, England, the Scandinavian countries, and later Russia.

Over time, genres can become stratified and independent. For example, in the historical genre of landscape navigation, the interior is separated from the genre of landscape.

Creativity in the domestic genre is more complex than in other genres, and in the process of its work, a person's worldview is very important.

The paintings can depict not only historical, heroic events and happenings, but also ordinary life.

Such paintings are works of the domestic genre, often referred to as works of genre painting. Basically, these events are depicted on paintings, but they can also be found in graphics and sculpture. The life stories created by the artists in different periods tell about the life of the people who lived in those times. This genre flourished in European national schools in the XV-XVII centuries. An example of this is P. Bruegel's “Cretian's Wedding”.

The picture depicts the beautiful and cheerful scenes of the national holiday. Flemish P. Rubens realistically depicts rural holidays in his works. Dutch painters G. Gerborch and Jan Vermer described the life of different strata of society with love. 18th century French artists A.Watto, F.Busche, J.B.Sharden, O.Fragonar also created works in the domestic genre. Later, artists began to try to reveal the essence of what was happening, without simply describing what was happening. A critical approach to public life is reflected in the work of French artists O. Dome, G. Courbet and traveling artists.

“Another great artistic style of the seventeenth century, clathism, appeared in France. Its representatives considered reason to be the only criterion for the right path to art. Reason is opposed to emotion. According to them, only a work of art created by the power of the mind is a true age of art” [2, p. 116].

“By this century, works of art were divided into large and small genres. Works on historical, mythological and religious themes are divided into large, comedy, satire and genres that reflect the life of the people. [2, pp. 116-117]

When we talk about Western European art in the seventeenth century, we are talking about Dutch independence, Baroque throughout Europe, Clathism in France, Rubens in Flanders, and Spain and Italy. It is better to stop. This is Joseph de Ribera (1591-1652).

Information about Spanish artists in Europe in the XV-XVI centuries is almost non-existent. Spanish artist Fernando in Leonardo da Vinci's studio is often mentioned. Juan de Juaregi, a Spanish portrait painter who studied portraiture in Rome, is also well known, but he is better known as a writer. One of the most prominent Spanish artists in Europe at this time was Josepe de Ribera.

Born in the town of Hatiba near Valencia, Ribera left his homeland at a young age and went to Italy, first to Rome and then to Naples. He lived and worked in Naples for almost 30 years and died there. In Rome he became a member of the Academy. The paintings under Ribera's hand show this, and the Academy is very proud of it. But at the same time, Ribera always (especially at a young age) emphasized that he was Spanish, and in his paintings he often indicated his place of birth [3. pp. 5-6]

Spanish art, which began to develop in the 18th century, is considered to be the most artistic period in Spanish history. Described as the "Golden Age" of Spanish art, this development lasted until the 18th century, during which "Time Theater" and literature flourished in Spain, along with the visual arts. However, although a number of well-known works have been developed in architecture and sculpture, these areas are also not considered by historians to be among the most advanced areas of Spanish art, such as theater, literature and painting.

As a result of the successful end of the bourgeois revolution, the Netherlands was divided into two countries at the end of the 16th century. In the north, an independent bourgeois republic with seven provinces (sometimes called the Netherlands) was formed, which was self-governing with the Dutch and consisted of seven provinces. South Flanders and the rest of the provinces remained under Spanish rule. In line with the division of the country, art also loses its former unity. In the seventeenth century, two separate schools emerged - the Dutch and the Flemish schools [4, p. 104]

It is natural to think of Rubens as the Flanders School of Fine Arts. In the third edition of the book "Art" with corrections and additions: Some simply say: "Antwerp", but many say: "Homeland of Rubens" [5/159]: Sometimes it is simply called Antwerp, but very nomadic people say that it is the land of Rubens.

In the Netherlands, there are many such representatives. As a result of their work, many famous works were published.

In addition, changes in the art took place here during this period. This is also due to the work of Dutch artists. "Still life became a new genre of painting" [6/5], that is, it was formed as a separate genre. This happened in the Netherlands in the seventeenth century, due to the work of Dutch artists. "Finally, the largest numbers of works in all genres were produced in the Netherlands" [6, p. 5]

In the 16th century, still life and genre paintings were inextricably linked. Peter Arsten from the Netherlands and his student Joachim Beykelaar began to work on still life on a par with the genre painting. The personality was at the center of European painting, and here the region was disappearing. He became simplistic and became one of the pieces of the artist's world. The type became more important than the individual: the peasant type, the soldier type, and later the small and large bourgeois types. Poor painters prefer the average person [6, p. 8].

CONCLUSION

To conclude, this period is an important period that determined the future of European art and gave it a very rich history. The sixteenth and seventeenth centuries are a period worthy of being described as the "highest frequency in European art from the point of view of Comerton. There is no doubt that this is the "Golden Age" that has left spiritual and cultural riches for all mankind. Therefore, we must first of all nourish, cherish and learn from these riches, because it is our duty

to pass them on to the next generation with accurate and appropriate scientific analysis. After all, everyone, regardless of nationality, religion, race, or social origin, has the right to enjoy these spiritual riches.

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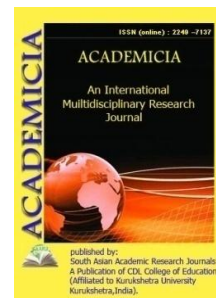
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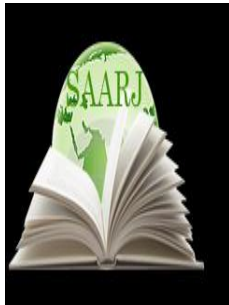
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DOI: **10.5958/2249-7137.2021.00966.6**

MODERN TECHNOLOGIES IN THE DIAGNOSIS AND TREATMENT OF KIDNEY CANCER

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ABSTRACT

Renal cell carcinoma (RCC) diagnosis and management have undergone significant shifts in the recent past. MSCT makes it possible to assess not only the prevalence of the tumor process, but also the calyx-pelvic system and vessels; In the past 10 years, due to the technological advancements, laparoscopic nephrectomy has become the popular and effective method of the treatment and a less traumatic alternative to open radical nephrectomy. Laparoscopy may not be used only for removal of the neoplasm, but also for biopsy of the tumor. Over the past years, cryodestruction of neoplasms has become widespread since it is possible to carry out the procedure in real time under the control of ultrasound, CT or MRI. This review aims to highlight recent evidence that has emerged in the diagnosis and management of this complicated oncologic issue.

KEYWORDS: *Renal cell carcinoma, Multispiral computed tomography, Telomeres, laparoscopic approach, Microwave therapy, Chemo ablation.*

INTRODUCTION

Modern technology has greatly improved the diagnosis and treatment of kidney cancer. The algorithm for examining patients has changed: after detecting a neoplasm during ultrasound, multispiral computed tomography (MSCT) is performed, which allows us to abandon excretory

urography and complex vascular research. MSCT makes it possible to assess not only the prevalence of the tumor process, but also the calyx-pelvic system and vessels [1]. In planning an organ preserving surgery obtaining spatial three-dimensional position of the neoplasm, renal vessels and the calyx-pelvic system with modeling the of possible anatomical changes after removal of part of the organ might be significantly informative. Both MSCT and magnetic resonance imaging (MRI) allow us to consider the presence and extent of a tumor venous thrombus, and MRI with suppression of the signal from paranephrium- about invasion into the kidney fibrous capsule, which facilitates the differential diagnosis of the pT1a, b and pT3a stages of the disease.

Despite the enormous possibilities of tomography, in some cases (suspicion of a benign tumor, severe intercurrent condition, etc.) it is necessary to establish the morphological structure of the neoplasm before the operation. This allows perform only a biopsy, the informative value of which reaches 90%. In order to increase informativeness of a biopsy it is used the determination of telomerase activity [2]. The enzyme telomerase is a ribonucleoprotein complex that synthesizes the terminal DNA sequences - telomeres. Telomeres protect the ends of chromosomes from enzymatic destruction, prevent fusion of chromosomes with each other and are necessary for doubling of genetic material during division of cells. High activity of this enzyme is observed in embryonic, stem, germ cells of a person, as well as in macrophages and leukocytes; Although information about this enzyme is encoded in the DNA of all cells there is no telomerase activity in most somatic cells. In the process of malignant transformation of the cell, telomerase is activated, which provides the malignant cells to divide unlimitedly. Most malignant tumors are characterized by high telomerase activity. A kidney tumor is no exception.

In the past 10 years, due to the advancements in technology laparoscopic nephrectomy has become popular effective method of the treatment and a less traumatic alternative to open radical nephrectomy in a certain population of patients [3]. The first laparoscopic nephrectomy due to kidney cancer was performed in 1990 by Clayman R.V. [4]. Today, laparoscopic nephrectomy is widely used. Compared to open surgery, it reduces postoperative pain as well as the patient's stay in the hospital and the period his recovery after surgery [5].

Most authors perform laparoscopic radical nephrectomy in cases of small (<8 cm) local renal cell carcinomas without local invasion, renal vein thrombosis or lymphadenopathy. For laparoscopic kidney cancer surgery there are three approaches are used: transperitoneal, retroperitoneal and assisted.

Clayman R.V. was the first to use the transperitoneal laparoscopic approach [6]. Retroperitoneal access is an analogue of open lumbotomy nephrectomy, it makes possible to reach the renal vessels without opening the abdominal cavity. Assisted laparoscopic nephrectomy facilitates the training of surgeons in open surgery and serves as an alternative to the conversion of laparoscopic surgery to open surgery, and is also used for large tumors. It has been described [7] a modified assisted laparoscopic surgery with an additional gel port in the groin or on the border of the epi- and mesogastric region for manual manipulations in the wound. There are [8] the advantages of this technique: the use of the alternating manual and instrumental tissue dissection with laparoscopic assisted nephrectomy combines the possibilities of endosurgical and traditional approaches. Every of three access options for laparoscopic nephrectomy has its advantages and disadvantages and can be chosen by the surgeon depending on his/her preferences, but it is necessary to ensure compliance with oncological requirements. The results of 5-year survival of

patients' with kidney cancer that underwent laparoscopic surgery are comparable to those with open surgery (Table 1) [5, 9 - 15].

TABLE 1: RESULTS OF LAPAROSCOPIC RADICAL NEPHRECTOMY

Author	Number	Stage	<i>renal-bed or fossa recurrence</i>	5-year specific survival rate, %	average observation period, mon
Cadeddu J.A. et al. [9]	157	T1—2N0M0	0	91	19,2
Walther M. Met al. [22]	11	≥T2NxM1	0	—	—
Ono Y. et al [10]	147	T1—2N0M0	0	96	30
Gill I.S. et al. [12]	53	T1—2N0M0	0	—	13
Dunn M.D. et al. [5]	61	T1—2N0M0	0	—	25
Chan D.Y. et al. [13]	67	T1—2N0M0	0	95	35,6
Portis A.J. et al. [14]	64	T1—2N0M0	1	98	54
Stifelman M.D. et al. [15]	108	T1—3N0M0	0	93	14

Tumors to be removed with laparoscopic radical nephrectomy (stage pT1), can be removed with open resection of the kidney [3, 16]. Modern technologies make it possible to carry out laparoscopic organ-preserving surgeries for kidney cancer [17].

Laparoscopic surgery for cancer is associated with the risk of dissemination of the neoplasm and the development of metastases. There are reports of cutaneous metastases and metastases at the sites of laparoscopic port placement after laparoscopic lymphadenectomy for prostate cancer [18] and bladder cancer [19]. The work [20] provides data on 1098 urological laparoscopic operations for malignant neoplasms, while there were 8 local recurrences and 2 cases of metastases in the ports. In kidney cancer, according to the authors, the frequency of local recurrence amounted to 2.2%; metastases in the places of installation of laparoscopic ports were not registered. Currently, only 3 cases of metastases in ports after laparoscopic radical nephrectomy have been described [21].

Traditionally, laparoscopic radical nephrectomy is performed for kidney cancer at T1-2N0M0. The maximum sizes of the neoplasm, subject to laparoscopic removal, are discussed, and the limitations are to a greater extent associated with the "comfort" of the surgeon, rather than with technical difficulties [3]. If initially laparoscopic surgery was carried out at clinical stage T1-2, then in the subsequent described [9, 15] successful laparoscopic removal of many neoplasms that

according to the data of morphological studies, they belonged to the pT3a stage. Moreover, laparoscopic the operation can be performed for advanced (pT3b) and metastatic (M1) kidney cancer.

So, Walther M.M. et al. [22] showed that patients with metastatic kidney cancer who performed laparoscopic cytoreductivenephrectomy, recovered faster after surgery, had less pronounced postoperative pain and shorter time to treatment with interleukin 2 compared to patients undergoing open nephrectomy. However, the author reports that in 5 out of 11 cases, laparoscopic the operation was transformed into an open one.

Performing laparoscopic nephrectomy with venous tumor invasion of renal cancer into the renal and inferior vena cava is limited due to the technical difficulties of laparoscopic thrombectomy. Nevertheless, here, too, there are technical innovations. Allowed to perform laparoscopic radical nephrectomy for renal cancer pT3b with renal thrombus level I [23], and during operations on animals - and with renal thrombus level II – IV [24]

Recently, there have been reports of authors [25, 26] about the use of a laparoscopic access for kidney tumors. There was used a laparoscopic approach, and not laparoscopic surgery, since the technique itself does not differ from the standard one when using the transperitoneal operative approach [3]. With laparoscopic surgery, as with open surgery, it is necessary to observe oncological requirements, such as lymphadenectomy [27].

Laparoscopy may not be used only for removal of the neoplasm, but also for biopsy of the tumor. There is a large number of works confirming the great diagnostic value of a kidney biopsy [28, 29]. Visualization of the organ is possible not only through ultrasound scanning, but also with laparoscopic and retroperitoneoscopic access. Limb J. et al. [30] used a laparoscopic approach to elucidation of the nature of 57 cystic neoplasms kidneys (28 patients had Bosniak II category and in 29 - III). In all observations, transperitoneal laparoscopic imaging of the neoplasm and aspiration of the contents cysts for cytological analysis followed by biopsy of the cyst wall. 11 (19%) patients were diagnosed with cystic kidney cancer. In none there was no recurrence of cancer or dissemination of cancer cells in the port or peritoneum.

If removal of the neoplasm of the kidney is impossible (severe intercurrent background, senile age, small size of the neoplasm or reluctance of the patient), then one of the options for minimally invasive surgery for kidney cancer can be chosen - cryodestruction, radiofrequency ablation, laser ablation, focused high-power ultrasound exposure, microwave thermal ablation, chemoablation with the introduction of ethanol and others into the tumor substances. The role of these methods is being studied; it is possible that that some of them will be at the forefront of the treatment of localized small kidney tumors.

Over the past years, cryodestruction of neoplasms has become wide spread since it is possible to carry out the procedure in real time under the control of ultrasound, CT or MRI. The use of this method is devoted to a large number of works, first used it Barone G.W. in 1988 [31]. In a recent publication, Cestari A. et al. [32] reported about cryodestruction of a kidney tumor in 37 patients. Depending on from the location of the neoplasm, the procedure was performed trans- or retroperitoneally. In average the operation took 194 minutes, and the blood loss was 165 ml. After the operation, the patients were under MRI control for 24 months or more, in addition, a biopsy was performed from the area of the tumor, which was subjected to cryodestruction, 6 months later. In none of observations did not detect cancer cells. Complications were registered

in 14.6% of cases [33]. The principle of radiofrequency ablation (RFA) is that a needle inserted percutaneously or openly into the tumor creates local hyperthermia. Modern RFA can destroy a tumor 2–5 cm in size [34]. Some publications [35, 36] have demonstrated good results. RFA for kidney tumors. Multicenter studies of RFA complications showed their low frequency (7.4%). Complications were associated mainly with pain or paresthesia at the site of introduction of probes [33].

As an ablative technique, microwave thermotherapy was first used by Kigure T. [37] on VX-2 tumor models in rabbits. Recently Iinuma M. et al. [38] published their own data on the use of microwave ablation in the treatment of kidney tumors in 13 patients. Preliminary results show that all patients destruction of the tumor was noted after the procedure. Moreover, when compared with the control group, which performed an open nephrectomy, it turned out that after microwave ablation, significantly fewer complications were recorded. Terai A. et al. [39] performed laparoscopic resection of the kidney using microwave ablation in 19 patients. Postoperative complications include the formation of a urinary fistula, arteriovenous fistula, and wrinkling of the operated organ. 19 months after surgery CT scan showed no relapse or distant metastases. Similar data were presented by other researchers [40, 41]. Microwave thermotherapy has many advantages. Many clinics are equipped with microwave thermotherapy devices used for liver surgery, but they can be adapted for ablation of tumors of other organs, including kidney. Chemoablation is achieved by injecting chemicals into the tumor tissue. For this, various substances can be used. Percutaneous administration of ethanol into a tumor is more often used to destroy liver neoplasms [42]. In urology this method has been applied in prostate cancer [43]. Its use in kidney tumors is being studied. Naitoh Y. et al. [44] injected ethanol into a neoplasm of the kidney in white rats and showed that none the tumor that underwent this procedure did not enlarge. After the 3rd injection, tumor growth was significantly suppressed, and after the 5th tumor, almost completely destroyed. Histologically detected degenerative necrosis. Rehman J. et al. [45] for the purpose of ablation injected into the kidneys of pigs acetoacetic acid. At the sites of acid injection, tissue necrosis was noted. The authors propose in the future to use this method in combination with other minimally invasive kidney tumor treatment options, for example cryodestruction or radiofrequency ablation.

Kohrmann K.U. et al. [46] report the possibility of using high-intensity focused ultrasound (High Intensity Focused Ultrasound - HIFU). Wu F. et al. [47] used HIFU for late-stage kidney tumors in 13 patients and noted that the blood supply of all neoplasms either decreased or was absent and the tumors themselves were significantly reduced.

Other methods of minimally invasive surgery of kidney tumors have also appeared. Prapavat V. et al. [48] suggested using laser-induced thermotherapy (LITT). Dick E.A. et al. [49] used it in 9 patients with an inoperable tumor kidney and have shown that the method is safe and reduces tumor volume by an average of 45%.

Solomon S.B. et al. [50] on the kidneys of dogs showed the possibility of using ablation by γ -radiation (Interstitial Photon Radiation Ablation) on a par with other minimally invasive techniques. David Y. et al. [51] note that this method is effective with ablation of hyper vascularized tissues of interest is the Hydro-Jet technique, the principle of which is to use a directed jet water that acts like a sharp knife. Generator Hydro-Jet is mainly used for resection of highly vascularized liver tissue. Shekarri H. et al. [52] first used this method with laparoscopic resection of the kidney in animals. It has been noted that the Hydro-Jet preferentially cuts off the

renal parenchyma, leaving the intrarenal vessels and the renal pelvis system intact. Large vessels were then clipped and dissected. Minimal bleeding was easily stopped by coagulation.

The introduction of new technologies made it possible to revise the algorithm for examining patients with kidney tumors, as well as expand the possibilities of their treatment. In the future, an even earlier than when using ultrasound, tumor diagnosis kidneys; the existing screening method will be replaced by research for a tumor marker of kidney cancer. Of course, there are observations when the identity of the neoplasm remains unclear (parenchyma or pyelocaliceal system, tumor of the upper segment of the kidney with invasion of the adrenal gland or primary neoplasm of the adrenal gland with invasion into kidney, etc.). In these cases, the definition of a tumor marker would be extremely useful.

When planning the volume of lymphadenectomy and to substantiate the feasibility of removing the adrenal gland, an isotope diagnostic method is required, when the radiopharmaceutical is associated with a monoclonal antibody to kidney cancer antigens (according to analogies with prostasynth). Such a "renascent" will make it possible to visualize not only the tumor in the kidney, but also metastases in lymph nodes, adrenal gland, distant micro metastases. In order to improve the results of treatment, to suppress micro metastases, new "tools" of immunotherapy are needed. Thus, modern technologies open up new perspectives both in the diagnosis and treatment of kidney cancer.

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DOI: **10.5958/2249-7137.2021.00967.8**

REFLECTION AND PROBLEMS OF LINGVOCOGNITOLOGICAL AND COGNITIVE ASPECTS IN TRANSLATION

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ABSTRACT

There are different approaches to translation at the current stage of development of translation studies. One of them is the understanding of the translation process and quality, which is particular interest to researchers and scholars. This can be seen in a number of research articles devoted to discussing the cognitive aspects of translation around the world. This article shows critically examine the existing knowledge approaches and trends in translation proposed by translators. As well as it informs about the reflection and problems of lingvocognitological and cognitive aspects in translation.

KEYWORDS: *Translation studies, Cognitive aspects, Linguists, Language comprehension, Translation problems.*

INTRODUCTION

Many linguists and translators today are turning their attention to the study of knowledge, which they describe as a “cognitological aspect”. Cognition in general comprehension includes mental processes such as cognition, attention, memory and judgment, evaluation and reflection, problem solving and decision making, language comprehension and production. However, on the basis of cognitive linguistics and cognitive research, it is necessary to focus primarily on the processes of meaning creation and meaning interpretation. Finding the most suitable alternative is very important in translation, in this area

The contribution of linguistic theory is invaluable. The translator usually tries to adapt the closest alternative in the original language to the language being translated. Translation should be the object of scientific and theoretical study. Should focus on what is needed and what is needed to achieve the goal. Although the meaning of the pronouns often depends on the context, it is also

important to refer to the dictionary. It is not possible to approximate the meaning of words in a translation. The translator must know the word and its translations well or find them in the dictionary. Otherwise, the translator will inevitably fall into the trap of "fake friends of the translator." As for the shortcomings of the translations, it seems that some translators seem to see literary translation as a necessity, not a creation. For example, in recent years, the translation of some works of art into Uzbek has accelerated, with the contribution of Uzbek translators. However, it is difficult to say the same about the translation of Uzbek literature translated by other translators into the language of that country.

It seems that the world's translators have given priority to the quality of translations and the preservation of national identity in their translations, with the main goal of acquainting their readers with the works of Uzbek writers. The main reason for this is that translators do not know the subtleties of the meaning of words in the original language, the culture of the people, national identity, and customs. Therefore, the purpose of this article is to focus on this issue. Its relevance is that it helps to search for a doctoral dissertation by first identifying research trajectories in the field.

Moreover, as a new trend within the anthropocentric paradigm, the cognitive aspects of translation have not been sufficiently developed and studied, and therefore the problem is undoubtedly of interest to modern post-linguistic translation studies.

As for the cognitive scientific approach to translation, translators try to understand and explain the product of the mind:

How do translators and other scholars involved in translation create meaning in situations and texts that they manage?

How do they achieve their strategies and choices?

How do their cultural and linguistic foundations affect their thinking and understanding?

How do they develop translation powers?

In addition, research shows that there are commonalities and differences in how Western and Eastern translators study the problem in reflecting the cognitive aspect of translation. Indeed, more than 25 research papers, including books, scholarly articles, and works on various issues related to translation, are clear evidence of this.

A review of the literature, translations, and the essence of the content of words in another language helped to analyze and contextualize by brief comparison of previous research related to the disclosure of cognitive approaches in the field of translation. In addition, the application of this method has helped to reveal the interdisciplinary interaction of cognitive science and translation, as there are many disciplines that have a strong influence on their mutual development. For example, linguistics, psychology, psycholinguistics, cognitive linguistics, linguacultural studies, neurology, sociology, and some other fields have had a major impact on the growth of cognitive translatology.

TRANSLATION AS AN ACTIVITY

The cognitive aspect at the center of translations is the interpretation of the translation process by the interpreter of the interaction of cognitive and linguistic structures that the translator performs in the broadest context of his or her psychological and semi logical characteristics.

The concept of cognitive aspect includes knowledge, consciousness, reasoning, thinking, presentation, creativity, development of plans and strategies, reflection, symbolism, logical inference, problem solving, visualization, classification, cross-linking. It involves a wide range of mental activities such as cognition, imagination and dreams, and is determined by processes such as movement, cognition, mental imagery, memory, cognition, and attention organization. This is why cognition plays a key role in the translation process, as the translator is a pragmatic function based on cognitive activity, saving the semantic component of the text as well as its communicative and its own national color. it is necessary to take into account the mental processes involved in the performance of the task, as well as the required capabilities.

The role of lingvocognitological and cognitive aspects in the translation process is the interpretation of information as indicators of the cognitive process in translation. The wide range of published research on cognitive trends in translation quickly reveals another. Two key concepts - intercultural communication and translation - play an important leading role in understanding the commonality that lies at the heart of the interrelationship. As Komissarov points out, "Translation is a complex and multifaceted human activity that involves not only the process of conveying information from one language to another, but also the cultural aspects of the text in the source language, because culture is the sum of this material and the meaning of society. Are their achievements"

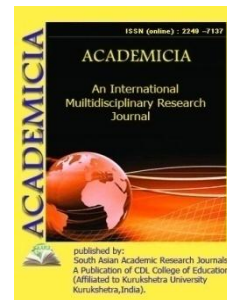
Culture encompasses all aspects of life and consciousness, including language. Therefore, many factors are crucial in the translation process and they need to be reviewed and explained regularly to better explain the translation process.

In short, the above-mentioned views will contribute to the identification of problems in the field, the theory and practice of translation, the efforts of scholars, researchers, translators and all creators of translation criticism, to increase the effectiveness of our cooperation. Given the limited scope of the article, more in-depth and detailed research is needed on how to apply cognitive aspects in translation studies.

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DOI: **10.5958/2249-7137.2021.00804.1**

PECULIARITIES OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING OF SPECIAL SUBJECTS IN HIGHER EDUCATION

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ABSTRACT

This article is an analysis of the introduction and use of information and communication technologies in the disciplines of higher education, increase the effectiveness of education, increase students' knowledge and skills through the use of modern information and communication technologies in the training of designers, issues of interest in the learning process and the development of skills to apply their knowledge in practice are discussed. The focus is on developing appropriate strategies for the new educational role and in addition, the need to increase the role of students in the introduction of information and communication technologies in the educational process. The role and perspectives of teachers are very important and they are highlighted as key participants in the process. The results of the study show that the use of information and communication technologies in the educational process helps to increase the effectiveness of education and the organization of the educational process. In particular, it shows that the contribution of information and communication technologies to the improvement of the educational process in educational institutions, where information and communication technologies are an innovative factor. Achieving this high level means that the educational institution must not only modernize the technological tools, but also change the teaching models.

KEYWORDS: *Modern Information And Communication Technologies, Multimedia, Computer Programs, Textiles And Fashion, Software.*

INTRODUCTION

In the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, as the wise men of the East said, "The greatest wealth is intelligence and knowledge, the greatest heritage is a good upbringing, the greatest poverty is ignorance!"

Therefore, the acquisition of modern knowledge, true enlightenment and high culture should become a vital need for all of us. Therefore, the active transition to the digital economy will be one of our priorities for the next 5 years said he. "The present and future of our country are in the hands of our highly spiritual and enlightened youth. [1]

Today's process of rapid development and globalization places a number of demands on higher education. It is important not only to equip students with knowledge, but also to develop their professional skills and abilities, to use the opportunities of modern information technology, to teach them to apply in the educational process, in the field of specialization. The prospective professional must be able to think critically, analyze social problems, develop solutions, and be socially responsible. The training of specialists who meet such requirements requires the use of non-traditional teaching methods in the higher education system and the development of new effective teaching methods.

It is no secret that in today's market economy, the development of our society requires new technologies, including new information and communication technologies. In particular, the widespread introduction of multimedia and web technologies, the intensive study of computer-generated graphics, animation and video technologies require computer literacy. In recent years, Uzbekistan has taken a number of measures to develop computerization and information and communication technologies. [3]

The advanced countries and regions, which are working effectively to introduce digital technologies in education and create a digital learning environment, are showing high quality results in education. Therefore, Uzbekistan continues to study the best practices of foreign countries and move forward on its path of development. In particular, the Presidential Decree No. PF-5847 noted that the introduction of digital technologies in the educational process is one of the priorities in the development of the higher education system. It requires us to master digital knowledge and modern information technology to make progress, and it allows us to take the shortest path to growth. After all, IT is penetrating deep into all areas of the world today. [2]

A number of studies and reports in recent years have highlighted the potential and benefits of information and communication technology (ICT) in improving the quality of education. ICT is seen as a "key tool for building a knowledge society" and, in particular, as a mechanism for reviewing and changing education systems and processes, leading to an increase in the quality of education for all. [12]

The current stage of social development is increasingly being described as a period of formation of the information society. Informatization of education plays an important role in informing society. The problems of effective use of computer technology for teaching in the educational process are already widely covered in educational sciences and practice. The first attempts to develop a coherent system of computer training were made abroad by A.Bork, R.Williams, J.Merred, B.Hunter.

The use of computer technology in the training of specialists in the field of sewing production L.Vedmich, E.Zaroshchina, E.Koblyakova, V.Petrova, V.Romanova and E. Considered in the works of Tikhonova. [5].

In our Republic conducted researches on implementing ICT in education process by A.Abduqodirov, A.Abdullaev, M.Aripov, B.Begalov, U.Begimqulov, F.Zakirova, Q.Olimov, N.Taylakov, L.Shibarshova, S.Gulomov, U.Yuldashev. According to V.Blinov, achieving high efficiency in educational work requires the assignment of differentiated tasks, taking into account the individual abilities and capacity of students.

Improvements in information technology are focused on solving more intellectual, scientific problems. Data visualization, image processing, and the creation of a virtual environment enable a person to achieve a goal through innovative approaches to solving complex problems, making it easier to prepare and make management decisions. [4]

A number of studies and reports in recent years have highlighted the opportunities and benefits of information and communication technologies (ICT) in improving the quality of education. ICTs have become an integral part of modern society, especially in the field of education. Multimedia combines text, graphics, audio and video information, animation, allows the use of different ways of presenting information and can contribute to the formation of interest in knowledge, which in turn affects the activation and involvement of students in the learning process.

As Irina Bokova noted, “technologies can serve as a powerful learning tool only if they are used correctly and competently in the learning process, as well as in combination with new learning models”. [6]

The need to develop the skills of future professionals to work with information technology, first of all, the introduction of new intellectual educational resources in the educational process in the system of vocational education, secondly, the ability of teachers to teach using them and independently develop e-learning resources in specific subjects, third, it is closely related to the full realization of the opportunities to increase the effectiveness of the teacher's professional activity.

The use of ICT allows the teacher to optimize the learning process. This is because technical support of lessons creates a more favorable psychological environment, removes psychological barriers, strengthens its role in choosing methods, forms and rates of learning different topics of the curriculum, improves the quality of education due to an individual approach to education. Selevko G.K. considers information and educational technologies as educational technologies that use special technical media (computer, audio, film, video) to achieve pedagogical goals. Zaxarova I.G. takes into account the need to understand information technology as the application of information technology in order to create new opportunities for information transmission (teaching activities), knowledge perception (student activities) and the complex development of students' personalities in the learning process.

Many researchers argue that educational media resources are human brain friendly and using them in teaching and learning process helps people to learn efficiently. [10] Media resources create a multi-sensory learning environment. Involvement of all senses leads to an exceptional increase in the degree of assimilation of the material in comparison with traditional methods.

Enriching the information with various examples such as infographics and animation will make it easier for the user to assimilate the information and gain interest. [11]

The use of information technology in the teaching of special subjects not only increases the effectiveness of education, but also allows students to develop knowledge, skills, abilities and professional competence; helps students to think independently and develop creative activities. [6]

The use of ICT at all stages of the educational process allows to instill in future specialists the skills of collective work within the framework of electronic network structures, to teach the promotion of their own knowledge and skills in the market of highly qualified personnel through the electronic space. [13]

For quality self-education, it is necessary to create appropriate conditions, and above all, accessible educational material and technical base, electronic libraries, accessible Internet, electronic and printed educational and scientific literature, audio, video visual materials, infographics and much more. In educational process the wide usage of such as various resources i.e. media resources lead to interactive formation of education. [9]

Multimedia technology is based on the complex representation of any type of data. Such technology allows symbols, texts, graphics, images, documents, sounds, and dots to be processed together. The image can be transmitted to the screen along with the text and audio. Multimedia technologies are effectively used in education systems. The main reason for this is that when the user is active in a multimedia environment, he remembers 75% of the information he sees and only 25% when he hears. [4] As Benjamin Franklin said, "Tell me and I forget, teach me and I may remember, involve me and I will understand".

The use of multimedia is especially relevant in the training of professionals in the field of clothing design, because in the learning process, the future designer-model must join the real creative process of creating new competitive developments and creating conditions for its implementation.

In order to develop students' design and modeling competence, higher education institutions have divided the software products that graduates need to master in order to form a competent bachelor's degree in ICT into two groups:

- 1) software products required to master basic user skills.
- 2) professional (or specialized) software products.

Thus, after graduation, if the university's curriculum is designed taking into account the capabilities of modern ICT tools, the bachelor's degree in vocational education will become a competitive force in the labor market.

The development of technical progress, the introduction of computer technology and new information technologies in all spheres of life and production determines the demand for specialists who meet the level of development of the information society, including design. Costume designers, like all designers, need to be familiar with computer technology and analytical processing methods of information, which will help the specialist to adapt to active creativity and a changing environment. Computer technology in clothing design is a universal tool at all stages of project activities, from the creation of artistic and technical sketches, from the

construction of a model structure to the development of corporate brands and brand advertising.[8]

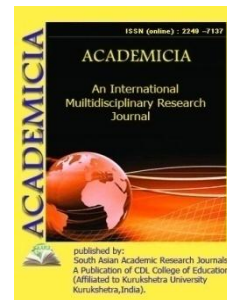
Based on the analysis of the work and qualification requirements of scientists conducting research, the results of our research and observations have shown that by adding competence in the use of information and communication technologies in the qualification requirements for vocational education teachers, we can train professionals who can meet modern requirements.

In short, Vocational Education Costume design achieves educational effectiveness by enhancing students' creative thinking skills, independent decision-making and teamwork skills through the use of modern information and communication technologies in developing students' competencies in designing and modeling clothing.

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DOI: **10.5958/2249-7137.2021.00805.3**

LINGUISTIC REPRESENTATION OF IMAGES OF TWO GENDERS IN FOLKLORE

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ABSTRACT

In archaic times, the main form of transmission of the common people the experience of knowledge from generation to generation was folklore. Literally translated as "folk wisdom", "folk knowledge", the term denotes poetic creativity, reflecting the experience of millennia. Folklore existed in the context of folk culture and had, first of all, practical function, as well as informational and religious; the aesthetic function was secondary. Folklore works served the various needs of the ancient society; bearers of archaic traditions were people from the social bottom - peasants, poor townspeople, which led to the design of the oral verbal form of certain genres folklore. The relevance of the work is determined by two factors: first, the question the relationship of the sexes has always worried about a person, he remains open and in present tense; secondly, the problem of characterizing a person by his gender identity in Russian folklore is practically not studied, about as evidenced by the analysis of scientific linguistic research on gender. The scientific novelty of the research lies in the analysis of works Russian folklore from the position of reflecting gender inequality in them. The object of research is the works of Russian folklore, containing the characteristics of a person by gender. Research subject - semantic and grammatical features of lexemes used to describe the images of a man and women in folklore.

KEYWORDS: *Enticement, paternal inheritance, masculine, feminine, ditties, peasants, substantial part ditties, mental disability, humanitarian branches of knowledge, sphere of interest, behavioral patterns of men and women.*

INTRODUCTION

The ditties were originally designed as a "youth" genre, narrating about what took young people, boy and girl, from adolescence before marriage, so most of the ditties tell about the relationship of young people, convey their emotional experiences: dreams of love, first timid dates, courtship, "Enticement", suffering, parting. The guy in ditties appears frivolous and loyal, windy and loving:

I cried on one mountain,
On the other - he grieved:
I married one girl,
And he sent another letter.

More often, falling in love ends in disappointment, which is the reason serve the disapproval of parents, inequality of young people in the material, social issue, the discovered dissimilarity of characters, betrayal of one of parties, gossip and slander:

Oh you, my dear,
You are worth dear:
Has given me hope -
You marry another.

It is noteworthy that the young man also needed parental permission, blessing to marry, wedding was only possible with the consent of the father and mother to accept the chosen one of the son into their family:

I didn't paint the accordion myself,
I didn't use the varnish myself.
I didn't woo the cutie myself,
Father and mother went.

Depicting for the most part the life of a village man, a ditty contains details of peasant life, features of life a person tied to the land, living at the expense of a personal economy. Of ditties we learn that the man was engaged in agriculture, kept cattle, was responsible for paying taxes:

Well, time, well, yes, -
The peasant is in trouble:
There is no bread, no land,
And they came for the taxes.

In any family, a man was the main worker and bread-winner. That is why economic, businesslike husbands and sons were so valued. The household, as a rule, passed from father to son or sons. At the same time the main requirement for the groom, the bride's parents put forward the presence of he has his own property, economy. Hence, in Russian ditties appears the motive of the brother rivalry for the paternal inheritance, shared between brothers as they marry:

I fell in love, and even repent,

That there are many brothers:

Not only for you, dear, home -

Do not get the doors.

Darling, get married - don't get married

They won't give me up:

You have four brothers -

They will give a small share.

Ditties about work, presented in the number of three, refer to a later time, specifically to the Soviet period, about which evidenced, first of all, by the vocabulary: words such as "Miner", "locksmith", "factory", which arose in Russian in connection with the emergence of new and transformation of existing professions.

Ditties were created by peasants who moved to the city to work. Such ditties preserved the literary tradition, but acquired new ones. Features and details of factory and urban life:

Broken electricity

In a steam car:

Locksmiths have a lot of work -

Will not come home sweetheart.

The war for the recruit meant an alarming future, a difficult soldier service with its hardships and dangers, separation from mother, wife, bride. But guys 17-18 years old went to war and tsarist service, even after by the standards of a villager, this is a very young age, the very beginning of life. This is what the recruit sings about, falling into inconsolable melancholy. Substantial part ditties is a recruit's appeal to comrades, family, farewell to loved ones. The service also meant "separation" from native land, leaving the family without a breadwinner and worker:

Will be taken to the soldiers

From mother's illness.

From mother's illness

I don't want to be a soldier.

We will be hijacked - buried

Not fathers, not mothers,

Buried in an open field

Enemies are enemies.

Characteristics of a man by his appearance and character traits carried out on behalf of a girl, beloved or rejected. In basically, in ditties, the heroine criticizes those personal qualities of the guy, the presence which is considered undesirable and may even serve as a reason for parting of lovers. This is insecurity, frivolity, stupidity, infidelity, talkativeness, arrogance:

If only, dear, not you,
Bots would buy me.
And you with a long tongue -
I remained barefoot.
Thick light brown curls
At my dear.
Wrong words, empty -
I want to forget him.

The motive of a youthful, dashing lifestyle is widespread of a young man in the village. The guy brags about his bravery prowess, violent disposition; to be a bully, a criminal for him pride and honor. The narration is more often in the first person:

I'm a desperate little head
I don't value anything:
If the head is cut off,
I'll tie the korchaga.
Our field with your side,
The only difference is the boundary.
Who loves my sweetheart
He will try the knife.

A distinctive feature of ditties about human relations is a predominantly pessimistic representation of reality, therefore, ditties telling about happy love are practically not meet. Happiness in Russian ditties is the goal to which they strive heroes and performers, which often remains unreached. From here the appearance of ditties about the marriage of a girl in love to an unloved one a man at the behest of his parents:

You are ruinous parents
Destroyer mother!
Who did you want to marry,
They failed to give their daughter away, about the severity of parents who forbid seeing their beloved, do not approving the chosen one of the daughter:
Don't stand, dear, at the window,
Do not call for the evening:
I sit at home, crying with grief -
They don't want to let them go for a walk.

The general pessimistic mood persists in the ditties about family life. Plots about grave orphans' lives:

The orphan has so much grief -
What to do with bitterness?
I will carry it out into the open field:
Go, bitterly, for a walk,
about the unenviable, despised position of a widowed man:
I will not go to that end
Neither calves nor sheep.
Chilled me, girl -
The widower got involved.

Another common conflict is irreconcilable differences a young wife with her husband's family members, namely, the father-in-law and mother-in-law, sister-in-law:

I was grazing cows
She sang about her sister-in-law:
Horned cows
The sister-in-law is toothed!

Marriage meant living according to the rules of the spouse's family; often the husband's parents used the dependent position of the daughter-in-law and saw in her only a new housekeeper. Hence the motive of the girl's complaint to their parents for a hard life in someone else's house:

At his own dear mother
Eat and lie down
At a stranger's at the hostess
You will run without eating.

The theme also fits into the general elegiac mood of the Russian ditty. If in other genres of folklore wedding is a cherished desire any girl, a long-awaited, fateful event, then in a ditty the heroine appears disillusioned with youthful hopes and dreams. In relations, the first quarrels, quarrels, mutual reproaches arise, doubt and suffering. Married women grieve about girlhood gone about the former freedom, suffer from the mistake of choice, their own or parental:

My little head is cheerful
I want to sing songs,
Have fun while in girls
And there you will roar.

Ditties testify mainly to the fact that the girl in the family was entrusted with numerous household duties (caring for cattle, work on the ground, haymaking, cooking, cleaning), often overwhelming, so the heroine pours out her suffering, complaining about the strictness of her parents:

They say I'm thin
And I was not in a hefty one, -
Freaks are not in bliss:
The whole job is mine.

Thus, the analysis of ditties indicates more thematic groups of linguistic units, in which the image of a woman is presented: in comparison with the proverb genre, a woman in Russian ditty is also considered in the aspect of its involvement in professional activity, which is explained by a later time creation of ditties, namely in the Soviet period of national history, when the process of women's emancipation in social, labor and family life, which implies the empowerment of women with the right to equality in labor and wages. But at the same time, the image of a woman is still most fully revealed through the categories of family and gender relationships and personality characteristics. The image of a man in a ditty is considered in fewer numbers. Thematic groups (again in comparison with the proverb genre) that due to the specifics of the genre. From 8 thematic groups selected by us only 6 stands out here, there are no sections "church" and "social differences": since the main functions of the ditty are recreational and aesthetic, then the above aspects of public life are not included in "Sphere of interest" of the genre in question. The main characteristic men are also in a relationship with the opposite sex before marriage, the second most important is the personal characteristic. This is because those ditties from these thematic sections were composed by girls, and therefore, they reflect the girls' vision of relationships with guys and idea of the ideal features of appearance and character traits potential chosen one.

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DOI: **10.5958/2249-7137.2021.00806.5**

THE TIGER OF TURAN- JALOLIDDIN MANGUBERDI

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ABSTRACT

This article provides information about the life and victorious march of Sultan Jaloliddin Manguberdi and his efforts for the peace of the motherland. In addition, the article also deals with the events that took place in the land of Turan in XII century. At that time, Chingiz Khan was coming to Khorasan with a huge army. Before reaching Ghazna, Jalaliddin met with Amin Malik, the governor of Herat and his father-in-law, and together they marched on the Mongols fortress of Kandahar.

KEYWORDS: Chingiz Khan, Mongols, Jaloliddinmanguberdi, Movorounnahr, Khorasan, Merv, Sultan, Khorezmshah, Temur Malik, Army, Uzlakshah, Akshah.

INTRODUCTION

One of the greatest figures in our history was Jaloliddin Manguberdi, who fought valiantly against the Mongol invaders and sacrificed his life for the freedom of the Motherland. Al-Nasawi, a medieval Muslim author, including his minister and mirza, called him "Manburni" (meaning man sign, meaning spot, spotted nose).

At a difficult time, Jalal al-Din Movarounnahr was plunged into war, much of the country was invaded by the Mongols, the imperial army was destroyed, some of the emirs went on the path of treason, and the rest on the path of saving their lives and property. Such kind of difficult time when the sultan had left the country to its own devices, ruled by mutual confusion and danger he appeared on the stage of history. In such a difficult situation, Jaloliddin fought for the freedom of the homeland and the people and fought against the Mongols for 11 years. He rode 14 times

against the Mongols, winning 13 of them. On the eve of the Mongol invasion, Jaloliddin, although the eldest son, was overthrown by his grandmother Turkon-Khotun and instead of him throne was taken by another prince of Qutbiddin Uzlokshah and was proclaimed zlakshahvaliahd.

The lands bordering Ghazni, Bamiyan, al-Gur, Bost, Takinabad, Zamin-Davara, and India were given to Jalaliddin. Although Jalaliddin was expelled from the center because of his grandmother, the sultan treated him with special love, appreciated his courage and wished him not to turn away from him. That is why Shams-al Mulk, a well-known state official, appointed Shahobiddin Alp al-Haravi as his minister, and Kuzbar Malik, his commander-in-chief, as his deputy. Muhammad Khorezmshah suffered from pleurisy and died in exile in the late 1220s (617 AH) on the island of Ashuradi in the Caspian Sea. Before his death, the sultan declared Jalaliddin the heir to the throne and gave him some of the sultan's ranks. After burying his father with his brothers Uzlokshah and Oqshah, Jalaliddin came straight to Urgench with 70 people. He will soon be joined by Khojand Governor Temur Malik and other amateurs. The people greet JalaliddinManguberdi with joy and great hope

However, when he learned that his brother Uzlokshah and his supporters were plotting against him, Jalaliddin secretly left Khorezm with 300 men, realizing that it was impossible to fight the Mongols. Recent research suggests that Jalaliddin's first encounter with the Mongols was in the Irgiz steppe of Jand province. Jaloliddin arrived in 16 days from Khorezm around the Nisa fortress in Khorasan. When Chingiz Khan learned that the sultan's sons had returned to Khorezm, he ambushed his army everywhere in Khorasan in order to oppose them if they wanted to retreat to Khorasan. Jalaliddin defeated the Mongol army of 700 men with 300 soldiers near Nisa. The Mongols are completely defeated.

At that time, Jalaliddin's brothers Uzloqshah and Oqshah became confused and did not know what to do, so they followed Jalaliddin to Khurasan. They defeated a small group of Mongols and paid a lot of attention to this victory. After that, they were captured and executed in another battle against the Mongols near the city of Habushan in Khorasan. The Mongols carried the heads of the slain princes in Khorasan for some time in protest. Another Jalaliddin's brothers, RukniddinGursanji (described by sources as "unparalleled in intelligence and splendor"), fought valiantly for six months against the Mongols in the Iranian fortress of Ustunavand. Jalaliddin arrives in Nishapur at this time. For a month, in order to fight the Mongols, all the emirs appealed to the commanders to gather troops. When he knew that the Mongols learned of his activities, they set up camp at al-Cairo in the Zawzan district (between Nishapur and Herat). Unfortunately, at this time, the local deputy governors are unable to unite around him. Jalaliddin, who was not strong enough yet, realized that it was dangerous to stay in the fort for a long time and headed for Ghazna.

At that time, Chingiz Khan was coming to Khorasan with a huge army. Before reaching Ghazna, Jalaliddin met with Amin Malik, the governor of Herat and his father-in-law, and together they marched on the Mongols fortress of Kandahar. In this struggle, for the first time in the history of military science, Jalaliddin pits the "infantry" against the Mongol cavalry. The British later praised the military method and used it in their famous battles near Cress. After three days of fighting, the Mongols were defeated and Jalaliddin was victorious, leaving for Ghazni

He entered the Ghazna in February 1221. According to sources, the people welcome Jalaliddin with great solemnity. The city is full of joy, just like the Feast of Hayit. In the Ghazna, Jalaliddin will be joined by Sayfiddin Ograk al-Khalaj, Balkh governor Azam Malik, Afghan tribal leader Muzaffar Malik and Qarluq leader al-Hasan Qarluq. According to historians, the total number of troops was about 90-130 thousand people. Chingiz Khan, angered by Jalaliddin's growing power and the Mongols' attack on him in Kandahar and sent an army led by Noyon Shiki Hutuhu. He approached the lands of Jalaliddin in the autumn of 1221. At this time, a progressive group of Mongols, led by Tekechuk and Molgor, began to besiege the Fortress of Valiyon, north of Chorikor.

Jalaliddin manages to defeat the Mongols in one attack. More than 1,000 Mongols were killed in this battle. Many historians, including Ibn al-'Asir, Juwayni, and Rashid al-Din, praised the battle. One of Jalaliddin's most important battles against the Mongols took place in the autumn of 1221 near the Parwanasteppe on the Lagar River in northern Afghanistan. The united army is led by Jalaliddin himself, with Amin Malik on the right and Sayfiddin Ograk on the left. The Mongols fought hard. At the behest of Shiki Hutuhu, every Mongol soldier was pushed behind him in order to endanger Jalaliddin's army. The battle of Parwana ended in the absolute defeat of the Mongols, and Shiki Hutuhu managed to escape to Chingiz Khan with the rest of his army.

The battle near Parwan had great importance to the people of Movarounnahr and Khorasan. So far, rumors and myths about the Mongols' divine, invincible power have been dispelled. Jalaliddin's victory lifted the spirits of the peoples of Movarounnahr and Khorasan, and led to popular uprisings against the Mongols in Sarakhs, Merv, Herat, and other Khurasan cities. The rebels in Bukhara drove the Mongols out of the city. Chingiz Khan was well aware of the dangers of Jalaliddin's rise to power and popular support for the Mongol-occupied lands. For this reason, he himself hurriedly led a large army to the south in order to defeat Jalaliddin at any cost.

Jalaliddin's army had taken a large booty after the Battle of Parwana. During the distribution of the booty, two of Jalaliddin's commanders, Amin Malik and Sayfiddin Ograk, clashed. As a result of the conflict, Sayfiddin Ograk and later others withdrew from the army. Jalaliddin's army was reduced, and he was left in a very difficult situation. Jalaliddin's appeal to the commanders who had left him to re-form an alliance and fight together against the enemy was in vain. While Jalaliddin was suffering from intestinal pain, he learned that a group of advanced Mongols had settled in Gardez (a town 50 km east of Ghazni). Despite his illness, Jalaliddin suddenly defeated the Mongols in Gardez and defeated them. Realizing that he could not fight a minority army against Chingiz Khan, he decided to retreat to the Indus River.

Chingiz Khan, who wanted to defeat Jalaliddin and capture him, pursued him. The Mongols, who were pursuing Jalaliddin, were particularly opposed by the fortress of Bamiyan. During the siege of Bamiyan, Mutulk, the son of Chigatay and the beloved grandson of Genghis Khan, was killed. Angered by this, Genghis Khan ordered the destruction of all the inhabitants of the fortress, without taking any booty or captives. The former fortress of Bamiyan, which was destroyed, was later renamed by the Mongols as Mobalik (i.e. a stupid city).

Finally, on Thursday, November 25, 1221 (the eighth day of the month of Shawwal, 618 AH), a decisive battle broke out on the banks of the Indus River that lasted for three days. A number of medieval Muslim historians claim that such a bloody, fierce, and terrible battle has never taken place in history. Jalaliddin and his army showed unparalleled courage and bravery. Only on the

third day did Genghis Khan's army begin to gain the upper hand. Jalaliddin's son, about 7-8 years old, was captured by Genghis Khan's army and killed. Amin Malik and many other commanders and navkars who fought valiantly in the battle were killed. In any case, Genghis Khan ordered to capture Jalaliddin alive. Jalaliddin, with his personal bravery, managed to break through the siege of the Mongol army, which was trying to capture him, and reach the banks of the Sind River. His mother, Oychechak, and other women in the harem were waiting for him by the river. However, they appealed to Jalaliddin, who was mentally and physically oppressed by the battle, to "... kill us and save us from the terrible captivity." Jalaliddin has no choice but to order all the harem women to be baptized. He jumps into the water on his horse and sails across the river to India

ChingizKhan also acknowledges Jalaliddin's courage and bravery not losing himself in any situation. According to historians Juwayni, Rashiddin, and others, Chingiz Khan admired Jalaliddin's courage and said to his sons, "A father should have only such a son. Whether he escaped from the battlefield and came to the brink of salvation from the whirlwind of destruction, great deeds and great revolts will come from him!" For three months after the battle of the Indus, Chingiz Khan captured and destroyed the strongholds of the generals who had separated from Jalaliddin's army.

According to Rashiddin, Jalaliddin will meet about 120 survivors from the river on the Indian coast. Both Jalaliddin and the survivors were in a difficult situation, both spiritually and physically crushed by the heavy fighting. At that time, one of the local Indian Rajas in Shatra arrived with an army of 40,000 men to exterminate the Khorezmians who had sailed to this side of the river. It was only because of Jalaliddin's unparalleled bravery and heroic deeds that Roja was killed and the army retreated. The battle lifted the spirits of the Khorezmian soldiers, and soon Jaloliddin was able to gather around him 3,000 men. Without losing his temper in difficult situations, the unbending commander crossed into India and began to occupy the lands along the Indus River. Jalaliddin's rule was soon recognized by the Sultan of Delhi, ShamsiddinEltutmish (1211-1236), and by NosiriddinQubacha (1205-1227), the ruler of Sind, Uchcha, Molton, Lahore and Peshawar

Jalaliddin stayed in India until the end of 1223, when he set out to conquer Iraq and Iran, the ancient possessions of the Khorezm kings. He will be replaced by Jahan Polvon Uzbek, a well-known commander. The world wrestler ruled India until 1229, then went to Jalaliddin to Iraq and served as an accomplice in his military campaigns. In early 1224, Jalaliddin came to Kerman and received an army of 4,000 men to help his brother Giyosiddin, the sultan of Kerman. He says his main goal is to fight the Mongol invaders and restore the independence. His visit to Sheroz and Isfahan will be greeted with great solemnity by the people.

Jalaliddin appealed to his brother GhiyasiddinPirshah, the caliphs of Baghdad az-Zahir (1225-1226), then al-Muntansir (1226-1242), Queen Rusudana of Georgia and others to fight together against the Mongols. . But many Muslim rulers, fearing retaliation from the Mongols and the rise of Jalaliddin, do not want to ally with him. The Caliphate of Baghdad and the Ismaili ruler Muhammad III (1221-1255) decided to get closer to the Mongols and openly fight against Jalaliddin. Princess Rusudanani and her minister, Avak, marched on Georgia in February 1226 after their proposals for an alliance were thwarted. Georgia is under heavy fighting, with many bloody and tragic events. After the second conquest of Georgia in 1228, the lands were plundered.

At the same time, Jalaliddin Manguberdi will have to fight the traitor Barak Hajib, who rebelled against him in Kerman, as well as the Ismailis. Also important is the fortress of Khilat, located at the foot of the Ararat Mountains, which has long resisted Jalaliddin. In late 1227, Jalaliddin, realizing that the Mongols intended to invade Iran, prepared to wage a fierce battle against them. The 2,000 Mongol vanguards sent in that year were crushed, 400 of whom were demonstratively executed in Isfahan. On August 25, 1228, a decisive battle took place near Isfahan with the Mongol invaders led by TaynalNoyon, who had come to conquer Iran. Although his brother Giyosiddin betrayed him during the battle and retreated to Luristan with his army, Jalaliddin resolutely ignored the situation. According to sources, even the Mongol noyon himself confessed to his courage, saying, "You really are a man of your time." Jalaliddin wins the battle. For eight days, he pursued the Mongols in Iran and drove them out of the country.

When he arrived in Isfahan on Friday morning as a victorious commander, the people greeted him with joy as the victorious sultan. The news of Jalaliddin's victory spread throughout the Islamic world. In the same year, Ogedei, the great Mongol khan, sent a letter through Honsultan, the first Mongol emperor, stating his intention to make peace with him. Jalaliddin abandons the diplomatic agreement and leaves the letter unanswered.

Jalaliddin lived in a complex and controversial period. He was, of course, a man of his day. He turned a blind eye to the looting and violence of his troops during many military campaigns, and became involved in destructive activities. This has led to an increase in negative public opinion and protests in Iran, Azerbaijan, Iraq and Georgia. But in any case, JalaliddinManguberdi remembered that his main goal was to fight the Mongol invaders. In this struggle, he hoped for the support of the surrounding Muslim rulers. But in many cases, his inability to find common ground with them was a sign of his weak foreign policy. At one time, Turkish, Arab, and Muslim rulers feared that his rule would grow stronger in the Middle East, and did not want to form an alliance with him. Some of them even openly supported rapprochement with the Mongols. In particular, the capture of the fortress of Khilat by Jalaliddin had earned the respect of the rulers who claimed it. Although Jalaliddin was aware of the alliance against him, he was mistaken in saying that at least he would be supported by the Turkish rulers.

On August 10, 1230, a joint alliance of the Sultan of Konya, the Governor of Khims, the Governor of Aleppo, the Governor of Mayafiriqin, and the Governors of Baynas defeated Jalaliddin. The Ismailis, on the other hand, betrayed and sent a secret letter to the Mongols about the defeat of Jalaliddin. Taking advantage of Jalaliddin's defeat, the Mongols launched a surprise attack on his military bases in Mughan and Shirkabut, Azerbaijan. In the spring of 1231, he came to Ganja, forgot all his grievances, and again appealed to the Muslim rulers to form an alliance against the Mongols. But his offer went unanswered. The governor of the Syrian fortress of Amida summons him. He wants to go to Iraq and recruit again.

Near Amida Road, she was suddenly attacked by the Mongols (early August 1231). He was followed by 15 Mongol army. Jalaliddin separated from his companions and came to the village of Ayn-ad-dar near Mayafariqin (now Silvan Province, Turkey). In this mountain village, it falls into the hands of the Kurds. After introducing himself as a sultan, the Kurds do not intend to kill him. Promises a reward for delivering it to the right place. But the Kurdish leader killed Jalal al-Din, who was in his house, in exchange for the blood of his dead brother. This event took place about 17-20 August 1231. The next day, when the sultan informed al-Malik al-Muzaffar, the ruler of Mayafariq, about a Kurd selling goods, he sent his commander, Shahabuddin Ghazi, to

the village. Shahobiddin Ghazi took the body of the sultan, killed all the men of the village and set fire to the village. Muarrikh al-Nasawi heard this and came to Mayafariq in person. Jalaliddin's uncle, Minister Oturkhan, recognized his body and was devastated. Jalaliddin Manguberdi's body will be buried in Mayafariqin and the grave will be leveled so that the Mongols do not insult them when they enter.

When his arch-enemy, the governor of Damascus, al-Malik al-Ashraf, was informed of the sultan's demise and asked for joy, he was saddened and said, "Do you want to congratulate me on his death? But you get the taste of it. I swear by Allah that his destruction means the Mongol invasion of the Islamic world. There is no one like Khorezmshah, who is now a wall between us and Gog and Magog. " Ibn Wasil described it as "a stronghold between the Mongols and the Muslims." After Jalaliddin's death, his glorious name soon became a national epic. Rumors that Jalaliddin was alive and that Jalaliddin was returning had long threatened the Mongols. Various individuals who called themselves "I am Jalaliddin" often led revolts and uprisings against the Mongols (for example, the uprising in the Ustundori of Iran in 1236, in 1255). Events along the Amudarya, etc

Muslim historians have always described him as a brave and courageous commander. Al-Nasavi, who knew JalaliddinManguberdi personally, described him as such. "He was a Turk, a middle-aged man with a black face and a black spot on his nose. He was fluent in Persian. He was unparalleled in bravery, a lion among lions, the bravest of horsemen ... he was modest, never laugh, just smile. He loved justice, but time has forced him to change. He tried to alleviate the suffering of his citizens, but he also resorted to violence because it was a time of decline. He did not want them to glorify themselves. He did not like the inappropriate descriptions and only asked them to refer to him as the sultan. The only word in his decrees is: "Help is only from Allah!" was the motto. "

Al-Muzaffar Sayfiddin Kutuz, the ruler of Egypt, a descendant of the Khorezmshahs, continued the glorious path of the ancestors' struggle, and in 1260 defeated the Mongols near Ain Jalut in the Middle East, preventing them from entering Syria and Egypt.

In November 1999, the 800th anniversary of the birth of JaloliddinManguberdi was widely celebrated, and a monumental statue was erected to him in his native Khorezm. Our national hero, who perished as a motherland, has become a symbol of respect, love and sacred memory of our ancestors.

In order to perpetuate the memory of JaloliddinManguberdi (Mankburni) and to establish historical justice, the Cabinet of Ministers of the Republic of Uzbekistan adopted a special resolution No. 408 on September 24, 1998. According to the decision, the birthday of the great commander will be celebrated on a large scale. On the occasion of the jubilee, a huge memorial to the commander was erected in Urgench, many pamphlets were published by specialists of the Institute of History and Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan, KhorezmMamun Academy, a number of universities and various foundations. Artist T. Kuryozov created a portrait of the commander, held an international scientific conference "JaloliddinManguberdi - Defender of the Motherland" and, most importantly, a huge theatrical performance with the participation of members of the government and parliament headed by President Islam Karimov, foreign guests was held.

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DOI: **10.5958/2249-7137.2021.00807.7**

ETHNIC RELATIONS IN A MULTINATIONAL COUNTRY (UZBEKISTAN)

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ABSTRACT

The article covers the issues of preserving the language, customs, traditions and cultures, unique values over the years of independence, the further development of interethnic relations of more than 130 nations and peoples living in a multinational Uzbekistan. The reasons for the arrival of people of other nationalities, hospitality and tolerance of the Uzbek people were revealed to the Uzbekistan. The article also notes that equal conditions have been created in Uzbekistan to preserve the national identity of nationalities - for this there are 138 national cultural centers in the country, coordinated by the State Organization - the International National Center, classes in the Schools of the Republic are conducted in 8 languages, the media are published in 12 languages. All this is explained by the fact that in Uzbekistan, there is a mutual understanding in the interethnic relations, all nations and peoples living in the republic live in peace and harmony on the basis of the idea of "Uzbekistan - our common house".

KEYWORDS: *State Policy In The Field Of Interethnic Relationships, Concept, Migration, Ethnic Group, Interethnic Tolerance, Interethnic Consent, International National Center, National-Cultural Centers, National Identity.*

INTRODUCTION

Uzbek land has long been populated by people of different civilizations, cultural layers, different religions and worldviews. People who live here are not people who migrated from other places and settled here. This land is ancient and sacred land where our ancestors lived. Uzbekistan, located at the intersection of the Great Silk Road, where the ancient past and great future are found, in the heart of Central Asia, is one of the most ancient centers of human thought, science and culture. It was on this basis that the roots of the world of civilization were formed that the

world was formed, the religious and philosophical traditions of the most ancient periods of human history were formed. It is worth noting that the desire for the inherent nobility, humanity and interethnic agreement is one of the highest qualities of our civilization. These traditions are transmitted from generation to generation.

Uzbekistan is a multinational state, its multinational roots go into the depths of centuries. Multiple migration of peoples living in our country at different stages of historical development, devastating wars, the battles of different rulers - all this affected the demographic processes.

Resettlement here for centuries, Iranian rulers, Alexander Macedonian, Arab invasion, the looting of Genghis Khan, the colonial invasions of Tsarist Russia, the arrival of people of different nationalities and races, permanent residence of some artisans from different cities and countries during the reign of Amir Temur the Great led to a sharp Changes in the national composition of the population.

Main part

Our country is located at the crossroads of the Great Silk Road, has fertile lands, favorable natural climatic conditions, hospitality of indigenous people, breadwinning.

In addition, after the colonization of Turkestan, the Russian Empire from Russia began to relocate landless and unclosed peasants. For example, in 1889-1891, 28,911 families or more than 100,000 people were resettled in Turkestan. There are those who emigrated from Russia arbitrarily. By 1896, their number amounted to 178,400 people [1].

In the period of industrialization conducted by the former Soviet authorities in Uzbekistan in the late 1920s - early 1930s, 300 weaves were sent to Uzbekistan. In 1930, 15,000 skilled workers were resettled from Russia to Uzbekistan. In 1933, 3062 workers were sent, in 1934 - 3500, in 1935 - 300 people. In 1933-1938, 650 thousand workers were resettled to Uzbekistan for permanent job, including 94.3 thousand workers from Russia.

On the eve of the Second World War and in recent years, the national composition of the population of Uzbekistan has changed dramatically due to deported peoples. In October and November 1937, 16,307 families or 74,500 Koreans were deported from the Far East to Uzbekistan [2].

By 1944, Crimean Tatars, Meskhetian Turks, Kalmyks, Greeks, Poles and representatives of other nationalities were deported to Uzbekistan. As of July 1, 1951, 184,122 people were deported to Uzbekistan. As of April 1, 1953 there were 188,689 people [3].

After the Nazi invasion of the USSR, about 100 factories with the workers from the first days of war were evacuated from the center to Uzbekistan. After the end of the war, some workers who came to the factories remained in Uzbekistan for permanent residence.

In the 60-70s of the last century, foreign labor was brought to Uzbekistan for the construction and operation of chemical enterprises and the development of specially protected lands. In 1961-1975, about 400 thousand qualified workers were resettled from abroad.

Many forces to assist profits from Moscow, Leningrad and the Union republics of the former Soviet Union to cope with the consequences of the earthquake on April 26, 1966 in Tashkent. Among them were Russian, Ukrainians, Belarusians, Armenians, Azerbaijanis, Georgians,

Moldovans and representatives of the fraternal republics of Central Asia. When Tashkent rebuilt anew, some of them settled here forever.

The period of colonization of Uzbekistan, which lasted almost 150 years, had a significant impact on demographic processes in the country, including the ethnic composition of the population. It is known that complete information on the population, its total number, distribution by regions, age, sex, social and national composition, natural growth, migration is obtained by conducting a census. Population census in Uzbekistan was held 8 times in the last 100 years (in 1897, 1920, 1926, 1939, 1959, 1970, 1979 and 1989).

According to the 1989 census, the absolute number of Uzbeks has increased significantly over the past decade. Over the same period, it increased by 3,6 million and reached 14,1 million. As a result, the number of indigenous Uzbeks in 1989 amounted to 71,4% of the total population.

During the same period, the number of Russians remained at the same level - 1.7 million, their number in the national population of Uzbekistan decreased from 10.8% to 8.3%. The number of Tajiks has increased significantly from 594.6 thousand to 933.6 thousand, and the number of Kazakhs from 620.1 thousand to 808.2 thousand [4].

After finding Uzbekistan independence not only for the indigenous population of the country of the Uzbek people, special attention was paid to creating equal conditions and opportunities for people of different nationalities and ethnic groups living in the republic to preserve their language, culture, values and traditions as a nation.

The leadership of the country took steps to resolve the issue of law. In this regard, our country proceeded, above all, from the requirements of the Constitution.

The attention of all segments of the population and representatives of different nationalities focused on ensuring peace, calm and interethnic consent, strengthening the most important value facing the country - independence. Equality before the law was provided. It strengthened in the hearts of each citizen a sense of responsibility for a single land, a single place, a single homeland, which serves the idea of "Uzbekistan is our common house".

Article 4 of the Constitution of the Republic of Uzbekistan says that "the Republic of Uzbekistan provides respect for languages, customs and traditions of all nations and peoples living in its territory, and creates conditions for their development". Article 8 states that "the people of Uzbekistan, regardless of nationality, is a citizen of the Republic of Uzbekistan". This norm defines the concept of the "people of Uzbekistan". Everyone who was born lives and works in Uzbekistan, regardless of nationality, race or religion, is an equal citizen of our country. Citizens of Uzbekistan, regardless of their origin, race, social origin and other circumstances, constitute the people of Uzbekistan. Article 18 states that "in the Republic of Uzbekistan, all citizens have the same rights and freedoms and are equal to the law, regardless of gender, race, nationality, language, religion, social origin, belief, personal and social status" [5]. The principle of national equality of the people of Uzbekistan, enshrined in these articles, fully complies with the requirements of all international human rights treaties, including the Paris Charter for the New Europe, to which the Republic of Uzbekistan joined [6].

From world experience, it is known that in multinational countries, protecting the rights and freedoms, national and cultural interests of their citizens is one of the most important areas of state policy. This requires the creation of the necessary conditions so that the peoples living

outside their historic homeland can satisfy their national needs. This requirement is especially important for peoples without a nationally territorial device.

In the post-Soviet time, the National Policy was considered one-way. The national question was not resolved in any of the Union republics. Such a policy has had a negative impact on the socio-economic development of the Union republics, including Uzbekistan.

Although the Constitution of the former Soviet Union enshrined the national question, the constitutional provisions on the development of national cultures, in practice, the policy of Russification was carried out, the formation of a unified nation, which lost its national identity on the basis of rapprochement of all nations, and the peoples were "Soviet people".

From the first years of independence, flaws in interethnic relations began to gradually be eliminated. A multinational country adopted measures to ensure the world of peoples.

The creation of national cultural centers in the country has opened a wide path for the development of the national language, culture and other unique values and traditions of the country's non-indented population. Even before independence, in 1989, inter-ethnic cultural centers were created under the ministry of culture. Initially, these centers included 12 cultural centers, including Kazakh, Korean, Armenian, Azerbaijani and Tajik. Over time, the number of such centers has increased. By 1995, their number increased to more than 80. The increase in the number of centers required the coordination of their activities. To this end, on January 13, 1992, a republican International Cultural Center was established. Its main task is the implementation of a unified state policy in the field of interethnic relations, including ministries, departments, the Council of Ministers of the Republic of Karakalpakstan, regional, city and district khokimiyats, as well as public organizations, in particular:

- providing practical and methodical assistance to national cultural centers and coordinate their activities;
- assistance in the restoration and development of national traditions, customs and rites of peoples, comprehensive development of culture and spiritual values of peoples and national groups living in the territory of the republic;
- establishment and development of relations and cooperation with national centers of foreign countries;
- promoting the international integration of nations and peoples living in the Republic of Uzbekistan, the harmonization of interethnic relations [7].

In 2017, the 25th anniversary of the creation of the Republican International Cultural Center was widely noted. In his speech at a meeting dedicated to the 25 th anniversary of the Republican International Cultural Center, President Shavkat Mirziyev, assessing the activities of the Center, said: "It is noteworthy that the Republican International Cultural Center coordinates the activities of national cultural centers, provides practical and methodological assistance.

Based on bright events conducted in all regions of the country, the Center enriches our cultural and social life with a deeper meaning, strengthens the bonds of friendship and tolerance between people of different nationalities and ethnic groups living in Uzbekistan. It is noteworthy that among the countries of the Commonwealth of Independent States (CIS) only in Uzbekistan such a structure was created " [8].

To date, there are 138 national-cultural centers in the country, which effectively act as non-state non-commercial organizations. Azerbaijanis in Uzbekistan respect and keep the traditions and customs of the people. The Azerbaijan National Cultural Center in Uzbekistan - "Gardasylik" ("Brotherhood") was one of the first, founded in 1989 in Tashkent. Later, Azerbaijani national cultural centers were created in Samarkand and Bukhara. In 2003, the Republican Association of National Cultural Centers of Azerbaijan was established.

The center offers courses of Azerbaijani, clubs of Azerbaijani dance and national embroidery, as well as computer literacy lessons for everyone, regardless of nationality. It was a tradition to hold exhibitions of applied art and national cuisine, during which the Azerbaijan Gizlarri ensemble (Azerbaijani girls) under the control of the Honored Artist of Azerbaijan Cocaba Aliyeva (Tashkent) glorifies Azerbaijani folk songs and dances. In addition, on mass events in Tashkent and other cities of the country, the creative teams "Gardashlik", the "hearth" are allocated by their unique performances. Azerbaijani artists regularly take part in events dedicated to National Holidays of Uzbekistan - Independence Day and Navruz. Concerts of Azerbaijani artists are organized in collaboration with the Azerbaijani Embassy [9].

The activists of the center, seeking to strengthen and develop interethnic relations, make a worthy contribution to the exchange and enrichment of the Uzbek and Azerbaijani cultures, the further strengthening of ultrasound of friendship between nations.

The exhibits of the Museum of Uzbek-Azerbaijani Friendship in the center of the Center tell the story of friendly relations between the two peoples since ancient times. One of the exhibits of the museum is a stone amulet in the form of two kite of the II millennium BC, found in the Fergana Valley, is very similar to Amulet discovered in Azerbaijan, which confirms the proximity of our peoples. Today, the center and its branches in Bukhara, Navoi, Samarkand, Syrdarya, the Tashkent region and the city of Tashkent are effectively working to achieve a common goal.

An important activity of the International National Center is to actively participate in the preparation and holding of national holidays. In particular, in the traditional holidays "Independence Day" and "Navruz", celebrated in the country, along with Uzbeks, the people of all nationalities living in the country are actively involved.

Another direction of the work of the International National Center for the years of independence is the Film Art Festival, which has been held every two years since 1994. In particular, our people with great interest meets the speeches of professional and amateur artists of Armenian, Azerbaijani, Tajik, Kazakh, Tatar, German and Korean peoples, which are actively involved in this festival. Festivals of each National Cultural Center are to truly note the national holiday, show the bright future of this people, to strengthen the sense of responsibility for the destiny of the country in which they live. The final performances of national cultural centers are running on the eve of Independence Day on August 20 at the Palace of Friendship of Peoples and on the Day of the Holiday - September 1.

It was the tradition of the annual celebration of the Russian national and cultural center together with the Russian Embassy in Uzbekistan of the Day of the Great Russian Poets A. S. Pushkin and S. Ya. Yesenin, which strengthens our fraternal relations with the Russian people. It is also worth noting such cultural events as the anniversary of the Great Kazakh Poet Abay with our brothers and sisters-Kazakhs living in Uzbekistan, the celebration of the 1000th anniversary of the Kyrgyz National Epos "Manas" with our Kirgiz Brothers.

Another positive aspect of the development of interethnic relations in the country is the creation of a system of education corresponding to the national composition of the population. Note that today in 845 schools in the country, training is conducted in Russian, 491 - in Kazakh, 259 - in Tajik, 52 - on Turkmen, 40 - in Kyrgyz and 7 - on Korean.

In addition to Uzbek, teachers of pedagogical institutions under the Ministry of Public Education are preparing teachers for schools with Russian, Tajik, Turkmen, Kazakh and Karakalpak language learning languages. In addition to Uzbek, teachers of pedagogical institutions under the Ministry of Public Education are preparing teachers for schools with Russian, Tajik, Turkmen, Kazakh and Karakalpak language learning languages.

The media serving the diverse needs of the national composition of the country are published in 8 languages: Uzbek, Karakalpak, Russian, Kazakh, Tajik, Turkmen, English and Korean. Television and radio broadcast in 12 languages (Uzbek, Karakalpak, Kazakh, Kyrgyz, Tajik, Azerbaijani, Russian, Tatar, Bashkir, Korean, Uigur). Obviously, the inter-ethnic state policy of Uzbekistan is based on humanity and democracy [10].

In Uzbekistan, a unique experience of establishing an interethnic relationship has been accumulated. It adheres to the principle not only an understanding of the national identity, education of the sense of national pride, the preservation of the language, culture and traditions of nations, but also to achieving the overall unity of all nations in the country.

We should not forget that where the importance of the idea of interethnic consent is not recognized, various contradictions and problems that threaten peace and stability arise in society. This is evidenced by national conflicts that occur today in some countries of the world.

In order to consistently implement and further improve the state policy of the Republic of Uzbekistan in the field of further development of interethnic relations, the main directions of the concept of state policy of the Republic of Uzbekistan in the field of interethnic relations are developed in accordance with the Strategy of Action 2017-2021:

- improving the mechanisms of interaction between state bodies and organizations, local executive bodies with civil society institutions, including media, in the implementation of state policy of the Republic of Uzbekistan in the field of interethnic relations;
- the establishment of additional socio-economic conditions in the country for the further development of interethnic relations, the effective implementation of the state policy of the Republic of Uzbekistan in the field of conservation and development of the language, culture, traditions and customs of different nationalities and living ethnic groups;
- ensuring in the country. In society, the feelings of a large multinational family to prevent the discrimination of their constitutional rights and freedoms;
- strengthening of interethnic relations, the protection of freedoms and legitimate interests of citizens inside and outside the country;
- improving the organizational and legal framework of interethnic relations, taking into account the priorities of the Republic of Uzbekistan in the development of the state and society, an advanced foreign experience [11].

The concept of state policy in the field of interethnic relationships and the roadmap for its implementation for 2019-2021 has been approved. The Committee on Ethnic Relations and Friendship with Foreign Countries under the Cabinet of Ministers of the Republic of Uzbekistan is entrusted with coordination and monitoring of the implementation of the Concept and Road Card. The Committee has created a center for scientific and practical research of interethnic relations for scientific and social research in the field of interethnic relations, the preparation and publication of scientific articles, books, research materials, information and analytical reviews [12].

FINDINGS

During the years of independence, one of the priorities of state policy was the provision of interethnic consent in society, strengthening the atmosphere of friendship and a multinational family, the upbringing of young people in the spirit of love and devotion to Fatherland, respect for national and universal value. The provisions of the Constitution of the Republic of Uzbekistan on the equality of all citizens are being implemented.

Today, representatives of more than 130 nationalities and ethnic groups living in the country, using equal rights and capabilities enshrined in the Constitution and Laws of the Republic of Uzbekistan, work effectively in various sectors of the economy and social sphere, science and culture. They make a worthy contribution to the prosperity of the country and strengthening its independence.

Analysis of conducted large-scale democratic reforms, further liberalization of political, economic, social and cultural spheres and considerable creative work in other areas of society's life, shows the association of representatives of all nationalities and ethnic groups living in Uzbekistan, for the sake of a common goal, such as building a bright future for the new Uzbekistan.

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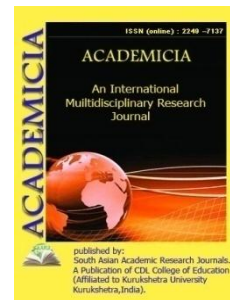
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DOI: **10.5958/2249-7137.2021.00808.9**

THEORETICAL AND METHODOLOGICAL BASIS OF ORGANIZATION STUDENT'S SELF-LEARNING IN EDUCATIONAL MEDIA ENVIRONMENT

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ABSTRACT

In this article highlighted actuality of using media resources in self-education and proved effectiveness of organizing self-learning in educational media environment. By the thoughts of author, their use helps to increase the efficiency of students' self-learning process, increases students' motivation to learn. It can be concluded that media resources must be used in the self-education process in order to improve the quality of knowledge and skills. Besides that, due to the media resources self-learning process which is conducted in educational media environment will more productive and fascinating.

KEYWORDS: *Self-Learning, Self-Education, Media Resources, Motivation, Educational Media Environment.*

INTRODUCTION

It is all known that, investment in education is the most effective and targeted today. Therefore, each person should invest daily in self-education itself. This is the actual requirement of the 21st century. [1] That's why self-learning is listed as a key component of the 21st century skills. It is also intricately linked to lifelong learning, which has been listed as a demand for modern society by international organizations such as UNESCO and OECD. [2]

Unfortunately, today for most students the world of self-learning can be a little daunting. One of the causes of this is absence of motivation to self-learning. When your motivation to self-learning is intrinsic, it ceases to be a chore. It's about your personal desire to gain more knowledge and to make progress towards 'WHY' you're learning. [8] The philosophical gurus behind the creation of the so-called managerial psychology were Ivan Pavlov and, later, Berres

Frederick Skinner, who were convinced that if they correctly find an incentive and influence people with its help, they will do whatever is required of them.[4] That "correctly found incentive" is the motivation.

Methods

Based on this, during our research we set the goal improving the methodology of organizing self-education of students in order to make self-learning fun, motivate students and interest them.

To achieve this, as E. Potulickal said that university professors should only help students to develop themselves, make them capable of continuous learning and self-education. If student has strong motivation, enough created conditions to learn making experiments and doing it is possible to acquire knowledge on your own, and the entire process will more engagement and productive. A. Eisenberg noted that self-education can develop if two cardinal conditions are met: the presence of a need for self-education, the dominant reason for self-assimilation of knowledge and a certain condition for its satisfaction.

An analysis of the pedagogical experience of domestic and foreign studies has shown that the problem of self-education is brought to the fore by scientists and is becoming more and more urgent. Self-education process is considered in the works of A. Usova, A. Eisenberg, V. Belikova, K. Levitan, L. Klinberg, R. Simpson, M. Kuzmina and others.

M. Kuzmina notes that self-education is an independent, purposeful, motivated by internal motives, cognitive activity, carried out without taking a course in a stationary educational institution for the purpose of mental development and personal self-improvement [5] Self - education is an integral part of the student education and training system, aimed at the free choice and mastering of additional education programs by students. [3] Findings published, in the International Review of Research in Open and Distance Learning, state that "the amount learned from the online classroom is somewhat greater than in the traditional lecture-based courses." [8]

Today, there is a big question in modern pedagogy that, how we should organize students' self-education to make it more effective and productive?

To answer this question, we should begin answering with how modern students learn actually. Because, learning how to learn begins with learning how we learn. [9]

So let's first define what is more interesting for many students. Of course, today, with ordinary textbooks in printed version, we cannot surprise our modern students, besides that, we can't explain something in more detail. Most students prefer pictures than text, and videos than pictures. We can continue this as much as we like, infographics, presentations, animations, caption videos (videos with subtitles), the possibilities of virtual reality, and augmented reality etc.

All of these are various means of visualization of information and they form digital media resources. They are so helpful in explaining difficult situations and things. Using media resources in educational process means combining and implementing words, pictures, graphics, charts, illustrations, infographics, audio, video and others to maximize teaching and learning effectiveness.[1] Because, media creates a multi-sensory learning environment.

Involvement of all senses leads to an exceptional increase in the degree of assimilation of the material in comparison with traditional methods. [1] Information of different modality (sound, text, graphics, video etc.) i.e. media resources creates a universal teaching and learning environment for almost any branch of knowledge and human activity.

Gaining knowledge works as eating food. To digest knowledge well, one must absorb it with appetite. [4] According to a study from the University of California, the researchers state that curiosity makes our brains more receptive for learning. When you learn to satisfy a level of curiosity, it makes the learning journey more enjoyable. [8] The media is fun and engaging for modern youth, the use of media resources for educational purposes in the educational process is one of the best solutions to increase students' learning motivation. [7]

RESULT AND DISCUSSION

According to the all above mentioned, we propose, to organize self - education of students on the facilities of media resources in educational media environment.

The organization of self-learning processes on the basis of media resources in modern socio-cultural conditions provides educational and developmental opportunities for students.

Organizing students' self-education in educational media environment gives the chance to students moving from a passive learner to an active learner and makes students' learning experiences more meaningful to them. This methodology, especially this process, learning by doing can increase student motivation and engage them active self-learning process.[1]

Making a habit of creating something new from what students have learned, is the most important rule of our methodology of organizing students' self-learning in educational media environment. In this way, new information is remembered for a long time, new knowledge gained is well strengthened and students gain new skills easier.

The organization of project activities on the basis of media materials allows students to become active participants in the learning process, as well as makes a huge contribution to the development of creative, critical thinking skills.[6]

CONCLUSION

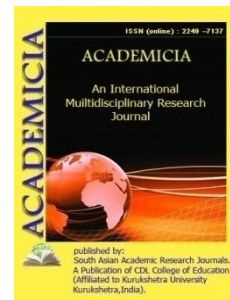
The experience of organization students' self-learning process in educational media environment allows us to conclude that the most effective in the educational process is media resources. Media resources that are presented as educational resources of educational content makes self-learning process more fun and interesting for modern students. Consequently, increases students' motivation and improves quality of self-education process.

All in all, we can say that, organization students' self - learning process in educational media environment is one of the effective way and media resources can be the best facilities in it.

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DOI: **10.5958/2249-7137.2021.00751.5**

MECHANISMS FOR IMPLEMENTING AN EFFECTIVE TOURISM POLICY BASED ON THE EXPERIENCE OF DEVELOPED COUNTRIES

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ABSTRACT

This article focuses on certain aspects of the mechanisms of effective tourism policy based on the experience of developed countries. In particular, within the framework of the topic, the experiments conducted in the field of tourism in developed countries, such as the United States, Japan, Switzerland, France, Russia, Brazil, China, and India, have been analyzed and interpreted. Developed countries, as well as industrialized countries, have national and general aspects in their international tourism policy, as well as their own characteristics of the development of world international tourism, image, international tourism is the main source of foreign currency acquisition for them. Based on the author's conclusions, it is concluded that countries with different levels of development need both joint projects and interregional cooperation programs that allow developing countries to introduce new technologies to increase the competitiveness of a tourist product and increase its compliance with consumer requirements, and improve tourism policy in general.

KEYWORDS: *International tourism, Tourism policy, World economy, Developed and developing countries, Interregional cooperation.*

I. INTRODUCTION AND RELEVANCE

International tourism business is one of the most important industrial sectors of the world economy. In the world of international political and economic relations an important role is played by international tourism. It is not evaluated as a typical form of export because the tourist is not delivered a tourist product, and he himself arrives at the same place to consume the tourist product. Under the tourism product refers to the set of services included in the tourist tours. This suggests that international tourism is different from other types of exports [1.175].

First, the tourist takes care of the transportation costs. Secondly, the purchase of various souvenirs and items by foreign tourists can be considered as the implementation of profitable foreign trade operations.

A number of industries in different countries work "for domestic export". For example, in Japan, tourists buy radios of domestic production, in Switzerland-watches, in France-perfumes [2.9].

Tourist visa (from Latin) - a sign of the consent of a particular state to visit, an official mark in the passport on the permission of tourists to travel abroad. There are many types of tourist visa: one-time, long-term, visa only to certain countries. Visa-free countries are among the countries that adhere to the "Open door" tourism policy and attract a large number of tourists.

In developed countries, tourism will develop in a harmonious state. There is a balance of domestic and inbound tourism. Domestic tourism contributes to the efficient use of national tourism resources and the development of the tourism industry and infrastructure[3.234].

II. METHOD

In covering the topic on the basis of system analysis, it is noted that "Mechanisms for implementing an effective tourism policy based on the experience of developed countries "is not only to ensure the stability and well-being of the country, but also to ensure youth employment, as well as to implement the state program on youth policy based on a broad statistical and system analysis, survey, comparative analysis, and the logic of scientific research.

III. DISCUSSION

However, in practice, not all countries agree with this. Of course, it is followed only by those countries whose economy is connected with tourism. Some countries, under the pretext of internal state structure, restrict the travel of their citizens abroad or introduce measures of state control over tourist activities. That is, without the permission of the state, it becomes difficult to withdraw from the EPR, and tourism management passes into the hands of the state.

According to CIPA statistics, every Hungarian citizen, not counting infants and pensioners, goes to the tourist Mecca abroad twice a year. This figure is only 2% of the population of Russia.

International tourism-refers to the arrival of tourists from one state to another or several, while in some states only the arrival of tourists is taken into account, and in others-the arrival and departure of residents. International tourists are tourists who benefit the state. Tourists are measured by the number of trips from one state to another, while residents differ from travelers within the state. For example, the number of tourists participating in international tourism is equal to the number of tourists who left our country for another country. The better international tourism develops the more foreign exchange earnings will flow into the country [4.204].

International tourists-according to the recommendation of the World Tourism Society, the number of international tourists in Cyprus should be determined by adding to the tourists from other countries their own resident tourists visiting other countries. But most countries are determined only by the number of tourists from other countries. This is certainly true, because tourists who bring income are tourists from other countries [5.84]. Indicators of the development of international tourism in recent years indicate that this industry is becoming a leading sector of the economy of various countries. Developing countries, in particular, attach particular

importance to international tourism as a priority industry in developing their economic policies [6].

Therefore, it is advisable to study trends in the development of international tourism around the world on the basis of data from the UN World Trade Organization.

International tourist visits reached 846 million in 2006, an increase of 5.4 percent over the previous year. The tourism sector is characterized by the fact that its growth rate is higher than the global average. A distinctive feature of 2006 is that positive growth rates were observed in all regions. Consequently, of the 846 million international visits made in 2005, 43 million additional visits, including 22 million international visits to Europe, 12 million to Asia and the Pacific, and more than 3 million to other regions (America, Africa and the Middle East). Africa leads the way with a rate of +9%, almost twice the average growth rate in 2006. At the same time, sub-Saharan Africa finished the year at 10 per cent, and North Africa at 7 per cent, higher than the global average.

The Asia-Pacific region achieved 8 per cent growth, with 39 positive indicators, despite losses caused by the December 2004 tsunami typhoons in Thailand and the Maldives. While Europe saw growth of 5 percent, in the Middle East, despite the geopolitical situation there, namely the Israeli-Lebanese crisis, the growth rate reached 9 percent.

The region with the lowest growth rate is the Americas, which achieved 2 percent growth. While visits to Canada and Mexico stagnant growth is eroding high rates in Central America and the Caribbean, as well as in South America. (Table 1)

TABLE 1¹ TRENDS IN THE DEVELOPMENT OF INTERNATIONAL TOURISM

	International tourist visits (in million us\$.)					Market share (%)	Changing (%)		Annual average growth (%)
	1990	1995	2000	2005	2006*	2006*	05/04	06*/05	00-06*
In the world	436	536	684	803	846	100	5,5	5,4	3,6
Europe	262,3	310,8	392,5	438,7	460,8	54,4	4,3	5,0	2,7
North Europe	28,3	35,8	42,6	51,0	54,9	6,5	7,8	7,6	4,3
South Europe	108,6	112,2	139,7	142,6	149,8	17,7	2,6	5,0	1,2
Central/Eastern Europe	31,5	60,0	69,4	87,8	91,2	10,8	2,2	3,9	4,7
South/Central Europe	93,9	102,7	140,8	157,3	164,9	19,5	5,9	4,8	2,7
Asia-Pacific region	56,2	82,5	110,6	155,3	167,2	19,8	7,8	7,7	7,1

¹ BCT (UNWTO), 2007.

North-East Asia	26,4	41,3	58,3	87,5	94,0	11,1	10,3	7,4	8,3
Southeast Asia	21,5	28,8	36,9	49,3	53,9	6,4	4,9	9,3	6,5
Oceania	5,2	8,1	9,2	10,5	10,5	1,2	3,7	0,4	2,2
South Asia	3,2	4,2	6,1	8,0	8,8	1,0	4,7	11,0	6,4
America	92,8	109,0	128,2	133,2	135,9	16,1	5,9	2,0	1,0
North America	71,7	80,7	91,5	89,9	90,7	10,7	4,7	0,9	-0,2
Caribbean basin	11,4	14,0	17,1	18,8	19,4	2,3	3,7	3,5	2,2
Central America	1,9	2,6	4,3	6,3	7,0	0,8	13,2	10,8	8,2
South America	7,7	11,7	15,3	18,2	18,8	2,2	11,9	3,0	3,5
Africa	15,2	20,1	27,9	37,3	40,7	4,8	8,8	9,2	6,5
North Africa	8,4	7,3	10,2	13,9	14,9	1,8	8,9	7,4	6,5
Sub-Saharan Africa	6,8	12,8	17,7	23,3	25,8	3,0	8,8	10,4	6,5
Middle East	9,6	13,7	24,5	38,3	41,8	4,9	5,9	8,9	9,3

In 2006, more than half of international tourist visits were made for recreation and sightseeing (51%), and the total number was 430 million people. Business visits accounted for 16 percent (131 million), while other purposes, such as visiting relatives and friends, for religious reasons, restoring health, etc., accounted for 27 percent (225 million). The goal of the remaining 6 percent of visits remains unknown.

While travel by air (46%) and land was by road (43%) and rail (4%), travel by water was 7%. Over the past 3 years, the number of trips by air transport has been growing at a higher rate than by other modes of transport.

Worldwide, international tourism generated \$ 57 billion more in 2006 than a year earlier. For many visitors, the costs of accommodation, food, local transport, entertainment and other expenses are significant with the development of the economic system and the creation of new jobs. About 75 countries of the world earned more than \$ 1 billion in international tourism in 2006.

According to the UN BST, 733 billion (584 billion euros) of international tourism revenue was generated in 2006. This resulted in \$ 57 billion (40 billion euros) more revenue in 2006 than the year before, in absolute terms. In this regard, Spain, which is considered the second largest tourist center in the world, or the countries of the Middle East and Africa, stood out.

Asia and the Pacific achieved total revenues of US \$ 18 billion, achieving growth of US \$ 153 billion, while the Americas achieved growth of US \$ 9 billion, achieving total revenues of US \$

154 billion. In 2002, the Asia-Pacific region became the second most visited region in the world after Europe, surpassing America in terms of international tourist traffic.

Although international tourism in 2006 had a higher growth rate in the Asia-Pacific region than in the Americas, it still allows Europe to take the first place in absolute volumes, and Europe received an additional income of \$ 26 billion, reaching a figure of \$ 374 billion or 298 billion euros (51% of global income). Africa increased revenue by \$ 3 billion with an additional increase of \$ 43 billion to \$ 24 billion. And the Middle East, with an increase of \$ 1 billion, brought the total revenue to \$ 27 billion. While all regions achieved growth in overall terms, in terms of local prices last year, as a result of currency exchange and inflation, an increase of 3.2 percent was achieved, in 2006, the world received 4.3 percent more revenue from international tourism. For comparison, we see that in 2006, international tourist visits increased by 5.5% compared to the previous year. Among the regions, the Middle East, although it achieved growth in general indicators, failed to reach the level of inflation, observing a comparative decline in prices (-1.4%). In 2006, more than half of international tourist trips were made for recreation and sightseeing (51%), and the total number was 430 million people. Business visits accounted for 16 percent (131 million), while other purposes, such as visiting relatives and friends, for religious reasons, restoring health, etc., accounted for 27 percent (225 million). The goal of the remaining 6 percent of visits remains unknown.

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compared to the previous year. Among the regions, the Middle East, although it achieved growth in general indicators, failed to reach the level of inflation, observing a comparative decline in prices (-1.4%). Comparative price growth was observed in the regions of North Africa (+17%), South Asia (+14%), North-East Asia (+11%), Central America and South - East Asia (+10% each)[8.120].

For some countries, international tourism revenue is estimated as export revenue and is generated by daily visitors and overnight stays. However, income from international passenger traffic is not included in it and is accounted for as a separate category. The value of international passenger transport exports in terms of international tourism revenues has been 17 per cent in recent years and amounted to US \$ 148 billion in 2006. Total revenues from international tourism and international passenger transportation in 2006 amounted to 880 billion US dollars. In other words, this means that \$ 2.4 billion is earned from international tourism every day.

From the links to CIPA leading tourist countries of the world, we can see that there are differences in the types of tourism in OPAC. We can also see this in 8 of the 10 countries with the best CIPA scores according to the UN, BST. The United States is characterized by large expenditures of tourists on tourism revenues. European tourists like to travel to their regions because of the distance from Cook. China is ranked 4th, the UK and Germany are 6th and 7th, and Austria is 9th. According to these indicators, Germany has caught up with Mecca. The main reason for this is that FIFA is hosting the World Cup. Austria and Russia moved up to 9th place, moving up one place. In contrast, Turkey dropped two places below its place in 2005.

The top ten countries generate half of the world's gross tourism revenue. Their share in total revenues from international tourism decreased compared to the previous year and amounted to 47 % [9.158].

Tourism regions of the world and their development indicators are different. European tourism was developed in 2006 thanks to a number of events, namely the Winter Olympics in Turin, the World Cup in Germany and a number of other cultural events: the 400th anniversary of Rembrandt, the 250th anniversary of Mozart, the 125th anniversary of Picasso. Thanks to lower prices, it was possible to stimulate demand in the regions.

The 2 percent increase in 2008 is due to the fact that the growth rate in the first six months of last year was higher, the risk of losing control over the environment amid the financial crisis, and it was in 2008 that sad signals were expected that the development of the global stock market and its impact on the economy slowed down.

The UN BLS insists that the economic situation and the instability of the securities market in 2008 may affect the demand for tourism. The level of exposure is also increasing and is a concern for people with high levels of debt. The decline in the US dollar also had a negative impact.

Global visitor growth of 5 percent was observed between January and June, and a 1 percent decline in the second half is the result of 59 contractions in the economy. In addition, the reduction in aircraft capacity as a result of rising fuel and transport prices led to a decrease in growth rates.

The 1 percent decline was driven by a 3 percent drop in visits to Europe and a 3 percent drop in visitors from Asia and the Pacific. At the same time, the decline in Asia and the Pacific was

lower than in Europe, with an 11 percent increase in 2007 and a 6 percent increase in the 1st half of 2008. In contrast to America 1 percent, Africa 4 percent and the Middle East 5 percent) shows a sharp slowdown in visitor arrivals in the first half of 2008, although in July-December it was positive [10.158].

In 2008, the financial and economic crisis became the focus of the global economic situation and became the main factor influencing tourism trends (credit crisis, high fuel costs, instability of the commodity and currency markets). Several positive and negative effects for example: For various reasons, the Summer Olympic Games in Beijing also failed to stimulate an increase in China's attendance.

Terrorist attacks (Mumbai became very scary), health and safety threats continued, while floods (in China, Myanmar, Brazil, Mecca), forest fires, hurricanes and cyclones (in and around the Caribbean), volcanic eruptions (in Chile) and earthquakes (in China's Sichuan Province in May) continued. 2.7. – drawing.

However, the impact of various phenomena was limited and prevented. Despite the negative consequences, conferences in the field of sports were held in 2008. For example: some countries showed very good positive results: Honduras, Nicaragua, Panama, Uruguay, Republic of Korea, Marko (China), Indonesia, Egypt, Lebanon, Jordan, Morocco and Turkey. In 2009, the above cases are expected to be good.

While the air transport industry suffered globally in 2008, international rail transport has benefited in some regions, especially in Europe. Eurostar managed to increase ticket sales and passenger numbers by 10%. The international assembly market had a downward trend in 2008, and the situation worsened in 2009.

Corporate meetings and travel incentives have a huge negative impact, with many companies reducing travel and meetings around the world to a minimum. Small corporate meetings were partially affected due to the holding of teleconferences [11.103].

During the year, all regions except Europe saw an increase in visits. The best indicators belong to the regions of the Middle East (+11%), Africa (+5), America (+4%). Negative results in Europe were influenced by negative results in Northern and Western Europe. In 2008 (11% 2007), Asia and the Pacific region achieved 2 percent growth. Southeastern Asia (+4 percent), Southern Asia (+4 percent), Northeastern Asia (+0.4 percent) and Oceania (-1.5 percent) achieved the figures.

The America continent saw growth in the United States (North America +3%) and increased tourist traffic in both Central and South America. The Caribbean is the only region in the world where support has grown since 2007 (1% in 2007, 1.2 percent in 2008).

The Middle East is growing rapidly, reaching 11 percent growth in 2008. Africa has also achieved 5 per cent growth, which is a good result, even if it is half of last year's result. Despite the decline in growth compared to last year, good results were achieved in Honduras, Panama, Uruguay, the Republic of Korea, Macau (China), Indonesia, Egypt, Lebanon, Jordan, Morocco and Turkey[12.238].

According to the Air Transport Association, CIPA has also declined. Although passenger traffic increased by 2.2 percent in November (+7.4 percent in 2007), the year-end performance worsened. Despite a 3.9 percent increase in cargo capacity, demand for cargo transportation

declined by 76 percent (77 percent in 2007). It is noted that for 11 months of 2008 there was also a decrease in the employment of hotels. The decline was observed in all regions except the Middle East (+2foiz) and central and Southern America (+6 percent). In the above-mentioned regions, NOC receipts also doubled.

Taking into account the BST's forecasts for tourism development prospects up to 2020, it is projected to grow by 4.2 percent per year from 1995, in line with quantitative forecasts spanning 25 years. By 2020, international visits are projected to reach 1.6 billion people. It is estimated that 1.2 billion of them are in the region, and 378 million are on long-distance trips. By 2020, the top three regions with total tourist traffic are expected to be: Europe (717 million people), East Asia and the Pacific (397 million people), and the Americas (282 million people). East Asia and the Pacific, South Asia, the Middle East and Africa are expected to have growth of more than 5 percent per year, while Europe and the Americas are expected to have lower average growth rates.

Long-distance travel will continue to grow at an increasing rate, and the ratio between intraregional and long-distance travel in 1995 is estimated to be 82: 18 by 2020 and 76: 24.

In the report on the results of 2008, prepared by UN BTT experts, the development of tourism at the international level in 2009 was as follows:

- The economic downturn, market instability, and falling demand continued.
- In 2009, depression even decreased by 1-2 percent.
- Along with America, Europe also experienced a decline. In Oceania and the Pacific, the growth rate will be positive, even if it slows down. The same can be said about Africa and the Middle East.
- Companies carefully centralize their costs and try to maintain competitive advantages.
- In this case, the public and private sectors should act together.

It is known from history that crises, in addition to negative consequences, also generate positive opportunities, i.e., lead to a complete reform of the production structure. In this regard, the United Nations will support the tourism sector by providing it with the necessary support [13].

The UN draws attention to three interconnected BTT carriers: share strong market data and best practices through the newly established tourism committee; inclusion of tourism priority in the structure of economic measures; it is necessary to insist that tourism is the most elastic way, and it will lead to reducing poverty by ensuring economic growth.

As economic and administrative mechanisms to support the development of tourism in a number of foreign countries are: tax incentives, subsidies and subsidies; national legislation and regulations supporting the development of tourism and the protection of the rights of consumers of tourist services; reduction of passport and visa restrictions on entry and exit from the country; promotion of non-traditional tourism by reducing prices and providing various other benefits; development and support of social tourism; stricter requirements for the safety of travelers; strengthening measures to protect the environment, preserve cultural and historical heritage and other measures taken by the state.

A number of countries, including Spain and Greece, provide investors with incentives to pay taxes, depreciation and turnover taxes. In some countries, in the first years of operation of enterprises, the practice of exempting them from income tax, as well as providing benefits for the payment of value added tax is applied. In addition, there are benefits (up to full exemption) for customs duties when importing equipment for hotels and vehicles for travel [14.148].

The countries of the European Union have a policy aimed at equalizing the value added tax (VAT), which is between 6 and 25 percent for tourism and hotel activities. The average VAT rate in Germany and Luxembourg is set at 15 percent, while the maximum VAT rate in Denmark and Sweden is 25 percent. In Spain, VAT is on average 7 percent and can vary depending on the level of the hotel, while VAT on food (restaurant services), car rental reaches 16 percent. VAT on accommodation and meals in Greece is 8%, and the government has developed a system of benefits for businesses that provide tourist services outside of working hours

In France, the VAT for tourist activities is on average 10%, including for accommodation-6%, for catering services-hood! It is% percent.

VAT on accommodation and meals in Austria are set at 10 percent. But in accordance with the Federal Law on Tourist Tax, all tourist enterprises pay a local fee for the accommodation of each traveler (in the territory of the community - to the community, in resorts - to the resort fund). The amount of payment may vary depending on the season when hospital patients (children under 6 years of age, schoolchildren and students) are exempt from these payments.

In some European countries, tourism organizations use preferential tariffs for utilities. In most cases, tourist companies are exempt from the income tax of up to 20% of foreign currency earnings.

The state also encourages the construction of new turistic facilities by selling land at low prices and renting it out for a certain period of time (in Cyprus up to 99 years, in Israel and Turkey up to 49 years), while the lease term can be extended for another same number of years.

Due to the rapidly increasing pollution of the environment, state assistance in the field of tourism is more focused on environmental protection. In a number of countries, there are special boards that also control the planning of environmental protection in tourism (Great Britain, France, the Scandinavian countries)[15.224].

In 1992, in Rio de Janeiro, the World Tourism Organization adopted a programme of work for the twenty-first century, which was joined by 182 States. The authorities for the implementation of this program are assigned to state tourism institutions. The program highlights three main tools that can be used to create long-term applications:

- Development of new guidelines aimed at protecting people and the environment, as well as strengthening existing measures;
- Using price as a pressure mechanism;
- Creation of production processes in the tourism industry and programs designed to ensure the purity of the product.

In developing countries, the tourism sector can be financed by other international agencies. Different types of incentives are common in different countries. For example, in Greece and

Portugal, concessional loans are used, while in Austria, concessional loans account for half of all investments and are provided for 20 years with a 5% commission. Special attention is paid to subsidies in France, Italy and the United Kingdom, while in Spain low value-added taxes are imposed on the purchase of imported goods. International investment in tourism is provided by international organizations and the private sector 79. The main foreign lender is the World Bank (International Bank for Development and Reconstruction). Its activities in developing countries long-term infrastructure financing of these countries is aimed at helping jpgam to ensure a normal lifestyle.

Although direct investment in tourism activities is not a priority for this bank, it finances joint projects using export credits. The Bank encourages credit insurance institutions in potential supplier countries and provides guarantees to competitive suppliers selected at the tender. Unlike the World Bank, the International Development Association provides short-term loans, while the International Financial Society participates in equity projects.

European Community The European Regional Development Fund (EFRD), established in 1975 and providing financial support to low-development regions, invests in tourism in öpgam. When issuing EDF grants, preference is given to current tourism directions - projects that develop rural tourism and widely promote the cultural and historical heritage of the region. EFRD grants are granted on special terms for 40 years at rates of 1 % per year for the first decade [15.200].

Other organizations involved in financing the development of tourism in Europe include the European Investment Bank. This organization subsidizes the payment of the difference between interest rates from resources obtained at favorable interest rates on international credit markets, and thus provides intermediary services. For example, this bank financed the construction of a tunnel under the English Channel, the construction of Disneyland in Paris, the airports of Frankfurt, Munich and Hamburg in Germany, the expansion of Stansed airport in the UK. One of the main sources of risk of investing in tourism is the huge capital intensity compared to operating costs. This is explained by the high cost of construction and equipment. Capital accumulates gradually over a long period, while the return on investment occurs gradually. Therefore, reducing the cost of capital is a priority. Due to the complex nature of the tourist product, it is impossible to fulfill all the tasks facing the tourist industry of the economy. The Government is actively involved in supporting the private sector in the country's economy. However, studies of government intervention in various countries show that in countries with underdeveloped market economies, such interventions create difficulties for the market, not for its regulation.

The development of tourism, in addition to the economic one, is supported by the social policy implemented by the state. These include working hours, vacations, and professional training. For example, in France, the introduction of five weeks of paid work leave has had a significant impact on the development of tourism in the country. There is a significant difference in tourism development opportunities between industrialized and developing countries. Most industrialized countries have high unemployment rates, and tourism is a priority for creating a large number of jobs. In this regard, in these countries, much attention is paid to the renewal of the existing tourist product and the search for new resources for tourism, land development, environmental protection, etc. However, a special place in the development of tourism in these countries is occupied by the promotion of a tourist product abroad and, thus, justifying the large investments that they make in the development of tourism[16.15].

Unlike developed countries, developing countries do not have sufficient funds to promote their products. Because of this, they can not invite foreign tourists in the required number and, therefore, do not have sufficient funds for the development of tourist infrastructure. The industrialized countries of North America and the European Community occupy the main (70%) place in international tourism and have a common characteristic. They are the main generating and receptor countries. In these countries (with the exception of some countries such as Spain), the international tourism economy is a secondary sector compared to other UN sectors and mainly covers the private sector.

The tourism potential of the member states of the European Community is aimed at coordinating the development of tourism in the member states. The Council identified the following priority areas for joint solutions to the problems of ensuring the growth of tourism in these countries:

- * protection of tourists and their free movement: simplification of police and customs control at the borders; ensuring the safety of tourists and protecting them from inappropriate advertising; harmonization of insurance of tourists and their vehicles; informing them about their social rights;

- * harmonization of the rules of activity in the field of tourism: harmonization of tax legislation in different countries; recognition of diplomas of professional skill and qualification level; allocation of vacation periods in order to ease the pressure on the tourism industry in the hottest season;

- * regional tourism development with the aim of developing tourism in regions that are not developed, but have tourist potential.

However, since the European Community coordinates tourism activities, it does not interfere with national ones adapted to the specific conditions of the participating countries[17]. Tourism policy in the UK is coordinated by the British Tourism Authority, established in 1969, which is responsible for promoting British tourism products abroad. The administration consists of 400 people, of whom 22 people work in representative offices abroad. These offices are managed by three CEOs located in North America, Europe and the Asia - Pacific region. The Administration's budget is financed by State subsidies and the private sector. In 1993, its budget was about 47 million pounds, of which 32.7 million-F. the state assumes subsidiary responsibility. In recent years, more than 40% of the budget is spent on advertising and marketing, and a quarter on administrative expenses[18.150].

In order to achieve its main objectives, namely, to maximize tourism revenues and to expand the UK's tourist centers to new markets, the British Tourism Administration carries out: placing a large number of advertisements; conducting promotional events abroad through offices and with the help of mass media, television, radio and agents; organizing 88 conferences with the participation of foreign tourism specialists and British specialists; organizing excursions for foreign journalists to demonstrate the country's tourist product; evaluation of research and achievements.

The international tourism policy of France is coordinated, in addition to the Ministry of Tourism of the country, by the organization "Maison de la France". It consists of 850 private, state and public organizations that pay membership fees. The organization is headquartered in Paris and employs 200 people in its 38 offices in 29 countries.

In order to create an image of the tourist product of France, Maison de la France distributes information, guides and brochures on all French tourist products through its foreign offices. The success of "Maison de la France" is due to the constant verification and application of various policies to promote products in different markets based on the information received. In the 1990s, the dominant markets for France in terms of size and potential were Japan, the United States, Germany and the United Kingdom. Revenues from these countries accounted for half of international tourism revenues. Other European countries are Italy, Spain and the Scandinavian countries, and recently Russia is also among the growing markets for France[19.150].

A striking example of its efficiency improvement is the case of the Maison de la France, in which the use of public investment with the use of private sector investment can also be realized.

In Spain, the policy of promoting a tourist product to foreign markets is implemented by the Institute of Tourism, which is subordinate to the Department of Industry, Trade and Tourism of Spain. Its main goal is to strengthen Spain's position in the global tourism market. Spain ranks first in the world in terms of the annual budget allocated for the implementation of the possibility of moving a tourist product abroad. In 1993, these funds amounted to \$ 77.7 million, of which 70% were provided by the Government of the country. Cooperation with the private sector is carried out by introducing it into the organization and taking into account the initiatives it offers, especially with regard to the promotion of specific and environmentally friendly products[20.150].

IV.CONCLUSION

Developing countries, like industrialized countries, share common features in international tourism policy. They are the main receptor centers in the world, and international tourism serves as their main source of foreign currency. Tourist arrivals account for a quarter of the world's tourist flow, and tourism revenues account for a tenth of export revenues. Most developing countries are lagging behind in the adoption of new technologies, investment and training of personnel. The way out of this situation lies with the state, as the private sector is not well developed, which can also lead to the fact that the state will be in a debt hole[21.216]. Developing countries, having common features, differ in the level of tourism development and, accordingly, in international tourism policy. For example, in international tourism, the role of Southeast Asian countries and Mexico is noticeable, and among developing countries, only India and China receive foreign tourists. Moving a tourist product to large tourist-rich countries in the European Community, as well as to the United States and Japan, requires certain financial resources. For developing countries, this amount will be even higher. Therefore, they are obliged to implement the possibility of regional cooperation to ensure measures to promote and sell their tourism product. However, in order to ensure that the joint movement of products does not lead to the loss of their image and uniqueness, tourism movement activities based on regional cooperation should expand each tourist center individually. One prime example of this is RATA, which includes Eastern and Southeastern Asia, as well as numerous tourist centers in the Pacific region. Today, the countries of the Indian Ocean intend to create their regional associations on the example of RATA. The association is expected to include Australia, India, Pakistan, Malaysia and Singapore. Such cooperation allows jpgamu to carry out activities to promote its products around the world in addition to its traditional markets.

Small groups of developing countries located in the same geographical areas also establish regional cooperatives. For example, the Indian Ocean Islands have established the Indian Ocean Commission to jointly participate in exhibitions and fairs. Developing in one region, Mamacita, combined, create a mixed tourist product, while maintaining its specificity. Projects between the Indian Ocean and the countries of East Africa, Mexico and the countries of Central America are also known. However, this type of tourism, which combines various tourist centers, is not so cheap due to the high transport costs between these centers and, therefore, is mainly intended for wealthy clients[21.270].

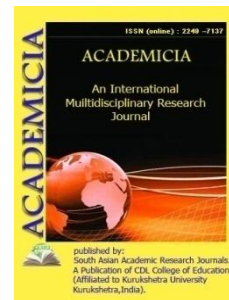
Countries with different levels of development are also developing joint projects. An example of such agreements is the cooperation between the European Community and the countries of Africa, the Caribbean and the Pacific. EFRD also helps developing countries by providing financial assistance to sell their tourism products in European countries. Interregional cooperation programmes between countries with different levels of development allow developing countries to introduce new technologies to improve the competitiveness of tourism products and ensure that they meet the requirements of consumers. To this end, the World Tourism Organization has developed specific international programs, such as Interreg and Regus[22.176].

In view of the above, it is necessary that tourism potential in developing countries be directed towards reducing the risk of economic dependence that may arise from the uncontrolled growth of international tourism.

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DOI: **10.5958/2249-7137.2021.00752.7**

THE CONCEPT OF "TIME" IN ENGLISH ADAGES AND APHORISMS

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ABSTRACT

The article dedicated to the concept of time. The linguists' and scientists' as A.V. Westphalian, I. Newton, Leibniz, D.S. Likhacheva, Z.D. Popova, A. M. Peshkovsky, A. A. Shakhmatov, V. V. Vinogradov, A. Kh. Vostokov and others point of views and ideas about the concept of time analyzed. Verbalization of the concept of "time" in English adages and aphorisms also investigated. The question of the connection between language and intellection is one of the main problems of theoretical linguistics. Despite the fact that the exact mechanisms of their interaction have not yet been identified, it is generally recognized that the conceptual and linguistic picture of the world are closely interconnected, which means that the language reflects the experience of its speakers. Inside the linguistic picture of the world, the phraseological, based on paremias, is highlighted as one of the most significant.

KEYWORDS: Adages, Paremias, Concept, Linguistic Projection, Lexical Units, Syntactic Concepts, Temporality.

INTRODUCTION

The question of the connection between language and intellection is one of the main problem of theoretical linguistics. Despite the fact that the exact mechanisms of their interaction have not yet been identified, it is generally recognized that the conceptual and linguistic picture of the world are closely interconnected, which means that the language reflects the experience of its speakers.

Inside the linguistic picture of the world, the phraseological, based on paremias, is highlighted as one of the most significant.

Adages and aphorisms, as types of paremias, reflect the experience of a nation's social, historical and spiritual meanings and ideas that are important for a given nation. Due to the close connection with the life of the people and events from its history, paremias are often evaluative and have connotations that arise depending on the people's experience. According to A.V. Westphalian: "A positive or negative evaluative element is a defining component of the connotation and is due not only to the centuries-old system of moral culture of each nation, but the political and ideological platform of a particular state at a certain stage of its development" [1, p. one]. All this makes proverbs and sayings a good material for analyzing the verbalization of concepts and complex concepts in a language.

Time is an abstract concept and phenomenon underlying both linguistic and scientific pictures of the world. Many scientists and philosophers tried to study this phenomenon in order to answer questions such as: what is the nature of time, its properties, does time exist at all, why does it move in only one direction, etc. As early as in antiquity appeared two opposite points of view. The first was held by Plato; the philosopher understood time as an image of a moving eternity that exists independently of material bodies and processes. Aristotle believed that the existence of time is possible only thanks to consciousness [2]. These two points of view are reflected in physics and natural science: I. Newton argued that time is an independent stream flowing from the past to the future, while Leibniz wrote in his writings that time is a subjective way of perceiving the surrounding reality [2]. In modern physics, since the 20th century, a complex concept of time as a phenomenon dependent on the material conditions of a closed system and having certain metric properties. The passage of time can be slowed down or accelerated depending on the conditions [2]. The complexity of the phenomenon of time and its significant role in the picture of the world has caused the emergence of many of its interpretations in other sciences. These essentially unrelated concepts are based in part on the physical properties of time. So, for example, the course of time and its properties, studied in physics, are reflected in the language of man. Linguistic time is "a linguistic projection of a complex of existing human knowledge about this phenomenon, from everyday to scientific" [2, p. 2]. Linguistic time participates in the transformation of the surrounding reality into a linguistic picture of the world and expresses the connection between language, human activity and objective reality.

As we can see, time is a very complex phenomenon, all facets of which, one way or another, are reflected in the language in the form of linguistic time. In order to adequately describe the content side of such complex linguistic signs, the term "concept" is used. This can be traced in the definition of the concept by D.S. Likhacheva: the concept is "the result of the collision of the dictionary meaning of a word with the personal and national experience of a person" [4, p. 3]. Specifically, the concept of "time" is a basic and universal concept, one of the most important components of the conceptual picture of the world. It is important that the phenomenon of time is present in the consciousness and language of the people not only as a way of temporal orientation, but also as a series of "stopped moments" [6, p. 112]. In Russian studies, first of all, aspects and issues of time as a grammatical category were studied. These traditions are laid down in the works of A. M. Peshkovsky, A. A. Shakhmatov, V. V. Vinogradov, A. Kh. Vostokov and others. However, any concept can be verbalized lexically.

The problem of concept verbalization is considered in detail by Z.D.Popova and I.A.Sternin in "Essays on Cognitive Linguistics" [5]. Linguistic means are necessary only for the expression of the concept, but not for its existence. In addition, only the most significant concepts have linguistic means of expression, most of the concepts exist only in the human mind, their transition to the verbal form is optional [5]. There are the following means of verbalizing a concept in a language: ready-made lexical units and stable expressions of the lexical-phraseological system of the language (however, words do not convey the concept in full, they express a set of individual concept features necessary to convey a specific message); free phrases, sentence schemes (or syntactic concepts); as well as texts or collections of texts (for complex, abstract or individual-author's concepts) [5].

The vocabulary expressing temporality is varied in nature. These are any lexical units associated with the passage of time or a specific moment in time: minute, year, week, yesterday, Friday. Also, adverbs of time and adverbs of place with the meaning of temporality (eg, long, far). Time can be expressed with the help of lexical units, initially related to space in semantics, and vice versa: "Where did he rent a room? "Ten minutes from my house" or "Do we still have a long drive? "A couple of kilometers." In addition to the cases described, temporality is verbalized by words associated with certain historical epochs or events: mammoth, Spanish boot, Babylon, Leonardo da Vinci. Since a concept is, first of all, a body of knowledge, experience and ideas, a person who has the necessary information has associations with the necessary period of history.

Investigating the verbalization of the concept of "time" in English using the example of proverbs and sayings, we limited ourselves to nouns and prepositions. We analyzed 17 paremias from 4 dictionaries: "The Oxford Dictionary of Proverbs" (5th and 6th editions), bilingual dictionary by M. I. Dubrovin "English and Russian proverbs and sayings in illustrations" and online dictionaries "Cambridge Academic Content Dictionary "and" Cambridge Advanced Learner's Dictionary & Thesaurus ".

The lexical unit time is the basis and core of the concept of time in the English language. Other lexical units that verbalize the concept are used to name and measure time intervals: minute, day, week, year, era, tonight, moment, month names - January, February, March, etc., days of the week - Monday, Tuesday, Wednesday, etc., time of day - morning, day, evening, etc. Also these are groups of words used to denote the past, present and future (yesterday, today, tomorrow and past, present, future), space-time prepositions (before, after) and words related to historical periods and eras. The connection with time, its properties, especially metric, can be traced in the definitions of these words. For example, hour is defined as "the twenty-fourth part of the day and night, 60 minutes" and "time of day, moment in time" in the Oxford English Dictionary [11]. In the same place, year is "the time it takes the Earth to complete one revolution around the sun, equal to 365 days, 5 hours, 48 minutes and 46 seconds" [11]. Months in the Cambridge English Dictionary are described as a period of time between the previous and the following month, which has a certain position in the time measurement system: December - "the twelfth and last month of the year, after November and before January", August - "the eighth month of the year, after July and until September "[9]. There is also a connection with human observations of how time affects the world around: one of the definitions of the noun time is "this process and its influence on people and things" [11].

In the process of analyzing proverbs and sayings with lexical units that verbalize temporality, we have identified the following semantic groups.

1. Paremias, which describe the influence of time on a person and the world around him, including the hope that changes for the better will occur.

This semantic group is the most numerous, it makes up about half of the entire study material (14 examples out of 27): "Time and tide wait for no man", "Other days, other ways", "Tomorrow is another day", etc.

The proverb "Time and tide wait for no man" has the following meaning: natural processes occur without human participation, therefore, if an opportunity is missed, it may not appear again for a long time [3]. This pair reflects, firstly, the fact that time moves, due to an indirect comparison of time with the ebb and flow - natural processes constantly replacing each other. Secondly, it is shown that a person cannot influence the course of time in any way, just as he cannot change the process of ebb and flow.

The phrase "Time is a great healer" echoes the ancient idea that time heals. More often it concerns feelings and emotions of a person, rather than his physical condition [12]. In this example, we see a reflection of the observation and experience of man from ancient times. People must have paid attention to the fact that feelings and emotions subside over time, which was subsequently consolidated in the form of this phrase.

Similar in semantics and syntax, the pairs "Other times, other manners", "Other times, other customs", "Other days, other ways" are found in different languages [12]. Consequently, the ideas expressed in them can be considered universal, that is, common to people of different cultures. In the first two cases, time is plural. This is due to the fact that this word means a certain historical period, and not time as an abstract concept. In the last example, the noun times is replaced by the word days, which acts as a contextual synonym and means "a period of the past or present" [11]. The proverb has the following meaning: along with the passage of time, the customs, traditions and rules of society change, as the very way of life of society changes.

Knowing that time can affect the world around them and the person himself, people reflected in the saying "Time will tell" the hope that time will put everything in its place, and that later it will be possible to understand whether this or that decision was correct or no [7].

Separately, in the first semantic group, a subgroup of paremias can be distinguished, which reflect a person's hope for the best: "The darkest hour is that before the dawn" and "Tomorrow is another day". In the first proverb of the subgroup, the word hour is described by the adjective dark in a superlative degree: on the one hand, it has the metaphorical meaning of a difficult time, and on the other hand, it is a consequence of human observation of nature and the cycles of changing the time of day. The word hour it is used in the meaning of "a short indefinite period of time" [11]. Also, temporality is expressed by the preposition before in the temporal meaning and the noun dawn, which together create a dynamic picture and convey the movement of time. Their combined use also indicates the passage of time (if there is tomorrow, then there is also today and yesterday), which also creates a dynamic picture. Moving time in both examples is a reference to the property of this phenomenon to change the surrounding reality, which allows expressing the main idea of both proverbs - sooner or later things should get better.

2. Paremias about a careful attitude to time, the danger of procrastination and the need to be punctual, otherwise you can miss out on the benefits and present yourself in an unfavorable light.

The second largest group (7 of 27) of proverbs and sayings selected for research is dedicated to punctuality, which is especially important for English culture: "Punctuality is the soul of business", "Punctuality is the politeness of princes", "Delays are dangerous", "Time is money", "Procrastination is the thief of time", etc.

As described in the Oxford guide to British and American culture English vocabulary: "Most Americans and Britons agree that being punctual is good manners. <...>. Arriving on time for formal events such as business meetings or interviews is considered very important. <...>even in less formal situations, people are usually expected to think about those they meet and not keep them waiting. <...> Many people do not like to feel that their time is wasted and made to wait for no good reason" [10]. As you can see from the passage above, it is very important for Western representatives of the English-speaking linguistic culture to arrive at the meeting on time, regardless of whether it is a summit, an international conference or a meeting with friends.

The first proverb emphasizes the need to respect time for business success. In the second example, to emphasize the importance of this habit, punctuality is described as a sign of royal blood: "Punctuality is the courtesy of princes." The third phrase literally translates as "Delays are dangerous." The noun delay is used here, one of the meanings of which is "when someone or something should wait", which also refers to time [11]. The same can be said for the rest of the examples. All the considered paremias serve as a reminder that time must not be wasted or treated carelessly, because a person could benefit from doing business. The last proverb also connects the theft of time with possible psychological problems of the individual, once again emphasizing the importance of time in the historical experience of the people. The constant postponement of various matters, even urgent and important ones (procrastination), is qualified by modern psychology as an unhealthy addiction that can lead to problems in life and, accordingly, to painful psychological effects.

3. Paremias, in which lexical units with the meaning of temporality make it possible to more clearly and clearly illustrate other life realities or situations.

For example, the proverb "The rich man has his ice in the summer and the poor man gets his in the winter" reflects the facts noticed by people while observing the weather features of the seasons: when winter comes, ice appears, in summer it is not ... Time is presented in the form of two static, opposed segments: winter and summer. With the help of these facts, the poor and the rich are opposed, the latter of who, thanks to money, is able to receive even that which is contrary to the laws of nature. This serves as a kind of reinforcement.

The proverb "The calm before the storm", in turn, speaks of calmness in the face of great difficulties, problems or disputes. Here, the preposition before is used in a temporal meaning - the calm before the storm comes, which allegorically means a particularly responsible and difficult moment in life.

4. Paremias, which communicate significant information about the world around in a specific period of time and, sometimes, also about the ability of a given period to influence future events.

For example, the proverbs "February fill dyke, be it black or be it white" and "If in February there be no rain, 'tis nether good for hay nor grain" are dedicated to one month, February, and appeared as a result of human observation of nature, climatic and weather features of native lands.

In England, February is usually the month of rain and snow. Because of this, in the case of the first proverb, the ground is black due to mud or white due to snow [13]. And in any case, the ditches will be full of water either due to melting snow or due to rain. The second proverb is based on the same observations, but is related to agriculture and farming: a lack of rain in late winter negatively affects the harvest [13].

With the help of these proverbs, people passed on information to new generations about the climatic features of a particular month and also that weather conditions can affect the harvest, and, accordingly, the likely income and the chances of surviving the next winter. The difference between the second proverb and the first is only in the fact that February is presented in it not statically, as an independent separate part of the year, but as a period of time that has an impact on events in the future. But, as in the first group, a person is not able to influence how much precipitation will fall per month.

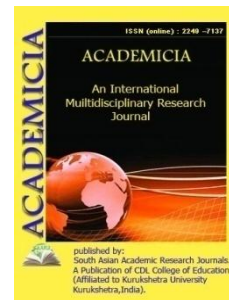
Among all the analyzed paremias, as we have already noted, the most numerous were examples of groups 1 and 2. From this we can infer what native English speakers consider to be particularly important. On the one hand, it is of great importance for them to understand the fact that time affects a person and the world around him, changing them, and people cannot influence this process in any way. However, changes are not always bad, because time can heal or simply change reality and things, transforming them into something else, so a person can hope for a successful outcome of events. On the other hand, for representatives of the English linguistic culture, it is equally important to manage time correctly and treat it with attention, not to waste on useless classes. Otherwise, a person will not be successful in life, will not be able to perform his duties properly, and others will have nothing to respect him for.

It is quite obvious that time is a complex and multifaceted phenomenon, which is why its nature has always been controversial for the natural sciences and philosophy. All these contradictory and complex ideas about time have found a significant reflection in the conceptual and linguistic (especially, phraseological) pictures of the world, which was confirmed by the study. As a basic concept, the concept of "time" is widely and variedly represented in the proverbs and sayings of the English language. Folk aphorisms reflect both the physical properties of time and the results of centuries of observation of a person over him, as well as national traits, as well as the mentality of native speakers. In addition, the temporal concept in paremias conveys vital information from ancestors to descendants and helps to describe the realities of the surrounding world more simply and clearly.

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DOI: 10.5958/2249-7137.2021.00753.9

THE ISSUES OF INFORMATION TRUSTWORTHINESS DURING THE PANDEMIC

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ABSTRACT

The article analyzes the changes observed in the modern media environment, their specific features, achievements and shortcuts, and especially, during the pandemic. It discusses the role of mass media in an ongoing emergency around the world. In the modern information society, any socially important processes that also affect the safety and health of citizens are accompanied by a flow of false information. The more participants in the process and the more complex the subject area, the wider the space for manipulation and dissemination of disinformation. Such misinformation can be more dangerous than the phenomenon that generated the threat.

KEYWORDS: *Pandemic, Mass media, Fakes, Fact-checking, Social media.*

INTRODUCTION

In the modern information society, any socially important processes that also affect the safety and health of citizens are accompanied by a flow of false information. The more participants in the process and the more complex the subject area, the wider the space for manipulation and dissemination of disinformation. Such misinformation can be more dangerous than the phenomenon that generated the threat.

MAIN PART

The global emergency in 2020 changed the way people react to information. First of all, the global news space was quickly occupied by "pandemic" content. In the analysis provided by Facebook Analytics alone, we can clearly see that these percentages have risen by 50% in one week¹. It has become difficult to find non-pandemic news on websites, social networks, and print media. However, it is safe to say that the pandemic has somewhat changed the values of information in Uzbekistan:

1. First of all, the process of mediation in society is significantly advanced. Since the announcement of the pandemic, the number of Internet and social network users has grown steadily. The telegram channels of well-known news sites were able to gather an audience in just two months that they had not been able to gather for years. The audience's need for information has simply shifted from a "need" to a "civic duty." That is, each person has a responsibility to be aware of the latest changes, first to himself, then to his family, and then to society. This has led to the formation of a serious attitude of citizens to the exchange of information in society.

2. The Uzbek authorities are beginning to realize the importance of fair and uninterrupted transmission of information in an emergency, and how to actually work with information. The purpose of accelerating communication with the public, the uninterrupted delivery of information has naturally improved the work of press services. That is, officials who once viewed disclosure as a "headache" have now realized that it is beneficial and responsible, and have taken responsibility. (For example, the Namangan governor's revelation about a woman buried without any relatives did not provoke public outcry, but served as a good incentive to stay at home. 'resonated with Uzbekistan.)

3. The state of emergency has drawn a clear line between professional journalism and blogging: Journalism has bravely taken on its social responsibility and risked its life to "take to the streets", informing the audience as much as possible about developments, explained, propagated, warned, taught. Live broadcasts (all news programs, "International Press Club", "Relationships", etc.) did not stop, they were engaged in informing the population, propaganda of safety from Covid-19. Television, of course, technically can't create content with 3-4 people, and it took a lot of heroism from the anchors to the lighting masters. The content on the sites has not been interrupted, the print media has not stopped, and some of them have been revived.

Blogging, on the other hand, was mainly about promoting official statements

relied solely on citizen journalism. The bots shared (mostly video) material coming from different people. The role of professional journalism has become even more prominent: telegram channels with an audience of 20-50 thousand people and more provided the information without facts, without checking them, in the pursuit of sensations, disseminated misinformation, misrepresented. At the same time, journalism served as a filter for information.

In short, journalism and the media have benefited from this situation. The media literacy of the population has also increased, partly infoetics has been formed, pragmatism, skepticism about any information has increased, and this process is still going on.

However, all this is due to the growth of organized lies or incompetences, misinformation, manipulation, fakes, propaganda, artificial hype in Uzbekistan, as observed in the global media.

The fight against the infiltration of the Internet, which is based on clickbytes, also requires serious attention from the state.

A small example is the Kazakhstani website www.tengrinews.kz, where Central Asian news outlets, particularly Uzbek online publications, often refer for translation, say, "A new deadly threat. For the first time in China, deaths due to xantavirus have been reported" (the title was later changed)², the news was also spread on the most visited information sites in Uzbekistan³, and the news was sent 473 thousand times in a single telegram channel. seen. Xantavirus has been known to science for 70 years, and there is even a vaccine against it, and although the deaths have not occurred for the first time in human history, the editor publishes an article under that headline. The choice of words and the way of conveying the facts in such a mysterious disease message have influenced the feelings of the audience, which has already become sensitive to the information on the background of the coronavirus pandemic, causing discussions on social networks and messengers. First of all, it aroused strong protests against the Chinese people and culture, not only in Uzbekistan, but also in Central Asia, and secondly, it caused inappropriate panic. There are many such examples.

RESULTS AND DISCUSSIONS

Public consciousness is a product of conscious understanding by people of the the same social conditions, their social life and assimilation and conception of information and knowledge obtained from the media information and social, political communication. It is proved that in modern society, with the active influence of the mass media on the development of the humanitarian component of the information society, the rapid formation of the information sphere, a new type of social relations is being formed - information and a specific type of public consciousness "informational" that is adequate to them. Its formation is accompanied by the processes of transformation, deformation, modernization of the structure of public consciousness, the emergence of new dominant levels⁴.

"Misinformation costs lives. Without the appropriate trust and correct information, diagnostic tests go unused, immunization campaigns (or campaigns to promote effective vaccines) will not meet their targets, and the virus will continue to thrive", said in a statement issued on pandemic that was discussed by the participants in the meeting, which was attended by representatives of various UN agencies and the International Federation of the Red Cross and Red Crescent. They urged states, civil society, the media and other "players" to stop the dissemination of false information.⁵

"As soon as the virus spread across the globe, inaccurate and even dangerous messages proliferated wildly over social media, leaving people confused, misled and ill-advised"⁶, UN Secretary-General Antonio Guterres said in a video message to the meeting participants, and the head of WHO Dr. Tedros Ghebreyesus said that "erroneous or deliberately distorted information threatens the health and lives of people and undermines the credibility of science, government institutions and health authorities."

They also recalled that the UN launched the "Verified" campaign aimed at opposing rumors and disinformation with scientifically substantiated facts and verified and reliable information, which he called "an antidote to" infodemic". This step really show the very need to the fact-checking strategies, as this problem is becoming more acute as the world moves closer to the development of a vaccine for COVID-19.

As it is clear from all these, for journalists, the most attractive in rumors is the relevance, which presupposes a keen interest of the audience to this topic, relative anonymity or lack of verification of information, which deontologically predetermine the professional intervention of a journalist, visual verification of events. In addition, working with rumors is an effective way to accentuate content, attract attention, and establish contact with the audience. E. V. Osetrova attributes the following to the media functions of rumors: “sensationalism allows satisfying the informational interest of the audience; relevance leads to the satisfaction of information needs; lack of verification of information makes it necessary to assess its reliability; anonymity allows the editorial board to relieve itself of responsibility for the disseminated information and to disguise its source”⁷.

Civil journalism is an event closely linked to the news community. Today's democracies of the world, which have reached the level of development based on a post-industrial society, are currently aiming to build an information society and create global information infrastructure in this area. Information technology, in particular, digital technologies and Internet technologies, is a decisive factor in this. Naturally, this society has its own political, economic, social and cultural problems. Issues of international media regulation and national information security, free flow of information, its priorities and contradictions, which are specific to our topic, are on the agenda. These peculiarities are characterized by the economic, political and other conditions and opportunities of the state society.

The people who make the most noise on the air today and bombard the Internet with false claims about Covid-19 (offering fake treatments, downplaying the effects of the disease, and ignoring those most affected by the virus) are reminiscent of the beginning of the AIDS epidemic. This epidemic taught us a lesson: disinformation is lethal. But it also showed us how strong the medical and scientific community can be when it stands as a united front and demands attention and action to overcome a crisis.

CONCLUSION

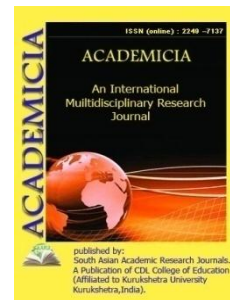
In conclusion, if in peacetime the ethics of journalism and the neglect of social responsibility have not led to much negative consequences, human life in emergencies will literally depend on the information being disseminated. There are two ways to prevent such a serious threat: to keep the information process under constant control, and to increase public media literacy.

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DOI: **10.5958/2249-7137.2021.00754.0**

THE DEVELOPMENT CYCLES OF NUT APHID GENERATION UPPER LEAVES IN THE CENTRAL AND MOUNTAIN SURROUNDING PLAINS OF FERGANA VALLEY

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ABSTRACT

In this article it is given information about development cycles of nut aphid generation upper leaves in the central and mountain surrounding plains of Fergana valley. From wintering eggs of nut aphids hatching of initiator individual larua depends on the temperature and relative dampness of spring. The amount of wintering eggs depends on the age and rising of nut trees and amount of one year's branches. The hot temperature of spring, coarsening of nut trees and other factors cause the depression of nut aphids upper leaves in central plains and mountain surrounding zones.

KEYWORDS: *Vermin, Linear Colony, Founder, Amount Consistence, Winged Alive Female, Larua, Aphid Generation, Depression.*

INTRODUCTION

There are two types of nectar in the walnut plant. Leaf upper walnut sap - *Panaphis juglandis* forms linear colonies on the upper side of walnut leaves, around the central root of the leaf. Walnut sap (*Chromaphis juglandicola*) lives by absorbing tissue fluid from the underside of the walnut tree leaves [2]. The underside of the walnut leaves protects this juice from sunlight and precipitation.

Walnut sap lives on the leaves of this tree and feeds on tissue fluid. In many cases, these insects multiply in young shoots, causing them to dry out, shedding young leaves due to absorption of tissue fluid. Therefore, the study of the biology and ecology of walnut sap such as *Panaphis juglandis* (Goeze) and *Chromaphis juglandicola* (Kalt.) Will undoubtedly serve to form the ecological basis of measures to protect walnut trees from their effects.

THE MAIN FINDINGS AND RESULTS

The emergence of larvae of the founding individuals from wintering eggs depends on the spring air temperature and relative humidity. Therefore, their emergence from wintering eggs in the central lowlands occurs earlier, in the foothills and later in the lower mountain regions [1].

Object of research. Walnut sap lives in walnut trees during spring, summer, and fall. These species spend the winter in the form of eggs. The amount of wintering eggs depends on the age and development of the walnut tree and the number of more or less annual branches [2].

When the walnut sap on the top of the leaf has multiplied in large numbers, the live-bearing females begin to fly to other walnut trees. Their larvae move along the leaf axils, branches, and begin to form colonies on new leaves [3].

The contribution of ants in the spread of walnut sap along the branches is large. They help the sap from dense colonies migrate to the young leaves [4]. At the time of mass multiplication, walnut sap completely occupies the young seedling leaves.

Early emergence of wintering eggs of the founders of *Panaphis juglandis* (1st generation) - walnut sap on the leaves is recorded on March 25–26. Their late appearance is observed on April 10–14 (1998).

In the foothills of the Fergana Valley, the emergence of larvae of the founding individuals of *Panaphis juglandis* on walnut trees occurs in late March - early April (28.03–1.04). In the central lowlands, their development begins 2–3 days earlier than in the foothills (26.03–28.03) [4].

1st generation larvae develop and mature in 16–20 days. During this period, they shed their skin 4 times and become winged founding individuals (13–18.04).

Founding individuals reproduce parthenogenetically and larvae begin to reproduce. The larvae of the live-born female individuals (2nd joint) that develop from them place their larvae around the central vein at the top of the leaves. The larvae of these winged live-born female individuals are born on April 13, and the late emergence period is in late April (26.04). Among the larvae of the 2nd joint can be found the larvae of the founders, which appeared later than the egg, as well as the larvae with delayed development.

Humidity is strongly influenced by the growth and development of walnut sap. At the level of light and heat, when the humidity is high, the sap begins to multiply actively. Reproduction of this species is observed from mid-spring [130].

The maturation of the 2nd joint larvae is accelerated by a slight entrapment of air. They can develop in 12–14 days (16–30.04, Fergana city; 18.04–2.05, Fergana district). Larvae of mature winged live-bearing females, in turn, begin to give birth to larvae after 1 day.

The average birth time of 3rd generation larvae occurs in late April - early May (30.04–2.05). In walnut trees, the onset of proliferation of winged live-bearing females occurs at the expense of 2–3 joints.

The maturation of the 3rd joint larvae occurs in mid-May (10.05–14.05). At this time, the leaf-top walnut sap colonies often consist of 1–2 mature winged live-bearing female individuals and 15–20 larvae.

The 4th generation larvae of live-breeding females begin to give birth in the 2nd decade of May (11.05-15.05). The period of birth in the foothills in 2008 coincided with the end of this month (26.05-27.05). The birth of 4-joint larvae causes an increase in the quantitative density of this species in walnut trees.

As the air temperature rises, the maturation period of walnut juices shortens. When the average air temperature is + 22.0S degrees, relative humidity is 73%, atmospheric pressure is 712 mm, the number of juices actively increases. They form sparse colonies on large leaves and thick colonies on small leaves [133].

It takes 9-10 days (11.05-22.05) for *Panaphis juglandis* 4th generation larvae to develop and mature.

5th generation larvae begin to give birth in late May - early June. The larvae of this joint develop and mature in 9-10 days. Their maturation occurs in early June. The mature forms of the 5th joint are recorded in the central lowlands and in equal periods in the foothills (3.06).

The birth of the 6th joint larvae occurs in early summer (3.06-6.06). The development and maturation of the 6th joint larvae and the beginning of larval birth occurs in mid-June (14.06-16.06).

The first individuals of the 7th generation larvae of this species are born on June 13 in the central lowlands, while the later emergence in the foothills occurs on June 27. The birth dates of these joint larvae are recorded in mid-June (13.06-16.06).

The birth rate of the 7th joint larvae is lower than that of the previous joints. Their development and maturation coincide with the beginning of the summer dormancy period of the walnut sap on the leaves. At the same time, their development and maturation are protracted. This opens up a wide range of possibilities for the species to survive in adverse conditions. The summer dormancy period can be seen as an example of the pre-preparation of leaf top walnut juice for adverse conditions.

In walnut trees growing in different conditions, regions and reliefs, the summer dormancy period in the life of leaf sap may or may not manifest itself. In nuts in the cool shade of thickly planted trees, low temperatures, precipitation and high humidity in the first months of summer prevent depression in the life of leaf sap and have a positive effect on the biology of leaf sap.

The birth of the 8th joint larvae occurs in the third decade of June (26.06-28.06).

The hot summer temperatures, the roughness of the walnut leaves, and other factors lead to a depression of the walnut sap in the central lowlands and in the foothills. However, *Panaphis juglandis* does not disappear completely in walnut trees, and a small number of its individuals are preserved throughout the summer [3].

The onset and duration of the depression depend on the arrival of hot summer temperatures, where nuts grow in the open and among trees.

In a walnut tree growing in a cool place, the amount of *Panaphis juglandis* continues to grow without depression. In mid-June (14-15.06, First, Vodil), *Panaphis juglandis* individuals continue to develop normally even in the walnut groves of the lower mountain regions [3].

In the foothills, early departure from the summer break is observed on August 5, and late departure - on August 20. Release from depression occurs in mid-August (15.08-18.08).

The birth of the 9th joint larvae is observed in the 1st decade of July (7.07-8.07). At this time their number decreases (7 larvae were found on the three leaves of a 10 cm long branch on the east side of a walnut tree, 3 larvae on the leaves of a 10 cm long branch on the south side. They were not found at all on the leaves of branches on the north and west sides).

In the foothills, the development of the 9th joint larvae occurs in the 3rd decade of July (21.07-23.07).

In trees where depression has been observed, the 11th joint larvae go through a developmental period and become the genus that gives birth to the genital joint. Birth of Polonos larvae occurs on the 1st decade of October (6.10-10.10).

The 12th joint is composed of polonoscae that form the genitalia; the larvae that give birth develop in the central lowlands for 16 days (10.10-26.10) and in the foothills for 18 days (05.10-23.10) and form the genitalia.

Egg-laying female walnut sap from representatives of the 13th (amphibian) joint is found in walnut trees until early November (5.11-6.11. Fergana district; Fergana).

The 14th-generation larvae, which begin to emerge in early September, are composed of polonosca-forming. The maturation period of these articular larvae is 18–20 days (3.09–21.09) and the female, which gives birth to the genital joint larvae, turns into a live-born female polonoska leaf sap. At this time, the amount of walnut sap on the top of the leaf decreases in walnut trees [4].

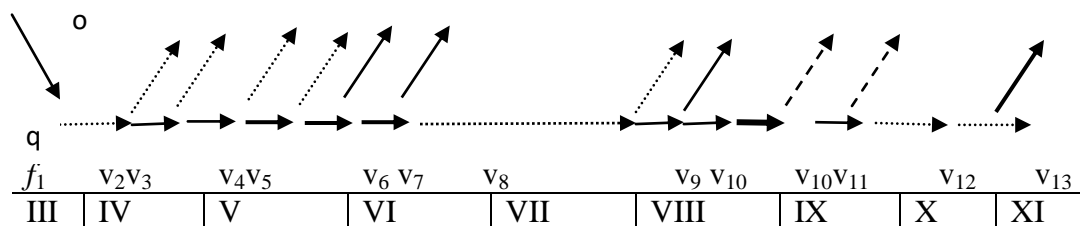
The larvae, which give birth to the leaf sap (polonoska) that forms the genital joint, develop in 20-22 days and develop into adult winged male and wingless egg-laying female saplings (13.10-16.10). After 3–4 days of feeding, the egg-laying females begin to lay their eggs on the three young branches of the walnut, between the leaves and flower buds.

The first eggs are laid in the foothills and central plains in early October (3.10–5.10).

CONCLUSION

The occurrence of sexual joints in walnut trees takes place in different years, depending on the early or late arrival of autumn. After the eggs of the walnut sap on the top of the leaf have overwintered, the following year the founding larvae emerge, initiating their next joints.

Panaphis juglandis are mountainous in spring, summer and autumn, and in the central lowlands form a different number of joints according to the different conditions of the environment, the early or late arrival of the seasons.

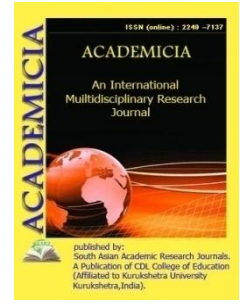


Life cycle of *Panaphis juglandis* juice.

Here: o - eggs; f - founder; v_{2,3} ... - joints of live offspring; O - egg-laying females.

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DOI: **10.5958/2249-7137.2021.00755.2**

EARLY PERIOD OF WILLIAM BUTLER YEATS' POETRY

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ABSTRACT

William Butler Yeats is widely considered to be one of the greatest poets of the XX century. He was one of the modern poets, who influenced his contemporaries as well as successors. A traditionalist, constantly ahead of his contemporaries, Yeats is rightfully considered one of the major poets of XX century world literature. In this article we are intended to learn and form early background of the author's individual poetic career. Sense of moral wholeness and humanity of the prominent poet is discussed. Through analysis of his poems creative way, peculiarities of his style, and interpretation of symbols, their connection with the author's intellectual condition have been studied. While commenting on his poetry we have tried to realize his early individual poetic style and the evolutionary path to its formation.

KEYWORDS: *Early poetry, Poetic sensibility, Tradition, Individuality, Symbolism, Mysticism, Mythology, Individual style, Poetry analyses, Interpretation of poetic images.*

INTRODUCTION

The early period of the creative career of the Irish poet, playwright, and essayist William Butler Yeats passed under the sign of symbolism and myth-making. It is difficult to overestimate the importance of Yeats poetry to Irish and European culture in the late XIX and early XX centuries. Yeats' works raised the importance of Irish literature in English as both national and universal literature. The merit of Yeats was a kind of "creative translation" of the culture that has survived in the folk environment of Ireland into the common European language. Yeats strove to make Irish culture a part of the global process, and he succeeded.

A figure like Yeats was impossible to replace. He could be worshiped or he could be resisted, but not indifferent in any way. The poet's death was responded to by Auden, a modernist who belonged to the "other camp" - a camp in which Yeats was considered an old-fashioned

eccentric, who in the "age of steam and electricity" seriously believed in mysticism and magic and continued to write "traditional" poetry.

Nevertheless, many critics underestimate the first period of Yeats's work, the period that most contain the poet's interest in symbol and myth. In most Western works, early collections are only mentioned to show how the foundations of mature creativity were laid. The fact that Yeats in 1903 (the beginning of the second period) defiantly proclaimed the abandonment of the early manner of writing, allowed many researchers not to attach much importance to those motifs in the works of the first period, which remained key for Yeats throughout his life.

MAIN PART

The poet's family resided permanently in London, but as a child, he often spent the summer at the estate where his mother, Susan Mary Pollexfen, was born, in Sligo, a small town in the northwest of Ireland. In the future, in his works, the poet will repeatedly return to the beloved beauties of County Sligo, and his early works will be imbued with motives of Celtic folklore.

Yeats was one of the founders of the Irish National Theater (along with John Millington Synge and Lady Gregory). In Irish poetry, after Yeats, a whole school of followers was created (the most prominent can be considered Austin Clark and John Montague). Joyce's early lyrics are also influenced by Yeats. The poet and eminent literary critic of the late XIX century, Arthur Symonds, called Yeats the first Symbolist to write in English rather than French.

We would like to show the independent significance of the early creative system of the poet, which is of separate interest. Rich symbolism borrowed from various areas of human experience (mythologies of different cultures, occultism, and other philosophical systems), the atmosphere of Celtic twilight with its own unique flavor - all this is woven into a harmonious unity, which is, in the highest sense, a poetic unity.

DISCUSSION

As a teenager, Yeats began writing poetry in imitation of P.B. Shelley and Edmund Spenser. The poet believed that it was Shelley's aesthetic position that determines the state of his contemporary poetry. Yeats' early interest in Shelley is traced, for example, in the motif of the lake island in the poem "The Lake Isle of Innisfree". Allusions to Shelley's lines in Yeats's early poems are very numerous; among them: "I hear in the very depths of my heart" ("heart's core" - Innisfree Lake Island) from Shelley's Adonais; refer to "Alastor" swans in love one after another ("over by lover").

The imitation of Shelley and Spenser was quite deliberate. Following the traditions of Romanticism, Yeats matched the knowledge gained with his own ideas. So, he correlated Shelley's concept of "intellectual beauty" with the Rosicrucian "Divine Rose". Despite the fact that the poetics of the great romantic eventually ceased to fit into Yeats' aesthetic program, Shelley remained his favorite poet forever.

Of the other English poets who had the greatest influence on William Butler Yeats, William Blake should be noted. Yeats knew Blake's poems from childhood, then, in his youth, together with Edwin Ellis, the closest follower of the Pre-Raphaelites, he created the work "The Works of William Blake, Poetic, Symbolic and Critical", 1893) in three volumes, commentaries on which are almost entirely Yeats's. In an essay accompanying Blake's edition, Yeats put forward Blake's

notion of "mood" as the basis of the entire symbolic system. In the same year that Blake was published, Yeats published the poem "Moods", which was included in the collection "The Wind in the Reeds" (1899). Then, in a small essay "Moods" (1895) proclaimed the artist's purpose - "to discover immortal moods in mortal desires", thus accepting this conceptual concept of symbolism. Yeats was close to Blake's vision, a combination of poetry and painting in his work. From the work of the great poet, Yeats brought out the idea of the inseparability of the material and spiritual worlds, the indivisibility of the soul and body of a person.

ANALYSIS

In his first collection of poetry, the poet constantly turns to the natural world. Influenced by folklore traditions, as well as the poetry of the Pre-Raphaelites, Yeats animates nature. The lyrical hero, turning his prayers to nature, never finds response and understanding. The mysterious and otherworldly world of fairies ("The Stolen Child"), the world of his youthful dreams and memories ("The Lake Isle of Innisfree") can be contrasted with the reality surrounding the poet.

A characteristic feature of Yeats's early poetry is the appeal to the sagas of the Celtic pagan cycles. The main characters of his works are Eire (the goddess who gave the name to Ireland), Aengus (god of love), CúChulainn (brave warrior), Emer (wife of CúChulainn, a symbol of devotion and selfless love), Fergus (legendary wanderer king, burdened).

The fascination with Irish mythology was promoted by his acquaintance with Maud Gonne. Love for the beautiful Gonne became another motif of the poetry of W.B. Yeats. In the collection "The Rose" she appears before us in the form of a beautiful flower, a symbol of eternal beauty. Subsequently, the poet associates Gonne not only with the ideals of beauty but also with Ireland itself, for whose independence she fought.

Considering the subject basis of the poetic image, we note that the early period is characterized by the use of the symbol of the rose. The aesthetic role of the symbol consists in replacing a phenomenon or object in poetic speech allegorically, its conventional designation, something reminiscent of this life phenomenon [2; 88]. It was the rose in the early works that became the subject of various figurative associations. The poet creates a whole poetic cycle dedicated to the rose: "The Rose of the World", "The Rose of Peace", "The Rose of Battle", "To the Rose upon the Rood of Time". Rose in Yeats's works is the embodiment of the very essence of Beauty. True, spiritual beauty is like an eternity, it carries peace and wisdom. Thus, in the poem "To the Rose upon the Rood of Time", a number of images typical of the early period are created with the help of the rose symbol.

Rose is the poet's muse (Ah, leave those still / A little space for the rose-breath to fill). Her appearance is associated in the lyrical hero with the mythological past of Ireland (Cuchulainn battling with the bitter tide; / The Druid, gray, wood-nurtured, quiet-eyed, / who cast round Fergus dreams, and ruin untold). The rose in the poet's mind is the embodiment of eternal beauty wandering on her way, the unquenchable power of reason (But seek alone to hear the strange things said by God to the bright hearts of those long dead).

CONCLUSION

Throughout his creative career, Yeats was engaged in creating his own author's mythology. A significant role in the poet's work was played by his homeland, Ireland, with its mysterious, long-suffering history, shrouded in ancient legends and traditions. Changing, Yates did not disown the past but inscribed it in his mythology. In life, as in his work, Yates did not allow himself to forget about the past and in everything, he strove for certain aesthetic completeness. In his later poetry, one can hear an echo not only of his own early images and motives but along with them the images of his predecessors, which accompany him to the end.

Early Yeats was considered an incomparable lyricist. In that era, the poet was the creator of the poetry of essences: small in form, rhythmically tense poems often expressed one single, extremely intense emotion. "Victorian" by birth, Yates was implacable "anti-Victorian" in education and his own literary tastes. His criticism of Victorian poets was also based on the fact that their "famous poetic lines were usually excerpts from long poems, often very long and full of thoughts that could be expressed in prose" [1; 157]. In the 1920s he himself writes long poems as well, that remain "the poetry of essences", but express more than one "mood" (the concept of the early period), and contrasting feelings of regret and hopes, doubts and despair, conveyed by the complex rhythmic variations.

While concluding on the significance of the early creative system of the poet rich symbolism borrowed from various areas of human experience, the atmosphere of Celtic twilight with its own harmonious unity should be considered in the highest sense. Moreover, the Irish literary renaissance found its beginning precisely in these early works of Yeats, thanks to which for the first time interest in ancient Celtic legends and Irish literature, in general, was raised to the world level.

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DOI: 10.5958/2249-7137.2021.00756.4

IN UZBEK PROSE THE HOSPITAL AS A LITERARY VENUE

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ABSTRACT

The article analyzes the hospital as a literary space. The problem posed in the article was studied by the example of Shukur Kholmirezayev's works "Almond blossomed in winter", Askad Mukhtar's works, Khurshid Dostmuhammad's "Road to quite room". The function of the hospital in the work of art was studied. The article focuses mainly on the fact that writers chose the hospital as a literary venue. The article is enriched with necessary literature. In Uzbek literary science, new methods, which are a tradition in the world literature science, are approached with specific serious theories in later periods. In particular, some scientific research was carried out on the role of events in the artistic work, the time period or long-short period that covered those events. In such studies, the "chronotope" occupation is used very much and reasonably. The same concept Russian writer M.Bakhten said: "The theory of happiness, in particular, its "modern and chronotope forms in the novel. They rely on the work" Essays from historical poetics".

KEYWORDS: *Prose, Story, Chronotope, Image, hospital, literary genre, Image.*

INTRODUCTION

In Uzbek literary science, new methods, which are a tradition in the world literature science, are approached with specific serious theories in later periods. In particular, some scientific research was carried out on the role of events in the artistic work, the time period or long-short period that covered those events. In such studies, the "chronotope" occupation is used very much and reasonably. The same concept Russian writer M.Bakhten said: "The theory of happiness, in particular, its "modern and chronotope forms in the novel. They rely on the work" Essays from historical poetics".

"The maximum convergence of literary studies towards the phenomenon of artistic literature and the human moving in it is M. Bakhten said, we would not exaggerate if we say that the theory of happiness chronotope has been realized on the basis of. This scientific term, formed by combining the Greek words Chronos (modern) and topos (space), was previously used in the same form in such areas as Mathematics, Physics, Chemistry, and Biology. As soon as Bakhtin introduces the concept of chronotope directly into the literature of the 30-ies of the XX century, he takes into account the fact that the genre, composition, plot, artistic text on the basis of his artistic work covers important parts of the plot, poetics of images, harmoniously reflects the artistic space and time. Because the work of art, as long as every poetic part in it is not studied in the chronotope system, the interpretation of a particular work as an independent artistic phenomenon is complicated.

THE MAIN PART

There are many types of space where literary events take place in the artistic literature. In particular, such spaces as "road", "hotel", "Korgan" are considered the most convenient types of chronotopes for literary events. Russian writers "dead souls "(Gogol), "travel from Petersburg to Moscow" (Nekrasov), "hero of our time" (No, it's not events in such works as Lermontov) are distinguished by the fact that the "road" was built on the basis of the chronotope. It is worth noting that the events in Uzbek classical literature and some travel books in the genre of jadid literature are also built on the basis of the chronotope "road". For example, on the journey of the Steppe "memory of the road", the author also watches and evaluates various events without going on the road. "As we said before, we can only call" road memorization" as a travelogue in conditional clarity. After all, he has a serious difference from his usual travelogues: a passionate trip along the narrow streets of the heart of the masculine spirit is taken into the pen – the real path and the real destination does not concretize them even as the writer does not matter in the performance of artistic intent. There are not even aspects that give grounds to say that the work belongs to the genre of travel: the presence of the image of the "road", although not concretized, the standing of the image of the tourist-author in its center". In the creation of the steppe, indeed, the "road" occupies a special place as a chronotope.

As for the direct subject, it is possible to observe that in some of the events in the works of art on the attitude to literature and medicine, the hospital performs the function of a literary Chronicle. In this respect, it can be said that the hospital is also of particular importance as a chronotope. In life, a person who does not go to the hospital is rarely found. The writer sometimes finds the hospital acceptable in order to reflect events. Because it is also possible to bring the desired image to the hospital and at the same time "heal" the images that have fulfilled their task, to withdraw from it. A. Chekhov's story "The Sixth chamber", the patient chooses one special room – the sixth chamber. From the mutual treatment-attitude, feedback of the heroes in it, describes the generalization conclusions that belong to the social environment of Russia.

Directly in Uzbek prose, "almond blossomed in winter" by Askad Mukhtar's "The Ninth chamber", Shukur Kholmirzaev, X. Dustmuhammed in a series of works of such as "the road to A Quiet Room", Shodman Solomon's "the third chamber", the hospital is selected as the venue where the events are described. We presented some of their analysis in the last chapter The story of Sh.Kholmirzaev in the story " Almond blossomed in winter " is exactly what happens in the hospital. The protagonist of the story Nasirjon falls into the hospital with a liver diagnosis, and the events associated with it begin here. The writer himself takes a place in this chamber for

direct observation of events. When Nasirjon comes to the hospital, he makes friends with the people of different professions around him, and as a result of the jokes of his palatadins, he falls in love with Khubbijamol. Shukur Kholmiraev in this story very well reveals exactly the psychology of a sick person. Nasirjon begins to recover very quickly due to the sweet words of Hubbijamol. And khubbijamol goes to pass his exams. At the end of the story, all the palatadins recover and leave one room after another. But Nasirjon even though he is cured, he himself falls ill, does not want to recover, waiting for the Hubbijamol to come again. Even in medicine, if the patient himself does not really want to, his recovery will be very difficult. As they say that each victim has his own reward, as a result of severe irritability, Nasirjon's lost memory in the 5th grade is restored-he begins to study. The fact that the fate of man at the end of the writer's story is inalienable, her artificially insists that it can not be broken. In fact, Nasirjon fell into the hospital with one dart and became free from two troubles.

Shukur Kholmiraev very well, clearly describes in the story all the signs of liver sick – hepatitis. The fact that the eyes of the patient who fell into the hospital were yellow, the heart was compressed in bed, the end of the sentence to speak, the pain of swallowing zond, the hanging steroids taken for blood washing – all these are the tools that make the story more vivid and real. In the process of reading the story, the reader also takes a place from the same chamber, grinning at the jokes of Polina and Hubbijamol, suffering along with Nasirjon. The writer claims that in the story “every appearance of life gives its result”. That is, no event in life happens on its own. In a symbolic sense, we can say that the flowering tree is the untimely pastime of the Nasirjon. And the fate of the tree, which blossomed in vain, is known – it strikes cold. Shukur Kholmiraev would not be surprised if he also wanted the event to be at a time when the winter of the year would come into spring, plucked his feet to describe exactly the same situation.

Literature is associated with many sciences from time immemorial. Because no matter what science is, theoretical information about it reaches from ancestors to generations in writing. Sometimes we also meet terms related to another science in artistic works. Artistry is a wide field. To him it is possible to accommodate almost all events in life. So if only desire and talent. The writer, of course, will not be able to choose the story he encountered for his work, the place he encountered, the hero he encountered. Creativity is such a process that requires the use of the mind to achieve the intended goal. First of all, the idea is chosen, and the rest of the items are adapted accordingly. It is appropriate to pay attention to the story of the talented writer Askad Mukhtar from the attention of the topic "The Ninth Chamber". The name of the story is A.Chekhov's story "The Sixth Chamber" reminds of the name. Why the writer chose the number “nine”, but only because it came from six, seven and eight. Maybe, after reading A.Chekhov's story, the writer is disappointed to write this story. In any case, both stories reflected a socially significant problem. The events in the "The Ninth Chamber" take place in the new hospital of the construction town in the foothills of the mountain: "the new hospital of the construction town has fallen into a very comfortable place – the foothills of the mountain, one side of the young Popular, far from the big road. In the summer days, the patients open the windows sluggish and absorb the mountain air. Why did the writer choose the hospital exactly as a chronotope? Because when another place is chosen, the artistic idea that he thought would be left behind the shadow. Patients treated in the "The Ninth chamber" are sixty-seven-year-old Bahromov and Dad Haji, both of whom entered the eighty. And people with these two different worldviews can only talk to this chamber “in prison” heartily. Although patients with the same disease were

different. Character of the heroes in the story are different. Of course, what gives the soul to the story is this – conflict. We can say that Bahromov is a positive image: he wants to continue to heal and care for the future generation, even if his children died early. And the pilgrim grandmother is not interested in people at all, when she heals, only in the hope of living well. The writer Dad Haji describes his grandmother's condition very vividly: “ Sloppy suffered from obesity, and suffered from suicide (Bahromov's), if they ate food. As soon as it recovers and goes out.”

In the story, Bahromov dies, his death shakes everyone. It was not entirely possible to get up to Bahromov, he did not get up for a month and a half. But seeing that the Jackal, who made a skirt-pocket to the end, was going to the electric cable, which remained open, could not stand, the condition arose. No, first The Pilgrim asked the grandmother to take the child from there. And Dad Haji, with indifference, ran to Bahromov until got up and picked up Alisher from the side of the Horseshoe wire. For the same reason, his condition worsened. In the morning, the mother of the child brought a bouquet of roses to Bahromov. But the patient had no chance to see flowers. The writer described the second hero so much that sometimes confidence disappears.

Next to Bahromov's body, Dad Haji calmly said, “...put his hand into liquid food, something was clutching... Alisher came to the pleasure of the burning apples, tikilib was fed, Haji buva immediately gathered with a porous hand”” But this expression further clarifies the conclusion, we can say. The conclusion is that if a person is sick than a person-let him not be sick with a heart, language, temperament. Because only doctors are able to cure the body, no more. And the treatment of the heart is carried out only by the person himself.

If we observe the works, which most often serve as a hospital chronotope, then they are depicted mainly on the heads or the last days of the winter season. This thing can be attributed to the fact that the diseases are at the same autumn end and in the spring. The writer also pays serious attention to the seasons of the year in it, in order to ensure the truthfulness of the story.

For example, in the story of Abdulla Qahhar “A Thousand and one Souls”: “The Last Days of March. A piece of cloud floating in the blue face makes the sun shine one of away. Every time the sun comes out under the cloud, it seems that the spring is still lying on the ground, not aware of the arrival, the grass-grass-grass, the worms are awakened, more light than before, more hot than before,” the image in the style of which gives the impression that the hero of the work is pointing to a later recovery. Or in the story of Shukur Kholmiraev “almond blossomed in winter "comes such an image:" Nightly the wind did winter, although the wind of Capricorn. Towards the evening began to snow. Our snow window will crackle into the eyes. Our room is warm”” In such an image, there is some kind of relationship between the temperature in the weather and the events. Another example; A. In the story of Mukhtar's "The Ninth chamber“, such an image is given: " today the night covered the sky with clouds, and before it rained, it was very dim. Then from where the unstable wind blew and at midnight the tawny dove stood. The trees are like the sea the noise is from where the window pallets that are left open are slamming, they would be freckles, popular branches fall into crumbs, a crow”. This image adapts the reader to the phenomenon that occurs later in the story reality.

The story of Shodman Solomon's “The Third chamber” begins like this:“...Today, the first snowfall. The innocent Breath of winter also invaded the spacious rooms, the hospital, where heavy silence, like the disappointment of patients in the corridors of the orasta. Even so, the

nurses, wearing snow-white clothes, rustle around the hospital windows and pamper each other. Their mood also moved to patients. Who wrote a draft to the chief physician and asked permission for a day to go home-to come, which passed sweet words instead of bitter medicines from nurses... Only in the third chamber, where the poet lies, vitality is not felt. The beginning of this tale with the image of the First Snow Maiden is very important for the poet to symbolize homoony in the lying chamber. "The poet came to the hospital and realized one truth: it was a dwelling where not only the grief of his body, but also the grief of his heart combined. Perhaps the world itself is built on this logic-he, the poet, understands this now, when the sufferers gather together? Although the hospital is also a classroom...". Sh. Solomon directly from the attention of the subject pays special attention to the soul with the body. The fact is that some people, especially those who have fallen ill in the hospital, "combine not only the skin of his body, but also the skin of his soul".

"The hospital has also its own legitimacy of life, in a way. Although he had not yet five days to arrive, he felt appreciated by his roommates. As long as the value of a person in loneliness is known, as if five days have entered into his life with meaning. To whom has the meaning entered into his life? Far from so many things according to the meaning of his name, the life of Shoir, who is dividing, will also be as if the meaning has entered. Because he friend comes to the circle of people who live in his own dannyos.

"The hospital makes a man a believer-Cain. Here you will have a lot of opportunity to sum up your life by looking at the ceiling. Mullah also thought a lot. The conclusion came to the conclusion that" ten people here deserve punishment, one is me, and if one person is worthy, then the same is me." A debilitated person will look at the path of his past life, sum up his life if he stayed closer to that side than to this world. Tolerates thinking. The hospital is also considered a very convenient place for any image to look at his life, to reflect on his rewards and sins. The image of a specific space acquires naturalness and reliability, in particular, evasion of tiny items of the image of housing. In the science of literature, the term "interior" is used for the image of housing. "Interior (fr.interieur-interior) - architectural and artistically decorated interior part of residential, public and industrial buildings and structures".

In Khurshid Dostmuhammad's story "The road to silence", the same hospital was taken as a chronotope. "The quiet road "is written in the style of Dino Butsatti's story" seven floors". It is attended by two heroes of the two writers: Dino Korte of the West and Zahid of the East. In the story, two cultures are compared. The difference in the spirituality of these people from the two edges of the world is obvious. The writer brings two heroes to the hospital in a natural way. And the hospital is the detective of "not a hospital, but a hotel". Dino Korte is placed on the seventh floor of the hospital: quot;...The Lady of the humble nurse began her from the seventh floor. Yop-the light went into the chamber, the room was so tidy that the walls, the appliances, the bed linen-it was white, as if rinsing into the light with as like until the window curtains!" Such cleanliness in the hospital is considered a natural necessity. Just like that same X.Dostmuhammad and while the hero in the story of is close to Zahid is located on the first floor, the image of the housing in it is presented like this: "all the equipment in the room, the wall-it was white in stripes. Zohid watched around as he swung over the bed on a nearby white sheet-a feather pillow, a bed under which his member was so fond of his body!.."

After the story rises to the seventh floor near Zahid, while Dino Korte falls to the first floor. This story gives the impression that we are impregnated with thoughts close to mysticism. That is, the

hospital floors are stages of mysticism (demand, fano, surprise...), as they rise from them, man rises spiritually. And in the end they will reach the truth. One of the patients in the story, that is, Zahid, whose name is also understood, reminds us of a tax on the demand for a fee in a close sense. His hospital, in a figurative sense, is described in such a way that he is taken to the seventh floor, passing through the stages of mysticism:

“ It's light as a bird... - said the middle-aged man on the right.

– It's also light, ukparday-a! - approves his saying that the left-hand side. – Quite an innocent, angelic man, quite poor.

– If there was no angel, would they rise to this place?!. to the seventh floor ya!..”

Although in the story the human body is carried away from the floors, in fact, the ascension in his psyche is implied.

In Uzbek literature, the discussion of topics related to medicine, such as patients, doctors, hospitals, is rarely addressed (addressed). That is, these topics are among the relatively be “cool” topics. But nevertheless, in modern Uzbek prose there are works that harmoniously describe literature and medicine. Such works, first of all, if they follow the scale of the discussion of artistic literature, and secondly, serve to explain the author's artistic idea in a cold-blooded, plausible state. In Uzbek literature, the artistic interpretation of the medical topic is observed in stories written by a number of writers such as Abdulla Kahhor, Shukur Kholmiraev, Askad Mukhtar, Khurshid Dostmuhammad, Khayriddin Sultan. In them, the elements of Medicine are manifested in the form of a literary space or artistic image.

The story of the talented writer Khayriddin Sultan “Chollar palatasi ” is one of the works rich in such medical elements. In the story there is a clear and clear picture of the image of many patients. The writer introduces how every patient breathes, until he falls into the hospital for some reason. The reality is explained by the language of Muhammad, the youngest among all chemists. Muhammad comes to this space from the cause of an old sick – bronchitis attack. “The lungs are not anointed looking like a chariot, he should not stand without five to ten days” “ Yes, and the heart is compressed from the fact that the hero is sick exactly at the peak of the work, but there is some wisdom in everything.

As they say, there is no value in the water that flows before; a person knows the value of health when he is sick. In the story, this thing is mentioned again and again. This aspect is taken into account, especially when describing the reasons for the hospitalization of the old man in the work. Someone ignored, someone else fell into the hospital as a result of severe concussion, unable to withstand life tests. With this, the writer knows that it is necessary to appreciate every blessing in life.

The theme of the story is simply not chosen for the pastime. This story, which has a miraculous conclusion about the life of a person and its end, seems simple at first glance; if serious reasoning is made, then a deeper philosophical meaning is understood from it. By analogy, the life span of a person is one day, that is, youth is the dawn, and middle age is the sun, which begins at noon and old age. How much life in the “old man’s chamber” is described skillfully by the fact that there is a man today, there is no tomorrow. The writer places the young man Muhammad in the Chamber of the Kings; in the absence of his equals in the young man begins zerika in this welling. “The only a sick person in the hospital” " It is natural for any person who

is bored lying down to rub with TV. It will appear in the hospital image before the eyes of the pupil in the comfort... Muhammad in chamber feels very uncomfortable for the fact that the old men criticize the modern youth without a grudge. Slightly, the embarrassment to the sick begins to weigh. But in this short opportunity he takes the lesson he needs for his life in the same chamber. This story is very good for young people. At the same time, the inexhaustible treasure of the elderly is a storytelling, which means that it is a living history.

CONCLUSION

One of the eternal themes in literature is the life of Man, The Life of IBA. The idea that a person can get rid of the anxieties of this world only by leaving this world is the basis of the story. If you do not have the same concerns, Life is also meaningless, of course. There is a man today, there is no tomorrow. The elderly is a treasure trove. You must live take a lesson from them. The follow in the story is a small event from the language of the mustache strongly affects Muhammad. The arrival of such a story reminds us of the art of molding in classical prose.

It is known that in the artistic literature, the space after the events and the times are called chronotope. The hospital serves as a chronotope in the creativity of many writers. In particular, the choir palatasi is a very successfully chosen venue. At the same time, the hospital can sometimes also be the last address of a person's life. Attention is also given to this point in the game. Either out of the hospital is healed, or with the help of someone else, with legs stretched, like a follow-up mustache, closing the sheets on the face. The phenomenon of death serves to increase the philosophical burden of the story. Death is once again reminded of the presence in the head of each person.

Again in this story there is a characteristic character of Uzbek nationality. That is, both at the wedding of Uzbeks are always together. He will not leave one to be alone. For the same reason, Muhammad, who had long been from the old man, also did not move to another room. His face could not stand it, his upbringing did not allow. Yes, if the stone comes to bite, if the water comes to the bagel has in his blood.

In modern Uzbek prose, the choice of the hospital as a venue and time of events reminds the corresponding literary events in the world literature. Proceeding from the above comments, it is possible to describe some generalizations on this chapter.

First of all, in Uzbek literary studies, the issue of literature chronotope became an object of research only in the years of independence. Uzbek scientists also achieved certain successes in this area.

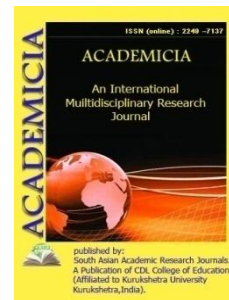
Secondly, in modern Uzbek prose three forms of chronotope are different, such as road, Hotel, City, Village, mountain. Among them, it is desirable to interpret as a very convenient and necessary literary space, in which the Heroes Act artistically, even if the hospital chronotope does not occupy a large place.

Therefore, as the Uzbek writers impress their heroes in their stories in the hospital environment, these images also harmonize with the description of the state of housing, as well as the nature.

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DOI: **10.5958/2249-7137.2021.00757.6**

ON THE ROLE OF PROFESSIONAL COMPETENCE IN THE FORMATION OF PROFESSIONAL RESPONSIBILITY

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ABSTRACT

The article is devoted to the role of professional responsibility in the formation of professional responsibility. In addition, the article discusses scientific psychological approaches to such issues as the psychological qualities of successful students, professional competencies that contribute to the achievement of results in pedagogical activity, psychological characteristics of self-development of students, psychological conditions that ensure the formation of professional education. competence.

KEYWORDS: *Student, Profession, Professional Activity, Professional Responsibility, Altruism, Successful Student, Education, Upbringing, Values, Social Activity, Self-Development, Professional Responsibility, Organization, Communication.*

INTRODUCTION

It is known that the phenomenon of responsibility is one of the psychological factors that develop and stimulate the professional activity of students. Therefore, before analyzing the essence of these concepts, it is important to dwell on the essence of the phenomenon of professional responsibility, which is considered very important for the practical activities of students. At the same time, this concept is also characterized by a set of motivational actions of the student in his field.

According to the researcher, AN Novikov, educating students with the features of professional responsibility is characterized by the following [1,165]

- Ability to communicate freely with others;
- Skills to effectively use modern information technologies;

- Have a database of the industry;
- Awareness of economic and industry news;
- Awareness of the content of laws, decrees and orders and documents of the relevant ministries on education;
- Excellent knowledge of one of the foreign languages;
- Psychological preparation for change, etc.

In addition, it was noted that the criteria of responsibility in professional activities cover two aspects of voluntary activity.

Researcher PI Muchinskaya points out that there are three psychological aspects that explain the criteria of professional competence of students [2,45]:

1. General scientific or fundamental aspect - this aspect implies the knowledge of students in the natural sciences and humanities, professional experience in working with computers;
2. Socio-personal and communicative - this aspect is explained by the ability to criticize, tolerance, ability to work in a team, which are important for students;
3. Organizational and managerial features are the ability to plan and perform the work of students, the ability to apply theoretical and practical knowledge and skills in practice, the ability to analyze data from various scientific literature, the ability to adapt quickly to changing conditions. described. So, for a responsible student, professional dedication and its psychological components are very important.

In contrast, according to FM Yusupov, in pedagogical activity can be divided into two blocks that define professional dedication [3, 36]:

1. Basic general professional knowledge and task block;
2. Block of professional knowledge in the field of specialization.

Without these two block data, it is impossible to carry out professional activities and conduct effective activities. To do this, everyone must study in educational institutions focused on their field. The formation of criteria for professional responsibility in future students is inextricably linked with the many complex situations encountered in the learning process, as well as the ability to perform problematic tasks independently, the ability to work effectively.

According to NI Meshkov, the only way to improve the professional responsibility of higher education students is to develop their skills, knowledge, innovation, personality. [4, 19]:

In our view, the goal of all universities aimed at improving the skills of students is to act as a dynamic system that improves professional competence.

According to TA Popov, programs specializing in the training of students should be based on two important principles. That is, these principles are divided into general and special types, which in their content aims to: 5, 22]:

1. The principle of dynamism - it means constant change and updating of educational programs;

2. The principle of perspective - it characterizes the students' deep understanding of the system of different educational opportunities;
3. The principle of versatility - this includes a high level of interest of students and the qualifications of students;
4. The principle of interaction is characterized by the relationship between students and students, as well as the process of communication between student and teacher.

According to the author, the ability to interact is one of the important factors in a teacher's quick acceptance by students.

According to VA Isaev, according to the content of approaches based on professional competence, the development of a sense of professional responsibility in future students is carried out not only through teaching, but also through methodological and new pedagogical technologies. To do this, first of all, it is important to create psychological and pedagogical conditions in the learning environment. These conditions include [6, 82]:

1. Changing the role of the teacher in the classroom - in this case, the teacher initially plays the role of conveying knowledge, explaining theoretical information to students or acting as an actor who contributes to the personal development of students;
2. Introduction of innovative methods that stimulate the professional activity of students. This is explained through skills such as the teacher's accumulation and sharing of experiences, overcoming challenges at work, and creative design;
3. The use of teaching methods that improve the many elements of students' professional competencies and their individual characteristics. Such methods include: positive error method, creative-problem-solving, game-shaped methods, technique of learning role adaptations, ideas demonstration and project methods, etc.;
4. To pay attention to the different professional and living conditions of students, to make a connection between the educational goals and the situations that can be applied in the labor market;
5. To be able to use rapid assessment operations, etc., which correspond to the specific features of the experience gained in the learning process and provide the characteristics of individual development specific to a particular person. Thus, we can observe that the development of professional competencies acts as a goal-setting component and is carried out in the formation of specific psychological and pedagogical conditions.

It should be noted that the professional suitability of students has been studied by many authors and can be considered from different perspectives. According to G.V. Igonina, it is also possible to analyze the psychological aspects of the student's professional competence in a valuable, technological and personal-creative way [7, 39]. The system of student values is first and foremost one of the study subjects of philosophy. It explores all kinds of questions about the content of the concept of values. Essentially, values determine the direction and motivation of human life and activities. Each student has their own value system, which in some may be incomprehensible and in others it is understandable and understandable. What is valuable to a person is something that is of special importance or even benefit to him. It can act effectively

with healthy values in any field: it can be an object or object, a situation or event, an action or a word, an emotion, an emotion, and even a person himself.

According to researcher I.O. Mezentseva, there are the following psychological components that explain the phenomenon of professional responsibility [8,42]:

- Morale responsibility;
- Sacrifice;
- Independence;
- Impartiality in relationships;
- Creativity, initiative and inviolability in the performance of official duties, etc.

So, professionalism is explained by the readiness of future professionals to work effectively in the educational environment. This quality ensures the guaranteed and effective performance of tasks in the life of the individual. According to the Russian psychologist LM Mitina, the following general psychological features that define responsibility are distinguished [9,76]:

- Analytical and constructive thinking;
- Emotional and voluntary stability;
- Resistance to stress and rapid adaptation to extreme conditions;
- Compassion and tolerance;
- Psychophysiological features.

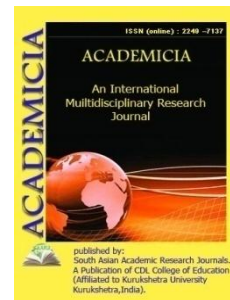
All of the above psychological qualities are the psychological factors that ensure the effectiveness of future activities for future professionals, without which no success in practice can be achieved.

In conclusion, we can say that an active student who has passed all the requirements and is able to competently build the psychological and pedagogical processes, can be considered an expert in his field. Such students will always be “exemplary students” for their colleagues. In order to achieve high results, it is necessary for students to be able to see themselves in their professional activities and to acquire the necessary knowledge in this field, in particular, to improve their practical and theoretical competencies.

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DOI: **10.5958/2249-7137.2021.00758.8**

PHRASEOLOGIES WITH COMPONENT «KÓZ» (EYE) IN THE KARAKALPAK LANGUAGE

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ABSTRACT

In the given article are proved the meanings of synonymous phraseological units using features with the component «ko'z (eye) » on the basis of the examples taken from literary works. In the literary works were investigated the use of synonymous phraseological units in forming the character, in giving the lingual characteristics to the character, the external portrait of the character, his world of internal life, his behavior, in describing his worldview. Phraseologisms with words related to human body organs have a special place in the work of semantic types of phraseology in the Karakalpak language. Such words serve as a source of phraseology in the structure of phraseology.

KEYWORDS: *Phraseological Units, Synonym, Synonymous Phraseologism, Somatic Phraseologism, Component.*

INTRODUCTION

Phraseologisms with words related to human body organs have a special place in the work of semantic types of phraseology in the Karakalpak language. Such words serve as a source of phraseology in the structure of phraseology. For example, tongue, heart, eyes, mouth, hands, teeth, feet, etc. words are among the key words «[1]. In this regard, E. Berdimuratov said: «We see that most groups of phraseological units in the Karakalpak language originated in the circle of the closest objects and phenomena that have a certain significance in human history.» The words face, head, nose, ears, lungs are found in the composition of phraseological units [2]. Such somatic phraseologies are a phenomenon common to all languages of the world.

Because the names of the parts of the human body are so ambiguous, they create new words, and the fact that there are many phrases can be seen in the phraseology itself, which is formed by a single word «eye».

MAIN PART

The vast majority of phraseologies in the language, the word «köz» (eye) is associated with a certain form of the verb, which led to the formation of several verb phraseology. «Köz» component phraseologies are the most numerous two-component, then three-component, the least multi-component phraseology.

1. Two-component phraseology: *köz ayırmadı* «stared», *köz alarttı* «hated, disliked», *köz ashtırmadı* «did not rest», *köz jumdı* «died; looked indifferent; took a risk», *köz juwırttı* «saw, looked», *köz jiberdi* «looked, saw», *köz boyadı* «deceived, deceived; bewitched», *közi toymadı* «not satisfied», *közi ashıldı* «came to his senses, woke up, understood, knew», *közi jaynadı* «was happy», *közi jetti* «clearly believed, understood, knew», *közi qıymadı* «did not want to give», *közi shaldı* «saw», *közın joydı* «killed, destroyed», *közın qadadı* «stared», *közge ilmedi* «was arrogant», *közge kórındı* «was famous», *közine bastı* «confessed his guilt», *közdi aladı* «nice amazing, beautiful», *közden ótkerdi* «examined one by one», *köziñe qara* «be careful» and so on. Examples: Endi Gúlhásen Nurımnıń anıq kele almaytuǵına *közi jetkennen* keyin, qıspaqlı tar jollardan qansha tayǵanasa da jıǵılmawǵa háreket etti (G.Esemuratova). Bálent ırashtıń basınan pástegi páskeltek putalıqlardıń ústinen dárya tamangá *köz jiberdi* (Sh.Seytov). Orazgúl jeńgey *közi ilinip* baratırsa da maǵan «arı jat, beti jat» dep bir awız sóz aytpaytuǵın edi (J.Aymurzaev). Ol meni *közi qıymay*, ózinen qaldırmay alıp ketip te júrdi (J.Aymurzaev). Ol otırǵanlarǵa qaray *köz juwırtıp*, bir qarap aldı (J.Seytnazarov). Durdıyar ústinen moynın ǵazday sozıp, aldındaǵı shanaqtay-shanaqtay at izlerinen *közın úzbey* kiyatır (Sh.Seytov). Múmkin, bul ádette qalanıń eski qurılıs belgileriniń kóbirek *közge taslanatuǵınlıǵınan* shıǵar (I.Yusupov). Atası Labaqbay jalǵız qızı bar, Xan menen patshanı *közge ilmegen* («Máspatsha»). Dala tısır etse, urı kelip qalǵan sekilli, yamasa baspaq bas jibin úzip oynaqlap shıǵıp baratırǵan sekilli aqshamı menen *közi ilinbedi* (T.Qayıpbergenov).

2. Three-component phraseology: *köz aldına keldi* «imagined; dreamed», *köz qıyǵın saldı* «looked at; took care of», *közden ǵayıp boldı* «disappeared», *közdiń jasın tókti* «cried, grieved», *közi alaqańday boldı* «scared», *köziniń eti ósken* «arrogant», *köz-qulaq boldı* «cared for; guarded», *janın közine kórsetti* «tortured; threatened» and so on. For example: Aramızda neler bolǵanın *köz aldına keltirip* otırman (T.Qayıpbergenov). Quwǵınshılar *közden ǵayıp bolǵan* soń ǵana adamlar birte-birte úylerine tarqastı (K.Sultanov). – Bári bos sóz! Ayırım adamlar basshılıq lawazımǵa kóterilse, *közlerine may pitip* aljasadı, jáne birewler basshılıq lawazımında sál kúshke ushırasa, *közlerine jas keltirip* aljasadı (T.Qayıpbergenov). Ol sonda ǵana bizdi tabadı. Házir *köziniń eti ósip* júr (T.Qayıpbergenov). Óz buyırǵı boyınsha pitken axidnamaǵa pikir aytpay, nemquraydı otırǵan Ǵayıp xannıń *közleri álle-pálle bolıp* ketti (T.Qayıpbergenov). Tóresh anasınan keyinirek qalsa, joldıń eki boyındaǵı qarabaraqlardıń arasınan bir nárse táp beretuǵınday, eki *közi alaqlap*, bir qolı menen beldemesin kóterip, apasına jetip keldi (N.Dáwqaraev).

3. Multi-component phraseology: *köziniń astı menen qaradı* «did not like», *köz jasın kól qıldı* «cried; tormented, grieved», *eki közi tórt boldı* «waited a long time; missed», *ay dese awızı bar, kún dese közi bar* «very breathable, pleasant», *eki közi jep baratır* «stared, fell in love» and so

on. Examples: Meniń *eki kózim tórt bolıp*, mollanıń keliwin kútip otırdım (J.Aymurzaev). Hámmeniń sońında *kóz jası kól bolıp*, qálpe túrgeldi (Á.Shamuratov). Pıshaqtı kórgende onıń júzinde qan qalmay, bózdey dóndi, *eki kózi uyasınan shıǵıp kete jazlap* dawısıńıń barǵanınsha baqırdı (T.Qayıpbergenov).

As can be seen from the examples, we can see that in the Karakalpak language there are many phraseologies used with the word «eye». The words that are part of the above phraseology are used as a single unit. Such idioms are constantly intertwined with each other. They should not be separated from each other, that is, the words in such a fixed sequence should not be replaced by another word, the order of the fixed place should not be changed. For example, the word «*murın*» (nose) should not be used instead of the word «*kóz*» (eye) in the phraseology *qas penen kózdiń arasında*, because in the Karakalpak language the phraseology *qas penen murın arasında* is not used. Also, if we say *kózdi ashıp jumdı* instead of *kózdi ashıp jumǵansha*, the latter permanently destroys the property of being a phrase.

Phraseological phrases in karakalpak language are divided into four groups depending on the meaning of the whole, the ratio of the individual components of their composition to the meaning: phraseological complications, phraseological units, phraseological combination and phraseological words. In the Karakalpak language, phraseology with a «*kóz*» («eye») component is often used in four groups.

Phraseological complications are components of words that have almost lost their lexical meaning. Therefore, their meaning is completely different from the meaning of the words used in their work: *kóz benen qastıń arasında* (suddenly, immediately), *kózge shóp salıw* (insults), *eki kózi tórt bolıw* (long-awaited), *eki kózinen asılıw* (inability to get up due to severe pain), *kózi tas tóbesine shıǵıw*, *kózi uyasınan shıǵıw* (severe fear, shock), etc. Examples:

Suwdıń ór jaǵınan anası paqırdıń *eki kózi tórt bolıp*, sınsıp, tıpırshılap, hesh jerde turalmay júr (Á. Shamuratov). Bul xabardı esitkende Ámettiń kózi uyasınan shıǵıp kete jazladı (T. Qayıpbergenov). *Kózi tas tóbesine shıqtı*. Hawlıqqn kóz janarı laplap, solǵın janarı qatıwlanı qaldı (K. Sultanov).

Aqıllı adam sóz ertpeydi izine,

Shóp salmas yarınıń hárgiz *kózine* (Berdaq).

In phraseological units, the individual components come close to the whole meaning, their individual meanings are collected, and the underlying form of the word sequence forms the second meaning. In Karakalpak language, the component «*kóz*» («eye») is used more effectively in phraseological units than in phraseological complications: *kóz tigiw* «staring», *kózi jetiw* «close proximity, belief, knowledge», *kóz ilindiriw* «sleeping», *kóz ushına sihiw* «to go to an inaccessible place», *kózdi ashıp- jumǵansha* «quickly, suddenly, instantly», *kóz jumıw* «to die», *bir kózde kóriw* «to see everything equally», *eki kózin almaw* «stare at someone or something for a long time», *istiń kózin biliw* «experienced, capable» and so on. Examples:

Shaǵırayısqan juldızlarǵa uzaq waqt *kóz tikken* qız óz-ózinen gúbirlenedi (T. Qayıpbergenov). «Xosh bol aǵa, Qıdırbay!»-degendey máni ańlatıp, qolın bir bılǵadı da *kóz ushına sihip* ketti (J. Seytnazarov). Ol qansha oylaǵan menen Aytjańǵa pıshaq urǵan adamdı tabıwdıń qıyın ekenine *kózi jetti* (T. Qayıpbergenov). Kóbirek jasaytuǵınıńa kóziń jete me? (X. Seytov). Biraq tın

jarpısına deyin qorqıp otırıp tań aldında *kózi ilinip* ketedi (Q. Ayımbetov). Jolǵa usı gilemge minip ushsań, *kózdi ashıp-jumǵansha* alıp baradı («QQ. x. e»).

Phraseological units such as «*kóz tikken, kózi jetti*» in the examples are synonymous and do not deviate from the meaning of any of their individual components. For example, the phrase «*kóziń jete me?*» means something related to the eye (the concept of seeing or knowing). Without completely deviating from the meanings of the words in the phraseological units, its meaning is close to the meaning of the words in the same dictionary or the word before or after.

Individual words in phraseological units are collected and explain a single meaning, which can not be divided into separate parts, and in contrast to phraseological transitions and phraseological units, the meaning here is directly related to the lexical meanings of individual components. For example, the individual meaning of each word in the phrase «*kózi tınıw, kózi qamasıw*» is directly related to the whole meaning, but can not be separated from each other. We can see that the component «*kóz*» («eye») is often used in phraseological units: *kózi masaladay janıw, kózi qamasıw* «the eye can not see, the eye is blurred, not seeing», *kózi tınıw* «blindness» and etc.

For example:

Men *kóz-qulaq* bolayın,-dep Jámiyla awırılıqtı ózi algısı keledi (K. Sultanov).

Eń kemi mın bolsın *kóz kórgen* tanıs («Berdaq»)

Ol otırǵanlarǵa qaray *kóz juwırtıp* bir qarap aldı (J. Seytnazarov).

Phraseological words. In our language, a unique group of proverbs, which are found in everyday life in a ready form, is close to the groups of phraseological units in terms of their grammatical connection, lexical unity, inseparability. Proverbs also do not require changes, such as replacement of words, abbreviations, inappropriate wording. In proverbs and sayings in our language we see the occurrence of the component *kóz* «eye», their use in the literal sense, in the figurative sense. For example:

Kóz qorqaq, qol batır.

Kóz kózge túsedı,

Mıyrim shápáát júzge túesdi.

Atalar sózi-aqıldın *kózi*.

Ǵarǵa-ǵarǵanın *kózin* shoqımaydı.

Tilge tis qala,

Kózge qas qala.

Mańlay *kózi* kórmeydi,

Kewil *kózi* kóredi.

Kóz jumbay suw keshiw joq.

Mıynetin *kózin* tapqan,

Baqıttın ózin tabadı.

Qas qondıraman dep *kóz* oyıp alma.

Kózi shaldırístıń sózi shaldırıs.

Kózi toymaǵannıń ózi toymaydı.

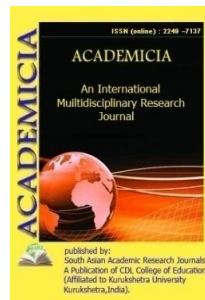
Ayawlı *kózge* shóp tiygish hám. t. b.

CONCLUSION

Therefore, in our language, the semantic types of somatism phraseologies related to the names of human body parts are different. The study of this type of phraseology as a topic is of practical and theoretical importance for the phraseology of modern Karakalpak language.

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DOI: **10.5958/2249-7137.2021.00893.4**

FACTOR IN THE OF TRANSBOUNDARY WATER RESOURCES IN CENTRAL ASIA

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ABSTRACT

This article provides information on an invairable ponds, basins and networks. There is also information about the water networks flowing across the borders of the world and the purposes and issues of international agreements, treaties, mutual agreements on its. In addition, there is a talk of a positive development of relations between the Central Asian states on this issue.

KEYWORDS: *Water codex, Water resources, transboundary water resources, water artery, convention, hudrometeorology, limit, reconstruction, modernization, exploitation, investment.*

INTRODUCTION

I'm sure the water problem the region of the settlement country-and the interests of their peoples other than equal consideration is reasonable there is no way.

Water is the source of life. Life without water has never been and never will be. If we look at the history of events related to water scarcity, we can see that it mainly covers two periods. The first is the period up to the middle of the twentieth century, when the demand for available water resources was low, with a population of 2.5 billion people and an underdeveloped economy. , an inexhaustible natural resource, it is a gift from God to human beings, it can be used as much as it wants, it will not run out, the use of river water will not affect its quantity, the quality of water will not change, because if it is rolled seven times, it will be clean again the wrong idea or concept was ingrained in people's minds. The second stage in the history of water relations is characterized by the beginning of peaceful life in the middle of the twentieth century, i.e. after the Second World War, the development of large areas, industrial development, and a sharp increase in demand for water resources. The existing water resources have been almost fully utilized, and now the question of which water resources will be provided for the future is on the agenda.

Today, water problems in our region, including the new economic, social, political and environmental realities, show that water resources play a crucial role in the sustainable development of the region and its countries. So, future development depends in many ways on the available water resources, their quantity and condition, water requirements, the level of water use and, in general, our attitude to water, water use. Currently, the average perennial water flow of the Amudarya and Syrdarya, which have the status of transboundary water bodies, varies widely.

When it comes to transboundary waters, it makes sense to first focus on the meaning of the term. Hence, transboundary waters are any surface and groundwater that cross the borders of two or more states or are located within such boundaries. It should be noted that local water bodies are any surface and groundwater bodies located in the territory of a country, the zones of formation, distribution or flow and consumption of water resources.

According to official UN data, there are currently 276 transboundary watersheds (rivers and lakes) in the world, of which 68 are in Europe, 64 in Africa, 60 in Asia, 46 in Central and North America, and 38 in South America. Located. About 276 watersheds that cross the border of two or more states are home to 40 percent of the world's population. Transboundary watersheds cover about half of the globe, or 46 percent. Of the 276 transboundary watersheds, two-thirds, or 185, cross at least two states, 256, or 92.7 percent, cross 2-4 states, and 20, or 7.2 percent, cross more than 5 states. Of the existing reservoirs, 13 flow through 5-8 countries, 5 (Congo, Niger, Rhine, Nile and Zambezi) - 9-11 countries, and one (Danube River) - flows through about 19 countries. The number of large and small rivers in the world is several hundred. There are 175 rivers with a length of more than 1000 km. The number of rivers flowing through the territory of several states is 261, of which 71 - in Europe, 53 - in Asia, 39 - in Central and North America, 38 is located in South America. International watersheds partially cross the territory of 148 states and completely cross the territory of 21 states.

Cross-border organizations play a key role in solving international problems in the management of transboundary water resources. Such organizations may have different management styles according to the political environment, water issues, and the cultural characteristics of the area. They are often based on voluntary agreements between sovereign states, but may also include international and local water authorities and commissions.

International organizations are traditionally established to address specific problems. For example, issues such as water transport or flood relief. Their mandate is ongoing and will provide comprehensive assistance in resolving problems in the basin. It may be useful to establish an advisory body to expand the range of stakeholders, as the ministers of each country are interested in making the full decisions that are acceptable to them. The activities of such organizations are based on agreements, memoranda and international agreements. The effective functioning of transnational organizations requires a reliable financial basis, the political will of governments and the fulfillment of cooperation obligations between them.

Transboundary, interstate and local water bodies account for, allocate and use water resources on the basis of various normative documents adopted around the world. To date, many normative documents on accounting, distribution and use of water resources in such water bodies have been adopted worldwide, and work is being carried out on their basis. Examples are the International Convention on the Use and Protection of Basins and Transboundary Arteries, adopted in

Helsinki on 17 March 1992, and the Declaration on the Development of the Environment in 1998 in Rio de Janeiro. can be cited.

Today, there is a need to increase the reliability of the database to increase the capacity of joint management of transboundary water. Creating an environment of trust between intermediaries and negotiators in achieving the terms of the agreement requires certain funds and resources, certain time and effort. In this situation, donor assistance from international organizations such as the UN and the World Bank can yield positive results.

Coordination of national water policy by cross-border interagency organizations should be supported by partner organizations. Pressure from citizens, the media, and NGOs often has a positive effect on issues such as mitigating environmental issues related to water use. Once the transboundary water management is established, the work will not stop there, it will be necessary to implement special control measures, strengthen communication and data collection, as well as develop funding mechanisms to strengthen it. Experience shows that technical skills play a very important role in this regard.

Serious problems in the management of transboundary water bodies include the sharing of transboundary rivers, the lack of a single interstate system for monitoring the use of water resources, and the lack of reliable data on cross-border water resources and emergencies.

As there is no legal or methodological basis for regulating the joint use of natural resources, it is necessary to coordinate the assessment and rehabilitation of transboundary environmental damage.

Attempts to solve the problem of transboundary pollution bilaterally have not led to practical results in reducing the level of transboundary river pollution. The growth of water supply, industry and environmental sustainability of the country has led to the aggravation of cross-border problems in line with the formation of water resources and the increase in water pollution.

It should be noted that there are no national mechanisms for fulfilling obligations under international conventions. The problem is the lack of methods and methodologies for planning intersectoral activities that take into account the obligations of countries under conventions and treaties.

When it comes to the use of water from transboundary rivers, it would be useful to focus on how the work is being done between the Central Asian countries. The results of the joint solution of the problems of interstate water relations in the basin are positively recognized by the Central Asian countries. The measures taken by the countries to regulate the joint management of common water resources include: 1) The Agreement on Cooperation in the Management and Protection of Transboundary Water Resources between Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and the Republic of Uzbekistan was signed on February 18, 1992 in Almaty and on March 26, 1993 in the Red Horde. In this agreement, the parties agreed to establish the Interstate Coordinating Water Commission (ICC) and its executive bodies, the Amudarya Water Basin Association (SBU) and the Syrdarya SB; At three consecutive meetings of Central Asian leaders: in March 1993 in the Red Horde, in January 1994 in Nukus and in March 1995 in Tashauz, it was agreed to establish the International Fund for Saving the Aral Sea; 2) On January 11, 1994 in Nukus, specific actions were taken to improve the environmental situation in the Aral Sea basin for the next 3-5 years, as well as to approve the basic provisions of

the Concept of solving the problems of the Aral Sea and the Aral Sea Basin the resolution of the Central Asian leaders on the approval of the program was approved; 3) On September 20, 1995, the Central Asian leaders signed the Nukus Declaration of Central Asian States and International Organizations on Sustainable Development in the Aral Sea Basin. At its signing, the Central Asian leaders reaffirmed the recognition of previously signed agreements, treaties and legal documents regulating water relations in the Aral Sea Basin and ensuring their sustainable operation; 4) On March 17, 1998, an agreement was signed between the governments of the Republic of Kazakhstan, the Kyrgyz Republic and the Republic of Uzbekistan on the use of water and energy resources in the Syrdarya basin. It was later joined by the Republic of Tajikistan; 5) In 1999, an agreement was signed on the exchange of hydrometeorological data, as well as on the parallel operation of energy systems in Central Asia; 6) On October 6, 2002, the Heads of State approved the "Program of concrete actions to improve the environmental and socio-economic situation in the Aral Sea basin for the period 2003-2010." It is known that before the independence of the Central Asian states, water legislation in the republics and water relations in accordance with them were regulated by the former "Fundamentals of Water Legislation of the USSR." According to the data, surface water produced in Uzbekistan makes up 10% of the total volume in the Aral Sea basin. The available water volumes between the Central Asian states are distributed according to the "Amudarya and Syrdarya basin schemes" developed in 1983-1984. According to this distribution, Uzbekistan will receive 71.69 billion soums. cubic meters of water. Including: 58.6 billion from rivers. cubic meters (81.7 percent), of which 11.47 billion cubic meters from inland rivers. cubic meters (19.6 percent), 10.07 billion cubic meters of groundwater. cubic meters (14.0 percent), 3.02 billion cubic meters of sewage. cubic meters (4.3 percent). Amudarya waters were distributed on the basis of the Protocol adopted in 1986 (Protocol No. 566 of September 10, 1987 of the Scientific and Technical Council of the Ministry of Land Reclamation and Water Resources of the former Union). According to this document, Amudarya water: 9.5 billion cubic meters to Tajikistan. cubic meters (15.5 percent); 22.0 bln. cubic meters (35.8 percent); Uzbekistan receives 29.6 billion soums cubic meters (48.1 percent). After the independence of the states, there was a need to revise the legal framework governing water relations at the national and international levels.

In 1993, the Water Code was adopted in the Republics of Kazakhstan and Tajikistan. In 1994, the Law of the Kyrgyz Republic "On Water" and in 1993, the Law of the Republic of Uzbekistan "On Water and Water Use" were adopted. The Water Code of Turkmenistan, adopted in 1973, remained in force until November 11, 2004. In the Central Asian region, since 2000, new efforts have been made to develop the legal framework in the field of water management. Currently, the Water Codes of the Republic of Kazakhstan (2003), Kyrgyzstan (2005) and Tajikistan (2000), the Water Code of Turkmenistan (2003) and the Law of the Republic of Uzbekistan "On Water and Water Use" (1993) in the field of water relations in Central Asia. They can be summarized under the name of National Laws (NSCs) and they are regulated by existing interstate water relations agreements.

It should be noted that in the general water situation in the Aral Sea Basin (ODH), Afghanistan, Tajikistan and Kyrgyzstan are the countries that form the main water resources in the region. Kazakhstan, Turkmenistan and Uzbekistan are the main water consumers. According to various estimates, in the north of Afghanistan (upper Amudarya) 8-10 to 16-18 cubic km per year. In Kyrgyzstan, 25 percent of the ODH, 80 percent of the Amudarya River in Tajikistan, and almost

all of the transboundary Zarafshan River are formed. The situation is further complicated by the diversified structure of interstate water infrastructure facilities. Thus, the water supply of South Kazakhstan and the Lower Syrdarya is connected with the Toktogul (Kyrgyzstan), Kayrakkum (Tajikistan), Charvak (Uzbekistan) reservoirs and interstate canals passing through Uzbekistan. The water supply of the Keles region depends on the management of the flow of the Chirchik River. More than half of the Tuyamoyin hydroelectric power station, which supplies water to Karakalpakstan and Khorezm regions, the Amu-Bukhara Machine Canal (ABMK), and the Karshi Main Canal (KMK) main water intake facility and other infrastructure, is located in Turkmenistan. Bukhara in Uzbekistan

According to many experts and analysts, there are many conflict situations in the use of Central Asian transboundary water resources (TSR), which in the future could cause serious problems in the region. The political situation in the region related to water problems may be a factor in the consolidation of Central Asian states or, conversely, in the escalation of conflicts between them.

The principles of International Water Law (IWR) are based on the generally recognized special environmental principles of international law:

- a) Cooperation and equality of the littoral states, fair and rational use of the TSR, taking into account the existing practice;
- b) the sovereignty of the states belonging to it on the transboundary river bank;
- (c) The use of international rivers, while respecting the common interests of all littoral states and the particular interests of each;
- d) not to harm cross-border procedures;
- d) Compensation for damage ("the person paying the damage").

These and generally accepted principles and IAS norms can serve as a basis for the development of a draft agreement on the management of TSR in Central Asia.

Uzbekistan's position on transboundary water use is as follows:

- 1) The unilateral construction of large reservoirs and hydropower plants on transboundary rivers without environmental, socio-economic expertise, their feasibility study (TIA) and construction projects without agreement with neighboring countries should be legally considered as interference in the internal affairs of other countries;
- 2) Examination of the construction of such facilities, especially in the preparation of their TIA and construction projects, should strengthen the legal rights of the downstream states to water and their interests;
- 3) It is necessary to develop a draft Agreement defining the principles of management of water flows of transboundary rivers and compensation for damage to states located in the lower reaches of rivers in case of non-compliance with the agreed regime.

It should be noted that only 20% of the water resources used in our region are formed in our territory, and the remaining 80% come from neighboring countries. Addressing the Oliy Majlis, President of Uzbekistan Shavkat Mirziyoyev said: "The main way to meet the growing demand for water in the near future is to improve the management of water resources, rationalize their use and find internal resources, achieve water conservation."

Institutional, legal, economic and social reforms are being carried out in Uzbekistan to address the problem of ensuring the efficient use of limited water resources within the country, which has a deep understanding of the attitude and economic and social significance of our country for its rapidly growing economy and population. We can see it in the following directions:

1. Development of the water use base in accordance with the legislation, a number of amendments and additions to the Law of the Republic of Uzbekistan "On water and water use". Legitimacy and legal documents have been developed. In particular, the Resolution of the Cabinet of Ministers of March 19, 2013 No. 82 "On approval of the Regulation on water use and water consumption in the Republic of Uzbekistan", June 14, 2013 No. 171 "On approval of the Regulation on the procedure for issuing permits for special water use or special water consumption" -numbered decisions were made;
2. Transition from the administrative-territorial principle in the management of water resources to the hydrographic basin principle. This major event has yielded a number of positive results in drastically reducing water wastage of an organizational nature, which is allowed in the context of the administrative-territorial principle in the management of water resources;
3. Transfer of part of the powers and responsibilities of the state on water resources management to public organizations at the lower level of irrigation systems (Water Consumers' Associations). This measure has led to an increase in the sense of involvement of water consumers in improving the efficiency of water use, which has increased dramatically as a result of reforms. Today, there are 1,503 associations of water consumers in the country, formed taking into account the wishes of water consumers. At present, water consumers' associations are the main organization responsible for the efficient use of water resources at the grassroots level. Their effective activity in many respects determines the level of economical and targeted use of water resources in agriculture;
4. Diversification of agricultural crops. In irrigated agriculture, reducing the share of water-demanding crops in large quantities and even in times of water scarcity, and increasing the share of crops growing in low-water, non-water-scarce periods, can significantly alleviate water shortages. At the same time, water-intensive cotton fields were reduced from 2 million to 1.2 million hectares, and rice from 180,000 to 40,000 hectares, and low-water crops such as grain, vegetables, melons, orchards and vineyards were increased;
5. Increasing the efficiency of water facilities. Over the past years, 1,500 kilometers of canals, 211 kilometers of tray networks, 400 large hydraulic structures, more than 200 pumping stations have been reconstructed and modernized. Every year, an average of 5,000 kilometers of canals, more than 100,000 kilometers of internal irrigation networks, about 10,000 hydraulic structures, 3,000 pumping units, irrigation wells are being repaired. As a result of these measures, the efficiency of the channels through which the projects are implemented has increased by 20%;
6. Water accounting. Equipping each consumer's water intake with water metering devices and facilities, maintaining and enforcing the contract between the water recipient and the supplier within the allocated limit has significantly increased the efficiency of water use;
7. Organize the introduction of water-saving equipment and technologies, including:
 - Introduction of modern irrigation technologies;

- Organization of wide use of existing traditional irrigation technologies;
- Promotion of non-traditional new irrigation technologies;
- Organization of agro-technologies on the basis of water saving requirements.

8. Implementation of investments aimed at ensuring the reliable operation of water facilities. It should be noted that about 500 billion soums a year are allocated for the development of the water sector at the expense of state capital, as well as 1.7 trillion soums for maintenance costs, which has increased fivefold over the past 10 years. In addition, due to the importance of the industry, the state pays special attention to attracting investment. Currently, major financial institutions such as the World Bank, Asian Development Bank, Islamic Development Bank, Saudi Development Fund, OPEC Fund, Kuwait Fund, Eximbank of the People's Republic of China, as well as donor investments from international cooperation organizations and agencies in Japan, Switzerland, Germany and other countries. Large-scale projects are being implemented with the participation of Over the past 10 years, the sector has attracted about \$ 1.5 billion in investment.

As a result of effective water management measures, the total annual volume of water used in the country has been reduced from 64 billion cubic kilometers in the pre-independence period to an average of 51 billion cubic kilometers or 20%. The relative annual water consumption from the source for irrigation of each hectare of land has been reduced from 18,000 cubic meters to 10,500 cubic meters compared to the 1990s. Such an intensity of work in the field of water management and the level of investment is not observed in any country in the region.

Thanks to the prudent state policy in the field of water management, the irrigation potential has not only been preserved during the years of independence, but has also been successfully modernized. During the years of independence, radical changes have taken place in water management. Integrated water resources management is being introduced on a large scale. According to the World Bank, the Asian Development Bank and other funds, Uzbekistan is a recognized leader in the region. In conclusion, it can be said that water saving is an important source of sustainable water supply. Therefore, all the people living in the region would appreciate their invaluable water and use it efficiently without wasting a single drop of it.

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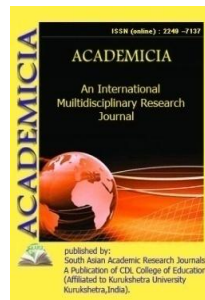
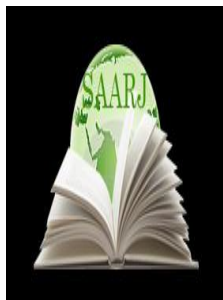
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DOI: **10.5958/2249-7137.2021.00894.6**

ON THE ANALYSIS OF NORMATIVE-LEGAL DOCUMENTS IN THE REGULATION OF THE ACTIVITIES OF CRIME PREVENTION SERVICES OF THE MINISTRY OF INTERNAL AFFAIRS OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

This article concentrates on the analysis of normative-legal documents in the regulation of the activities of crime prevention services of the Ministry of internal affairs of the Republic of Uzbekistan, as well as depicts the normative and legal documents regulating this sphere and proposals and recommendations for the improvement of the activity of this area are developed.

KEYWORDS: *Internal affairs organs, Crime prevention services, Law, Decree, Resolution*

INTRODUCTION

The unique legal system for crime prevention and protection of the rights, freedoms and legitimate interests of citizens, property of individuals and legal entities, the constitutional order, public order, the rule of law, security of the individual, society and the state has been created in the Republic of Uzbekistan, and crime prevention services of internal affairs organs play the significant role in this system.

It should be mentioned that the crime prevention services of the Ministry of internal affairs also have its own legal status just as each participant, namely the subject of the administrative-legal relations involved in the social life of the society has its own legal status. Legal status is the set of a state of the subject, its rights and obligations defined by legal norms¹. It is possible to include not only its rights and obligations, but also its main functions when talking over the legal status of the legal entity².

According to the Law of the Republic of Uzbekistan “On internal affairs”³, the Minister of internal affairs of the Republic of Uzbekistan is a member of the Cabinet of Ministers of the Republic of Uzbekistan. The Ministry of internal affairs of the Republic of Uzbekistan reports directly to the President of the Republic of Uzbekistan and to the Cabinet of Ministers of the Republic of Uzbekistan on some issues.

The organs of internal affairs maintain its activity within the scope of their powers, including protection of the rights, freedoms and legitimate interests of citizens, the maintenance of public order and public safety, the fight against criminality and terrorism, human trafficking, crime prevention, prevention, identification and elimination of their causes and conditions, identification of persons prone to commit offenses in advance, participation in the work on raising legal awareness and legal culture in the society, and other crucial areas.

It can be highlighted that the large-scale works have been carried out to improve the system of internal affairs during the years of independence, and consistent works in this direction are still ongoing in an effort to ensure peace and tranquility, public order and security in our country.

Particularly, it is no exaggeration to say that the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated on April 12, 1999, №170/40 “On the concept of maintaining public order and security in Tashkent”⁴ was the beginning of reforms in this field. The reason is that these initiated reforms cover the entire system of internal affairs and are focused on all important areas of activity. The structure of the General Directorate of internal affairs of Tashkent city was reorganized, the activities of patrolling service and traffic safety service were launched on the completely new basis, and the institution of crime prevention inspectors was established on the basis of police station inspectors within the scope of this decision⁵.

Moreover, bases of internal affairs organs were established in all 444 makhallas (people’s community) of Tashkent, where the activities of about 1,200 crime prevention inspectors were established on the basis of this decision. As a result, it has allowed radically reconsidering and strengthening the work on crime prevention, identification and elimination of the causes and conditions of crime, as well as has significantly improved the criminal situation in our country⁶.

Decree of the President of the Republic of Uzbekistan dated on March 27, 2001, № PD-2822 “On measures to improve the activities of internal affairs organs of the Republic of Uzbekistan”⁷ defined the organizational structure and main tasks of the Ministry of internal affairs of the Republic of Uzbekistan, and in order to ensure the execution of this decree the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated on June 6, 2001, №247/41 “On measures to strengthen the role of the prevention service in the fight against crime”⁷ has been adopted and both legal documents play an essential role in determining the legal status of crime prevention services of the ministry.

The bases which are the lowest level of crime prevention services have been established in all makhallas (residential area) of the country, where the activities of crime prevention inspectors have been established and cooperation with citizens’ self-government bodies has been further strengthened in the course of these reforms.

The resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated on May 16, 2002, №162 “On measures to improve the infrastructure of police bases”⁸, and the Decree of the President of the Republic of Uzbekistan dated on July 19, 2004, № 3264 “On measures to further

improve the activities of internal affairs organs of the Republic of Uzbekistan”⁹, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated on September 23, 2004, № 442/69 “On measures to improve the training of specialists for internal affairs organs at the Academy of the Ministry of internal affairs of the Republic of Uzbekistan”¹⁰ have had a positive impact on the effectiveness of reforms in this sector.

These normative-legal acts effectively influenced the formation of the absolutely new system of crime prevention services of internal affairs organs, the further strengthening of their activities, the further enhancing of the legal framework and legal status, the improvement of material and technical base and the training, retraining and advanced training of highly qualified personnel in the educational institutions of the internal affairs organs for this service, the newly established structural units in the system of crime prevention services of the internal affairs organs, namely, the establishment of bases of internal affairs organs to comprehensively combat crime, their sectoral services of internal affairs organs and mechanisms of cooperation with law enforcement bodies and other government agencies, citizens` self-government bodies and public structures as well as other civil society institutions.

The law of the Republic of Uzbekistan “On crime prevention”¹¹ dated on May 14, 2014, served to determine the powers of the organs and institutions directly involved and participate in crime prevention, as well as the formation of coordinating councils served to increase the efficiency of work in this area and raise it to the qualitatively new level.

The adoption of the Law of the Republic of Uzbekistan “On Internal Affairs”¹² has also played vital role in comprehension the legal status and current circumstance of crime prevention services of internal affairs, and in determination of the goals and functions.

In particular, the Article 4 of the law states that one of the main activities of internal affairs organs is the prevention of offenses, identification and elimination of their causes and conditions that lead them to occur, the identification of persons desire to commit offenses.

It is stipulated that, One of the main structures of crime prevention services of the internal affairs organs is the base of the internal affairs organs, that ensures the cooperation of districts and cities internal affairs organs departments with the public, is considered the key subordinate link that directly ensures the safety of citizens, public order, crime prevention, the fight against crime in accordance with the Article 15 of the law.

Furthermore, it was also stipulated that the bases of the internal affairs organs carry out their activities in the composition of senior inspectors of crime prevention, inspectors and their assistants for maintaining public order, and approval of the position of crime prevention inspectors by the decision of the district (city) Council of People`s deputies and their submission of reports to the citizens` self-government bodies in accordance with the established procedure; other divisional units of internal affairs organs, and also members of public structures of “Makhallaposboni” (residential area`s security guard) can be involved in the organization of work of bases of internal affairs organs.

The adoption of the Decree of the President of the Republic of Uzbekistan dated on March 14, 2017, №2833 “On measures to further improve the system of crime prevention and fight against crime”¹³ has also served to improve the cooperation of crime prevention subjects and the creation of the efficient system for crime and delinquency prevention.

The Strategy of actions¹⁴ for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 also pays special attention to the system of crime prevention, radical improvement of the activity of internal affairs organs in the fight against criminality and maintenance of public order.

The Decree of the President of the Republic of Uzbekistan dated on April 10, 2017, № 5005 “On measures to radically increase the efficiency of internal affairs organs, strengthening their responsibility for ensuring public order, reliable protection of the rights, freedoms and legitimate interests of citizens”¹⁵ has also defined the importance of crime prevention in current social life.

Specifically, the following statements are stipulated according to the Decree: the report of the Minister of internal affairs to the Senate of the OliyMajlis of the Republic of Uzbekistan on the state of crime prevention twice a year in our country; quarterly reports of the Minister of internal affairs of the Republic of Karakalpakstan, the Heads of the General Directorate of internal affairs of Tashkent city and the Heads of regional departments of internal affairs, respectively to the Supreme Council of the Republic of Karakalpakstan, Tashkent city and regional Councils of People’s deputies, and quarterly reports of the Chiefs of district (city) departments of internal affairs to the district (city) Councils of People’s Deputies; and the order in which the reports of their deputies on youth issues – the chiefs of crime prevention departments (divisions) are heard on a monthly basis; discussing critically the measures taken and the results of their work, assessment of the effectiveness of their work, as well as to make recommendations on the suitability or unworthiness of their positions during the hearings of the officials of internal affairs organs are clearly indicated.

The position of deputy head of the district (city) department of internal affairs (division) on youth issues – the Head of the department of crime prevention (division) was introduced by this decree, and they will be responsible for the effective organization and coordination of the work of crime prevention inspectors, primarily for the prevention of minors and juvenile delinquency.

The adoption of the Decree of the President of the Republic of Uzbekistan dated on №2896 “On measures to radically improve the activities of crime prevention units of internal affairs organs”¹⁵ also served to further improve and legally strengthen the legal status, composition and current conditions, activities and management of crime prevention services of law enforcement agencies. The regulations “On the General directorate of crime prevention of the Ministry of internal affairs of the Republic of Uzbekistan” and “On the base of internal affairs organs” were approved within the scope of this decree.

As a result of the Strategy of actions for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 and during the reform process, as well as the above-mentioned decrees and resolutions, effective affairs have been done in the field of crime prevention of internal affairs organs.

In particular, additional 175 city departments (divisions) of internal affairs organs and 824 bases of internal affairs organs were established in order to ensure the proximity of internal affairs organs to the population and to create convenience for citizens in settlements far from the internal affairs departments (directorates)¹⁶. The number of crime prevention inspectors working at the lowest levels of crime prevention has been increased from 5,867 to 6,969¹⁷.

To summarize, today the crime prevention services of the organs of internal affairs of the Republic of Uzbekistan provide public order and security in residential areas, crime prevention and raising the legal awareness and culture of the population, carry out effective services in creating the way of life that fully meets the lifestyle standard, spirituality, values and mentality of our people. However, it should be stated that offences are evolving, complicating and improving just as society is always in progress.

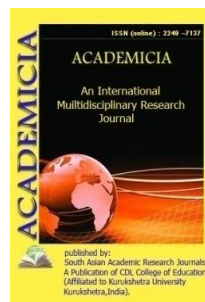
Therefore, it is necessary to improve our national legislation in order to constantly implement crime prevention and effective fight against crime, as well as to implement the best international experiences on the basis of constant analysis of normative-legal acts regulating the activities of the subjects engaged in this activity in our national legislation. Moreover, it is of paramount importance to bring the activity and efficiency of crime prevention services of internal affairs organs to a new level and improve their work for further implementation of crime prevention and ensuring legal liability of committed offences.

In addition, it is expedient for crime prevention services of internal affairs organs to exercise their powers effectively by streamlining the forms and methods of activity and services based on laws and normative-legal regulations, in maintaining public order and ensuring the safety of citizens, prevention of delinquencies, elimination of the causes and conditions of offenses.

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DOI: **10.5958/2249-7137.2021.00895.8**

THE TECHNOLOGY OF PRONUNCIATION AND SPEECH DEVELOPMENT OF PRIMARY SCHOOL STUDENTS BY MEANS OF FOLK ORAL CREATIVITY

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ABSTRACT

Increasing the efficiency of using speech technologies in the conditions of preschool educational organizations and elementary schools, the search for new, innovative forms and methods of interaction with children are the most important problems of modern education. In the course of the study, theoretical methods were used: analysis and synthesis, generalization, systematization, classification, forecasting. The specifics of the study are the author's vision of the features of interaction in classes on the development of speech in the conditions of senior, preparatory groups of kindergarten and during lessons in elementary school. The conclusion is drawn about the role and specifics of introducing various innovative technologies into the educational process of speech development of preschool children and primary school children. The prospect of the study is to develop new speech development technologies for preschoolers and primary schoolchildren using knowledge of the existing classification and modern development directions.

KEYWORDS: *Analysis and synthesis, Generalization, systematization, Classification, Forecasting.*

INTRODUCTION

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking

should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

MATERIALS AND METHODS

The law of the Republic of Uzbekistan on education is widely introduced into practice. Thanks to independence, our country was given a wide opportunity to conduct independent deep reforms in the system of public education. One such reform is aimed at improving the culture of speech of students. The correct formation of the child's speech is mainly traced in primary school, and when he or she goes to secondary school, the scan is improved. Speech is the kind of activity of a person, the functioning of his thinking on the basis of language tools. Speech acts as a function of interaction and communication, expressing one's own thoughts with emotion and influencing others. Well-developed speech is one of the important tools of an individual's active activity in society, and for a student, speech is a weapon of successful education in school. The child should be taught to speak fluent language from a psychic age. In order for the students' speech to be developed, it will be necessary to use the methods and methods that will help the teachers in their active possession of the pronunciation, vocabulary, syntactic construction and connecting speech of the learner. To teach the child from a young age to speak fluent language, to freely express the thought, using beautiful words in his speech. In the primary classes, along with the acquisition of theoretical and practical knowledge during all classes, students develop oral speech skills through correct formulation of sentences, rules of interaction, statement of thought, re-creative storytelling, and poem memorization. Speech cannot be distinguished from contemplation; speech develops on the basis of contemplation. Mother tongue lessons effectively help to enrich the children's dictionary, teach how to compose a speech. The reading lesson and the exercise conducted in connection with it will give the students' knowledge about the phenomena of nature, the life and labor of people. This lesson provides a wide range of opportunities for the reader's speech, its formation and cultivation. In other lessons in the elementary class, the students' speech is enriched with a variety of words. In the lessons of mathematics, children enrich their speech with new imagination and concepts, a lot of words and Terms, think logically. Students group their subjects that they see in the lessons of Natural Science and at the time of the exorcism with the help of the teacher, compare and say that they find different sides. These, in turn, allow us to clearly understand some concepts about nature, develop thinking, speech. In the lessons of Labor, fine arts, physical education, music, in addition to classes, classes also allow the reader to cultivate his speech and thinking. First of all, it is necessary that the teacher himself has an expressive impactful speech, while adhering to the norms of the literary language. The teacher himself needs to be an example for the child. Because, imitation in children is extremely strong. If in the primary classes the planned Organization of the growth of the pupils' speech is carried out regularly, then, as soon as the activities in this field are carried out, it becomes important in the smooth articulation of speech, affecting the whole body of the student, his emotions, imagination, will and character, finally, thinking activities and abilities. In this way, through the development of speech skills, the potential for correct speech and a clear, logical expression of thoughts is formed in them. Develops their creative activities and talents. In order for the teacher to grow the verbal skills of the students, it is necessary to strengthen their

vocabulary in all lessons by teaching them to actively use words in speech, according to a clear goal-oriented plan. Students cannot think clearly and fluently without having enough vocabulary. Each new word taught increases the vocabulary reserve of readers, the possibilities of expression of thought. Therefore, it is necessary to carry out continuous work with both students on mastering the word and its meanings. In this case, it is of particular importance to constantly evolutively integrate synonyms into the speech of the reader. Face Green compact round aft bluish small circle blue skinny teacher should not forget that the words are necessary elements of the text, absorbing the reader. From a series of special works specific to general speech on the preparation of students for oral statement, the right organized practical exercises should help the reader to improve his oral speech in the should especially be mastered by students. If it is difficult for them to understand the meaning of words, it is very important to use synonyms. The task of the teachers is to determine the number of statements and essays in the planning of speech development for academic quarters, as well as to determine the nature of oral and written works and their place in the system of writing sessions are intended to dressing skills in the field of written speech on the basis of the development of oral speech. When children perform oral exercises, the teacher gives instructions on the content, appearance of the statement (essay), helps to eliminate the inadmissible shortcomings technical means to the live speech of the teacher in modern school come to the aid.

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

ROLE PLAY

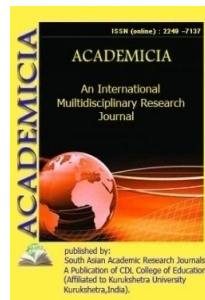
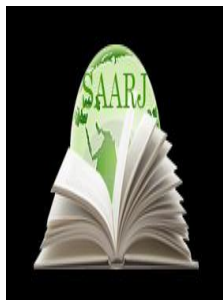
One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to

sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

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DOI: **10.5958/2249-7137.2021.00949.6**

ASYMMETRY OF FORM AND CONTENT OF A LEXEME IN UZBEK LANGUAGE

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ABSTRACT

In this article, the different effects of a lexeme on a person, the information that people receive through the content of a lexeme, and the fact that the shape of some words in speech and their equality to several words (homonymous, polysemic–polysemous) or vice versa – several words are synonymous (synonymous), variant words, doublet words) are thought of various phenomena in linguistics.

KEYWORDS: *Lexeme, Semema, nomema, phrase, form, meaning, pragmatic meaning, homonym, synonym, polysemy, variant, doublet, neutral word, significant, denotation, subject, mind, word, thing.*

INTRODUCTION

It is difficult to give a concrete answer to the question of when linguistics developed as an independent subject. However, experts guess the early roots of linguistics to the 4th century BC. Despite the fact that linguistics as an independent science, is found in written sources in the X century BC, but it was fact that linguistics was founded by the Indian linguist Panini[1]. From the moment of the appearance of linguistics to the present day, the word is the most ancient and central, the most contradictory and rational and at the same time it is in the center of attention of linguists in the world.

The word, the essence of the word, the discovery of its semantic content continues in the views of modern linguists, starting with Aristotle's Poetics. In particular, the meaning of the word and its study in Uzbek linguistics has been conducted for a long time – Abu Nasr Farobi, Abu RaikhanBeruni, Abu Ali ibn Sino, Mahmud Kashgari, AlisherNavoi– although this study is an integral part and the direction of Uzbek linguistics was formed in the middle of the century [2].

With the advent of systemic-structural linguistics, it became necessary to approach the language as a whole system and to determine the status of its components – level units, as well as to define the lexeme as a unit of the lexical level. Lexeme (Greek Lexis-phrase, speech revolution) – a unit specific to the vocabulary of the language; lexical and semantic element of the linguistic structure [3]. Lexeme (glossema) and lexeme 1 A word, a structural element of a language, a type of word that differs from a part of speech or a unit of speech, manifests itself in the process of speech); analogy is ema. 2. A phrase is a whole. 3. Lexical morpheme [4].

A lexeme is a type of morpheme, ready for members of society, general, obligatory, consisting of a stable combination of form and content, forming something, a sign, a sign and a relationship in reality and including grammatical morphemes in speech and vocabulary [5].

A word is the smallest basic part of language (speech), used in various grammatical meanings and functions, which has its own sound shell, which can express the concept of objective things-events, the relationship between them or the relationship to them. A word is a basic element as a sound form in Phonetics; in lexicology as a lexical unit (lexeme); in morphology it can be the expression of different grammatical meanings and possession of forms expressing these meanings; in syntax word can be an object of study, since it serves as a material basis for constructing words and sentences. Lexical word, semantic word, morphological word [6]...

The definition of the essence of words and lexemes, their definition by their status attracted the attention of many linguists – A.Khodzhiev, M.Mirtozhiev, Sh.Rakhmatullaev, Sh.Shoabdurakhmanov, A.Nurmonov, Kh.Nematov, R.Rasulov and R.Safarov [7].

A lexeme is the basic unit of a language. It serves to denote the elements of the universe that surround us. A lexeme is not only a function of naming, but also a function of transferring our knowledge about the world to future generations (cumulative task), understanding (perceptual) and influencing the listener (expressive). This shows how adaptable the lexeme is.

It should also be noted that although the lexeme and the concept are in a dialectical relationship with each other, not every new concept can be expressed in a separate word. If we continued to apply a new word to each concept, the language would lose its communicative function, leading to some level of waste. A characteristic feature of the language is that it has the ability to express an infinite number of concepts using a series of units that can be stored in memory. Consequently, new concepts are mainly expressed using existing units based on that language model [8].

The terms word and lexeme have often been used interchangeably. But they are different. A lexeme is a whole, consisting of the relationship of a sememe and a nomeme, and their semantic content consists of the relationship of nouns, expressions and functional semaphores. Any lexeme definitely uses a "call" sememe from these semaphores. Therefore, this seme is the central seme of the lexeme, and the remaining seme is the boundary semaphore.

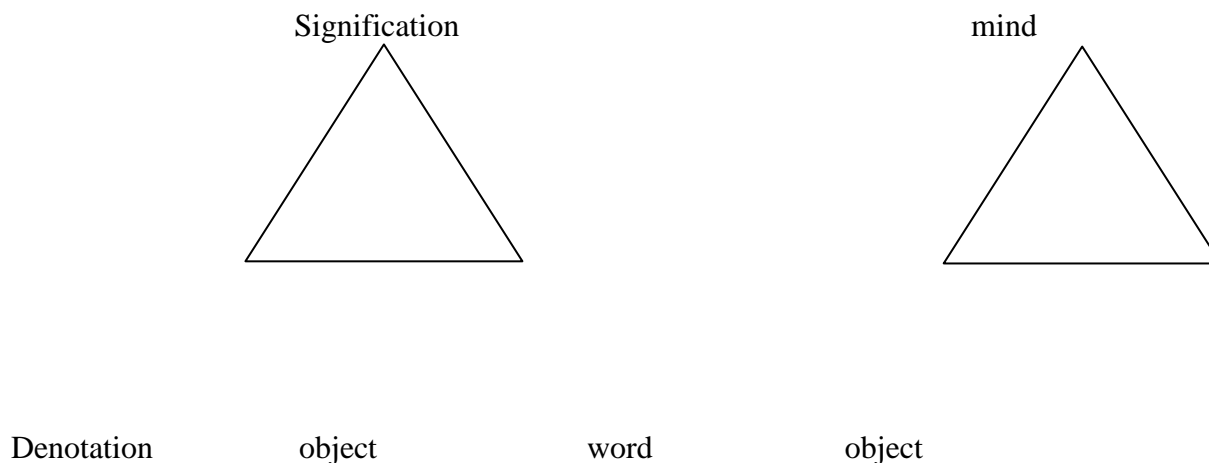
The word term also includes units other than lexemes, that is, units that do not have noun semantics. For example, it is true, for a word, not a lexeme. Because they don't have a semaphore. It only has grammatical meaning. Therefore, the word includes lexemes with grammatical meaning and units with auxiliary, prepositional, modal nouns.

A word is a sound or a set of sounds based on the expression of an existing or non-existent object, event, phenomenon, entity in objective world.

A word is an object of objective world, a unit of a lexical level according to the noun expression of an event; an object of objective being is a unit of a morphological level according to the grammatical meaning of an event. For example, the book source of the dictionary indicates its unit of the lexical level by the expression of the read, this indicates that this is a noun, a simple unit, a consonant, that is, the lexical meaning of a word is its unit of the lexical level, indicating the grammatical (morphological) meaning.

The grammatical meaning of a word is expressed using formal indicators. Lexical meaning (thing, event) is a direct or indirect perception in human consciousness and is associated with the general cognitive abilities of a person, mentality, culture, volume of thinking. Both formally and materially, the general meaning of the word is a product of personal thinking and it cannot exist in the language [9]. The issue of the "common meaning of a word" has been the subject of much debate and different discussions. The general meaning of the word is divided into denotative, connotative and pragmatic. Denotative meaning is a direct reflection of an objective being in a person's consciousness.

Figure 1



An objective being (the world around a person) is reflected in a person's consciousness with the help of certain signs (words). If there is no trace (code) of this sign in the mind of a person, it will not be possible to perceive it. For example, if the speaker speaks complete, the acoustic image (signification) reaches the listener's consciousness (signification), but the listener cannot return it to the object, because there is no trace (code) of the sign "completeness" in his mind. (In fact, this is a large pile that stumbles in the middle of a threshing floor for grinding whole grains, and a horse, donkey, or bull tied it in a circle, separating the crushed grain from the stem.) That's why A.Potebnya said that speaker gives not his opinion to the listener, he hints listener's opinion in his mind. Therefore, when the speaker says tulip, the listener understands tulip in his mind, not the speaker's tulip. Of course, there will be community in the thinking of the same nation.

Denotative meaning is out of any emotional expressiveness. The connotative meaning is the extra meaning and has an emotionally expressive color; the emotionally expressive color can be positive or negative. The connotative meaning is used as an extra function of the denotative meaning, which is its next level.

The face is the name of the parts of head where the eyebrows, eyes, nose, mouth, or the front of the head, or the place from the right ear to the left ear are located, the place where the hair extends from the chin is denotation. The synonymous forms of this designation are *reyuz*, *jamol*, *orazdiy dorturq*, *bashara*, *shikhtin* in Uzbek language. They are considered as a connotative meaning.

Pragmatic meaning is a social, practical meaning, a practical meaning invented by a nation to express gaps, unsatisfied aspects that have not been used for centuries, designations or connotations, socio-political, spiritual-cultural, geographical, religious-ethnographic, historical-literary and other aspects.

Facial mark forms such as *istara*, *farishta(li)*, *azroil (tukibor)* have a pragmatic meaning in Uzbek. The pragmatic form of a particular character in one nation may or may not be accepted in another nation.

For example, the pragmatic view of the Siberian peoples associated with snow may not exist among the Arab peoples. The pragmatic view of the Arab people about camels or deserts, the pragmatic view of the Japanese and Chinese people's about snakes and dragons, a pragmatic view of our cotton as national pride may not exist in other countries. This means that not all words may have a pragmatic meaning. Language is a sacred gift given to man by God.

Professor N. Makhmudov boldly declares that "man has been given a language for understanding man, the world, and God". Language is expressed in words. Man's mastery of the word, its use increases his ability to cognize the world. The simplification of the human way of life, the development of the first simple way of life (few number of objects and things) will undoubtedly be characterized by new words. On the other hand, the appearance of words lies in the goodness of the dialectic of form and meaning. As there is no sense without form, so there is no sense without form.

Form

Meaning

A form requires a meaning that is more consistent with a person's simple lifestyle in most cases, and this issue has caused a lot of controversy and controversy in the history of linguistics [10].

The development of world civilization required emotional changes at all levels of the language, including the lexical simplification of the dialectical integrity of the original form and meaning of a word in ancient times. Roman linguistics – $f \text{ (form)} = m \text{ (meaning)}$; $f < m$; $f > m$; $f \leftrightarrow m$; $f \leftrightarrow f$; $m \leftrightarrow m$ – this process has been the focus of linguists' attention since ancient times, and each period expressed its attitude to this linguistic phenomenon.

In studying the types of words in Uzbek linguistics according to the form and meaning, a number of linguists conducted serious research such as Ya.D. Pinkhasov, F. Kamol, A. Khodzhiev, M. Mirtozhiev, B. Isabekov, E. Begmatov, Sh. Rakhmatullaev, R. Shukurov, H. Nematov, R. Safarova, I. Kochkartoev and so on.

The primary aspect of the lexical meaning is the semantic aspect, the second aspect is the structural and functional aspect. While the semantic aspect focuses on the reflection of the universe, the second aspect involves the intra-systemic relationship of the lexeme. Some authors

use the terms *nomeme* for the form side and *sememe* for the content side, taking into account the unity of form and content in the *lexeme* [11].

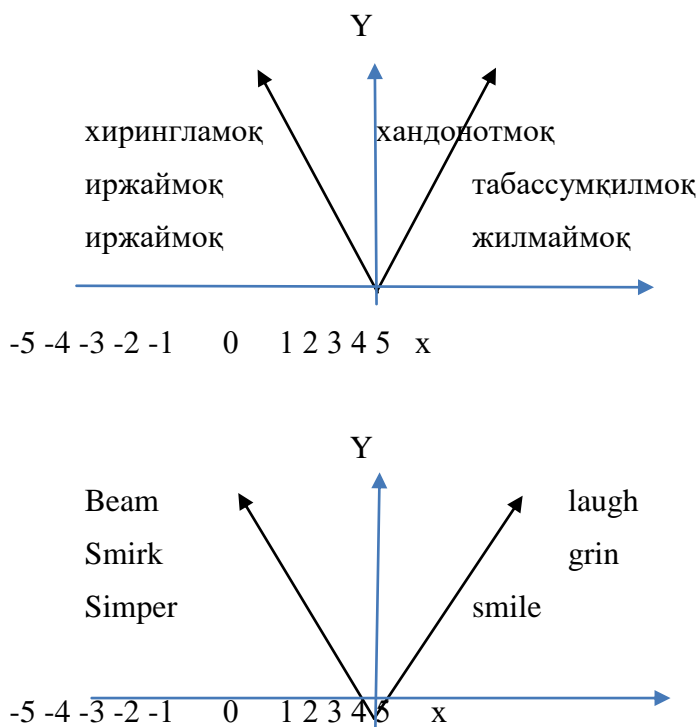
When analyzing the semantic content of a word, O. Espersen states that the form is the primary aspect, then in the *onomosiological* method, the meaning is primary, *semasiological* method, the *onomosiological* aspect goes to $f-m$, and the *semizological* aspect goes to $m-f$ [12].

Words in the language are divided into synonyms, homonyms, antonyms, poronyms, variants, doublet words in accordance with the dialectic of form and meaning.

Summarizing the opinions of experts in this field, words that combine into a common meaning, distinguished by the subtlety of meaning, can be called synonyms.

Kulmoq, jilmaymoq, tabassumqilmoq, iljaymoq, tirjaymoq... (laugh, smile, beam, grin, smirk, *simper*) based on a common meaning expressing joy, words expressing sadness such *asyig'amoq, ingramoq, sixtamoq, bo'kirmoq, dodlamoq...* (Crying, moaning, squeezing, roaring, screaming) are a group of synonyms united by a common meaning and they differ in semantic brilliance. The central element of the group is the main word dominant, a neutral or moderate word which is out of emotional and expressive coloring.

Figure 2



A word in a synonymous group is divided into two: positive and negative emotional-expressive series according to their emotional-expressive features.

The owners of the speech situation – the speaker and the listener – basically choose the speaking word, emotionally expressive positive or negative for the purpose of the speech situation, and the speech goal is achieved.

The level of emotional expressiveness of a word depends on the abilities of the speaker. Emotionally expressive, mainly synonyms, polysemantic words (variants), variants, phonetic (lengthening, shortening, pairing, exchange of sounds), lexical (choice of words), morphemic (replacement of additional variants), syntactic (replacement of parts of speech) in the presence of doublets) method;

Emotional expressiveness is realized through synonyms, essentially synonyms of words, grammatical and situational synonyms. Word synonymous are like *yuz*, *bet*, *aft*, *bashara* or *chol*, *qariya*, *keksa*, *oqsoqol* grammatical synonyms are phonetic – *dedi*, *deydi* (*e-ei*), *tamosho*–*tomosha* (*o-a*), *ikki*–*ekki* (*i-e*), *morpheme*–*beaql*–*aqlsiz* (*be-*, *-siz*), *puldor*–*serpul* (*-dor*, *ser-*) and others. Even in the mentality, customs, rituals, taboos and euphemisms of a particular people, the speaker's emotionally expressive attitude to the idea expressed by him (died, bitten, fell asleep, died, enslaved, disappeared, flew away ...) is presented.

Morphological – a synonym for contracts with auxiliary organizations: *qalambilanyozdi*, *qalamdayozdi*; *ukasigaoldi*, *ukasiuchunoldi* and so on. The syntactical–*kattalarningbittasi*, *kattalardanbittasi*; *bo'shvaqtlarkitobo'qirdi*, *bo'shvaqtlardakitobo'qirdi*; *mehmonlarkeldi*, *mehmonlarkelyapti*; *bushubhasiz*, (*so'zsiz*, *tabiiy*) *bizningyutug'imiz* or asparadigm of speech [13] and so on.

Semantics is the expression of such meanings as affirmation-negation, positive-negative: *Khandalagitushmagur*, *Khandalagitushgur*, *bo'yiyetganyigitlarbordemaysizmi?* *Yaxshigapirdi* (in the sense of bad speech) – *Yomongapirdi* (in the sense of good speech), *Dahshatgapirdi* (in the sense of good speech) – *yaxshiginagapirdi* (in the sense of negative speech); *Hazillashyapsiz!*, *Hazillashyapsizmi?* (Past tense, present tense, future tense) and so on;

The difference between two words belonging to the same language in meaning and style is called a variant (variant word). For example, *kabutar* – *kaptar*, *nabira*–*nevara* [14].

Variant words are the norm of the literary language regardless of their style and their positive or negative meaning. One variant of variant units of a word, variant of a morpheme (allomorph - *dek*, *-day*, *-gi*, *-ki*, *-qi*), variant of stem, and so on;

Doublet (<fr. Doublet <double – binary) words are two words or two units belonging to two languages with the same semantic structure. *Talaba*– *student*, *lingvist* – *tilchi*, *tilchi* – *tilshunos* and others. Doublet words can vary depending on their mutual use. Novelty, scientific character, differs in originality and can express the speaker's individual attitude – value [15].

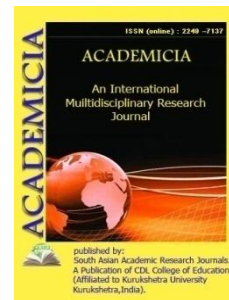
So, when we evaluate a lexeme as a unit of language, we see that it has a certain form and aspect of content. But in lexemes, form and content do not always coincide.

In many cases, as it is shown above, one form itself can have multiple meanings, or, conversely, one content can be represented by multiple forms. The following examples and events can be considered as examples of the following opinions of our linguists: “The reason for the disparity of form and content in a language is that the essence of linguistic symbols (units) is not simply associated with the combination of form and content” [16].

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DOI: **10.5958/2249-7137.2021.00950.2**

MODERN UZBEK POEMS.

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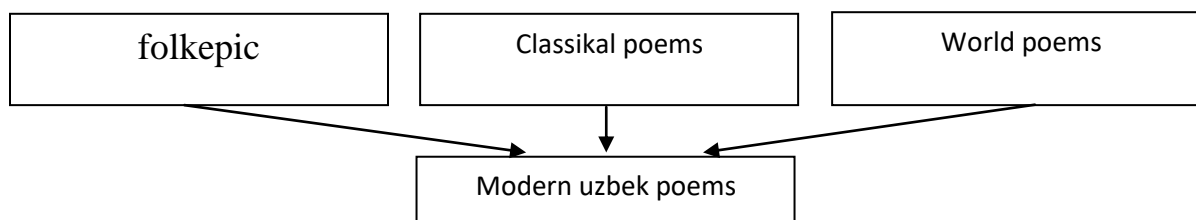
ABSTRACT

The article is about the modern Uzbek poem is a completely new phenomenon that has absorbed the features of the epic, classical written dastan and poems mastered from European literature, and as a novel is an "emerging genre". In the poem, in addition to the plastic depiction of reality, non-plastic elements, such as the author's emotional attitude to reality, his reflections, acquire special significance. The phenomenon of "romanization" taking place in modern poems proves that this genre continues to form. Evaluation of the poem from the point of view of the poetics of artistic modality, taking into account the state of decanonization of the genre shows how great its possibilities as a genre are. The process of romanization, taking place in the structure of the poems, shows that in them the hero has lost his status as an epic hero, and instead of him a person, a personality, has come to the center of the image.

KEYWORDS: *Modern uzbek poem, Composition, structure, Evaluation of the poem, elements of the topic, Folktales, Aesthetic ideal, the idea of freedom.*

INTRODUCTION

The term poem in uzbek literature is used to refer to the concepts of epic, classical written dastan and poem in modern form. This can be expressed as follows:



As you can see, the new Uzbek poem is a completely new phenomenon that incorporates the features of all three types of poems, and, like a novel, a "forming" (M. Bakhtin) genre. And this proves that the poem has great potential as a genre. This paragraph also expresses the attitude

towards the ideas that the poem belongs to the lyric-epic genus, which have been established in our literary criticism for many years. We relied on scientific statements that, due to its genre features, the poem can belong to the lyric, epic, dramatic and lyro-epic genus.¹ It is pointed out that the best way to determine the genre of a poem is to trace which element in its structure is the leading one. It is also noted in this paragraph that the reality (object) reflected in the poem is depicted by the lyrical subject (poet), that in the poem, along with the depiction of reality, the artist also has the opportunity to express his own attitude towards it, that the author's point of view and his attitude to reality is manifested through his emotional experiences that the poem provides very great opportunities for lyrical reflection.

It is commented on why the method of epic depiction in modern poems differs from that in the epic and written dastans. The question of whether the transformation of an epic image by a lyrical subject into an object of lyrical reflection can limit the method of representation has been comprehensively investigated.

It is known that along with the string of experiences of the lyrical character, meaningful pictures of reality entered our poetry. The phenomena of social reality, full of meaning, began to live in close connection with the experiences of the lyric hero ... the synthesis of elements of lyric expression and epic images were aimed at the poetic development of specific manifestations of the processes of reality". This circumstance expanded the pictorial possibilities of literature, including poems. Realistic elements began to appear in the structure of the poem, in reflecting the complexities of the inner spiritual world of the heroes, in highlighting social problems important for the era and personality. The social assessment of society and human life in poems has increased the capabilities of this genre to a new level.

In Aybek's poem "Davrimjarohati" (The wound of my time), a deep perception of reality, the poet's transformation into his own pain, ensured the success of the poem. The experiences and reflections of the lyrical subject-hero born as a result of the tragedy constitute the basis of the work. The deep lyricism of the poem nowhere turns into a dry presentation. And in the poems of E. Vakhidov "RuhlarIsyoni" (Rebel of the spirits) and A. Aripov "The Road to Paradise", in addition to expressing sympathy for the hero, the author has a need for self-expression, a need to express his word about time and man. The story of the Bengali poet Nazrul Islam ("Rebel of the spirits") was for the poet also a means of reflecting his spiritual world, his experiences, a means of reflecting the surrounding reality. As a result, the poem "Rebel of the spirits" was created in the form and sound we know. Since E. Vakhidov felt the need to convey to the reader the truth he was aware of that reality does not correspond to the high ideals that the existing system and the ruling party had introduced into the minds of people.

The tragedy of Nazrul Islam gave the poet the opportunity to interpret the state of the society in which he himself lived. In the image of Nazrul, the high aspirations of a creative personality were expressed.

Despite the fact that the event depicted in the poem is the experience of Nazrul Islam, the perceived reality is completely different. Nazrul Islam served as an object of artistic reflection for the poet.

May my body be a prison cell?

In my soul – freedom;
 I am not a slave from birth;
 Slavery is alien to my soul;
 The will to freedom with milk;
 Was absorbed into my blood;

In the poem, in some places, a realistic interpretation is expressed in close connection with artistic conventions. For example, in the poem “Rebel of the spirits”, parallel to the depiction of reality, rivayats (narratives) and legends are given that contribute to the expression of the poet's artistic intention, and the author translates pictures into them that cannot be contained in reality. And in A. Aripov's poem “Jannatgayo‘l” (“The Road to Paradise”), the events are spatially transferred to another world, but the problems are directly related to the real state of society.

Fraudsters, scoundrels, scammers, schemers are realistic types of the place and time in which the poet lives. This conditional element, used by the author, helped him to reveal the main concept of the work.

In Mirmemir's poem “Surat” (Portrait), which reflected the truth of life, aspirations and aspirations of the hero of the time, his tragedy, the subtle features of his spiritual world, the possibilities of realism were even more widely manifested. In the work, an incredibly strong psychologism, the spiritual image of the hero is conveyed through internal monologues and lyrical digressions. Toshlon at the same time loves Oysuluv with all his being and hates her. The hyperbolized manifestation of this property of ambivalence in the spiritual structure of the hero makes it possible to assert the tragic nature of the hero's state and at the same time ensures his vitality.

The novelization of the poem includes such concepts as the decanonization of the genre (non-canonical genres), proseization, and the transition of poetry to prose (poemin prose). For the first time it was used by the Russian literary critic M. Bakhtin in his work “Epos and Novel”. Other sources also draw attention to this problem.

In the era of the poetics of artistic modality³, the genre system underwent significant changes. Several characteristics characteristic of genres are noticeable in them. This was not “genre atrophy”, but rather a blurring of genre boundaries. Genres that were previously created on the basis of well-known canons, today gave the author freedom of creativity. Since in the poetics of artistic modality, artistic integrity is determined in relation not to the genre, but to the work Artists now stopped thinking in terms of the genre, and began to strive for a broader and deeper depiction of life. The process of romanization in the poem shows that our artistic thinking is going through a kind of renewal process. We must not forget that one of the theoretical misunderstandings arising from ignoring the breaking of genre canons is the opinion that the poem belongs to the lyric-epic genre, which has been entrenched in our literary criticism for many years. According to Bakhtin, the romanization of other genres provides them with a freer and more flexible expression. Signs of romanization can be traced in the following situations:

1. Latent manifestation of epic coverage in lyric poems and the transformation of the lyric “I” into the main character of the poem. In Zulfiya's poem “Xotiramsiniqlari” (Fragments of memory), the lyrical subject - the author (in this poem, these two concepts coincide), using the

example of the tragedy that befell her family, depicts the true face of the totalitarian system that ruled for more than seventy years, its tragedy.

2. The romanization of a lyroepic poem is usually associated with the fact that its hero loses his epic-heroic status and becomes a private person. Undoubtedly, this is due to the fact that the literature of that time was sociologized. In this regard, Nazrullslom, the protagonist of ErkinVakhidov's poem "RuhlarIsyoni" ("Rebel of the spirits"), is a private person, a person. Heroes of the folk epic or classical written dastans, even in the most severe moments, demonstrate examples of courage and bravery. In modern poems, a hero who has turned into a person should not have this.

Firstly, this is hindered by a realistic interpretation, and secondly, the person who replaced the epic hero as a result of the novelization of the poem and who took the central place in the work differs from the person who was the product of artistic thinking, aspirations and aspirations of the people of the past hero, who can easily overcome any obstacles, and do not burn in the fire, and do not drown in water. This is a person who is just beginning to realize himself in public life (or cannot realize himself), is just beginning to realize himself as a person and in relations with the external environment and people is experiencing various dramatic and tragic states.

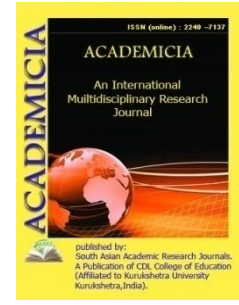
Together with its strengths, its weaknesses, as well as states of spiritual crisis, can serve as an object for today's poems. In addition, if epic heroes on the way to achieve their goal receive strength from the outside, then in modern poems, the personality extracts strength for understanding oneself and the world from within itself. The hero of a modern poem remembers his heroic past, since the poem retains its epic foundations. This state coincides with the opinion that the genre "always remembers his past" (M. Bakhtin). This is considered on the example of motives characteristic of the folk epic and found in new Uzbek poems.

In modern poems, there is a hierarchy of author and hero. Here the compatibility of the spiritual state of the author and the hero is manifested. A similar compatibility is observed in Toshlon and Mirtemir in the poem "Surat" ("Portrait"), in the young man of the poet from "Jannatgayul" (The Road to Paradise) and Abdulla Aripov, in Nazrullslom from "Rebel of the spirits" and ErkinVakhidov.

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DOI: **10.5958/2249-7137.2021.00971.X**

ASSESSMENT OF NIGERIA ECONOMIC RECOVERY AND GROWTH PLAN 2017-2020: A CONTEMPORARY ISSUE

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ABSTRACT

The choice of this paper was based on the fact that prior to establishment of economic recovery and growth plan which was considered as a panacea to Nigeria economic problems, several development plans have been implemented by the federal government in the past to stabilize the economy. Based on the Keynesian Economic Stimulus theory, the paper matched acclaimed achievements of government Economic Recovery and Growth Plan with the 2020 budget as basis for considering the possibility of achieving targeted terminal objectives of the development plan. The paper discovered that increase in megawatts generation from the power sector is not sustainable. Huge amount in the 2020 budget was to be borrowed and more for debt services while meager mount was earmarked for infrastructure which cannot be translated into welfare provision. It was further discovered that there was intended increase in tax which will stiffen business operations and cause infant businesses to close shops. The paper suggested that there should be continuity in project execution by successive governments to avoid a break in on-going developmental projects and recorded achievements. Every development plan should be based on home environment because of existing culture and climate rather than being initiated by World Bank. Certain key sectors of the economy should be favored in budgetary allocations to encourage diversification of the nation's productive base and revenue generation other than crude oil.

KEYWORDS: *Economic Growth, Recovery Plan, Contemporary Issue.*

INTRODUCTION

The negative signs of macroeconomic indices arising from Nigeria's deep recession in 2016 and the need to restore economic growth through the development of median term plan led to the creation of recovery and Growth plan 2017–2020. It has a robust framework of galvanizing the economy towards ensuring steady growth of Gross Domestic Product (GDP) growth. The strategic economic recovery and growth plans were built on the past development rolling plans to achieved set economic blue-print in 2020. The action of government was based on the fact that the economy was in real danger. While the activities of banks as the custodian of people's future to secure available funds were no longer promising, the private sector operators were also not capturing the reality of government mandates to banks concerning sustained food supply.

Nigeria Economic Recovery and Growth Plan (ERGP) focused on core priority sectors of the economy routed in agriculture, manufacturing, solid mineral, services, construction and real estate, oil and gas, industry and trade policy, and power to achieve its objectives. These priority sectors are possible focus areas. The strategy is to achieve predetermined objectives. The focus on agriculture is to institute bold agricultural business to enhance productivity and encourage private sector investment through access to finance with a view to increasing the agricultural earnings to N21.0trn by 2020 under an annual growth rate of 6.92 per cent from 2017 to 2020 (Uwaleke 2017).

Manufacturing is another focus of Nigeria ERGP. Improving the performance of the manufacturing sector is intended to project Nigeria into competing with other countries such as Morocco, South Africa, Mexico, Indonesia and others. Revitalizing the manufacturing sector is further intended to remove Nigeria from being a dumping ground for goods. The idea is to build on existing Nigeria Industrial Revolution Plan (NIRP) in accelerating manufacturing capacity of Nigeria through agricultural business and agro-allied, metal and solid mineral, oil and gas related industries and construction, light manufacturing, increase Research and Development (R&D), enhance capacity of Nigerians, increase employment and foreign exchange earnings. According to Ukah (2017), solid mineral was projected to grow at an annual average rate of 8.55 per cent to facilitate coal production and integrate the miners into an artisanal formal sector at the same time encourage mineral processing. The essence is to strengthen the forward and backward linkages. Under the services, GDP is expected to growth through telecommunication, financial services, tourism and creative industry. Telecommunication and Information Communication Technology (ICT) penetrate the global economy. The service sector was to further focus on increasing film production, intellectual property improvement and encourages patronage of local agriculture. The growth of domestic product in the construction and real estate was to be actualized through strategic planning targeted at financing the construction industry and vocational and technical craft trainings such as carpenters, mason, electricians and others, using the local industry.

Cursory look at oil and gas industry revealed that activities in the upstream sector have to be increased to enable GDP growth in that sector. This is achievable by improving the business environment that drives investment in downstream, midstream and upstream. Pertinent to actualization of ERGP objectives would also require revisiting the existing policy regulation in the oil and gas sector, ensure increase in the production capacity of the local refineries and initiate transparency in management performance (Oseni & Oseni, 2015). Another major strategy

is a focus on the industrial and trade policy which has to be reviewed with a view to redefining government roles in promoting trade relations and at the same time enforce export expansion grants. The gain of the expansion is to encourage fair competitions and discourage unfair business collusions and encourage fairness in the export sector, domestic sourcing, incentive funding of exports and others. The power sector in this regard is to facilitate access to electricity, restore viable financial market, encourage private sector participation in the power generation investment and remove power infrastructure and gas sabotage.

STATEMENT OF PROBLEM

Prior to the establishment of Economic Recovery Growth Plan in 2017, the economy was said to have experienced high rate of inflation, such that the GDP growth rate was negative at -0.36% and further deepened to -1.5% the same year. Production of oil fell from 1.86mb/d to 1.47mb/d between 2015 and 2016 with the inflation rate raised from 10.86% to 18.55% in 2016. Inflation remained at 15.2% in 2017 despite all federal government efforts (FGN, 2017 cited in Kyarem & Ogwuche 2017). Fluctuation in the power sector showed that Nigerians were sleeping in darkness with huge amounts spent in running small and medium scale industries even when power generation was said to have increased from 3000MWs to 5000MWs (MBMP 2019). Following these recounted scenarios, a four year economic recovery and growth plan was established in 2017 with increased budgetary allocation to various sectors of the economy to reduce the upsurge in unemployment, unrealizable GDP growth targets, increase output of goods and services and foreign exchange earnings. Questions raised are; “is economic recovery and growth plan 2017-2020 achievable under the above situations”. Without increase in the production of goods and services, how realizable is Nigeria’s economic recovery and growth plan? It is in the light of the foregoing that this paper will assess how realizable are the targeted objective of Nigeria economic recovery and growth plan 2017 to 2020.

Considering the fact that performance of Nigeria ERGP is evaluated annually, the aim of this paper is to assess Nigeria’s four year economic recovery and growth plan from 2017 to 2020. Specifically, the paper seeks to; identify the nature of Nigeria recovery and growth plan, and assess the extent of achievements of the recovery and growth plan.

The paper is organized in sections; the first section introduced the work, followed by the second section which took a look at the various concepts that aid better understanding of the work. The third section presented the theory guiding the work and a cursory look at related scholarly studies relating to the issue been discussed. Achievements of the ERGP and criticism of the achievements were presented. This was followed by the position of this paper on acclaimed achievements. The final section concluded the work and made recommendations.

LITERATURE REVIEW

Conceptual Clarification

Economic Recovery and Growth Plan (ERGP):

This is a four year plan explained thought budget projections as a development plan in areas that border on economic progress with a view to getting the economy out of recession and driving it to sustained growth. The essence was also to return the economy back from negative indices reflected in all the economic sectors. Though a medium term development plan, it is likened to previous development plans. Its projections using the budget make it clearer to understand.

According to Deloitte (2018), Economic Recovery and Growth Plan (ERGP) is a growth restoring agent aimed at investing in the people towards building an economy that will be globally competitive. Assessment of its performance began the following year since it was designed to annually turn in results based on the objectives. The cardinal objectives focused on; stabilization of the macro environment, sustained agricultural and food productivity, improving transportation infrastructure, petroleum product and energy sufficiency in power, industrialization drive based on Small and Medium Enterprises (SMEs).

Economic Growth:

This is a sustainable increase in goods and services production over a specified period. It increases profit for producers causing increase in prices of stock which in turn creates need for more labor employment and consequent investment. The creation of more jobs results to rise in income while consumers part with more money in the purchase of goods and services; In return, higher purchases result to economic growth. Economic growth can be measured through certain indicators not limited to increase in interest rate, wage rise, stable inflation, increased productivity and others (Oseni & Oseni 2015).

Contemporary Issue:

Contemporary issue could be seen as any idea, opinion, event, title or relevant topic of discussion on matters of interest. Contemporary issues are found in current live activities or subject of interest. Current contemporary issues shape the society and act as a unifying factor especially when it involves people with like mind or culture. It shapes intellectual ability in suggestions on societal issues.

Brief Review of Nigeria's Past Development Rolling Plans:

The idea of economic development plan was first conceived in 1946 by the colonial masters in 1946 under the welfare Act. This plan which lasted till 1956 (ten years), focused on infrastructural provisions and industrial development. Agricultural inclusiveness of the plan was limited to cocoa, palm produce, groundnut, timber log and cotton. Since after the independence, Nigeria had adopted various long and short term development plans in addition to other ad hoc measures to better her economy. According to Uche (2019), few years after the independence, the issue of development plan began with the "First National Development Plan (1962 - 1968); the Second National Development Plan (1970 - 1974); the Third National Development Plan (1975 - 1980) and the Fourth National Development Plan (1981 - 1985), the Fifth National Development plan did not see the light of the day before it was replaced by the newly adopted method of planning – the perspective plans, the Structural Adjustment Program (1986 - 1990)". All these economic curative approaches have given way to one another due to failure to achieve targeted objectives.

After the first development plan, there was a switch to seven year national post-independence plan, 1962 in June which projected N2,132m for total investment expenditure, of which private investment expenditure gulped N780m representing 4 per cent of the amount ear-marked for investment. By the end of the plan period, there was an annual growth rate of 5% achievement.

The economy was devastated immediately after the war which prompted the kick starting of the 2nd development plan in 1970 to last till 1974. It was targeted at socio-economic development. General objective of the 2nd development plan was to build; a self-reliant, strong and united

nation and just society, a society with full and equal opportunities for her citizens and a democratic society. The set target was based on investment sector budgetary allocation of N4.00bn for capital investment with N3.3bn earmarked for private sector investment. In the end, average growth rate of 11 per cent per annum was indicated.

The period 1975 – 1980 was for 3rd national development plan. The public sector budget was N43.3bn showing a tremendous increase when compared to 2nd nation plan budget for capital investment while the private sector investment budget gulped N24bn. The five specific objectives were holistically modified to; reduce unemployment, balance development, indigenize economic activities, increase income per capita, expand high level manpower supply and diversify the economy

The elected democratic government in 1980 designed the 4th development plan which ran from 1981 to 1985. Budgetary allocation for capital expenditures was N83bn with more than seven objectives. Though bogus, the specific objectives similar to the 3rd plan program targeted at; development of technology, greater output of goods and services, greater self-reliance, development of good attitude to work with national orientation and discipline; Oil market collapse frustrated achievement of the plan target due to drop in production from estimated 2.3m b/d to 1.3m b/d. Oil price fell from \$30 per barrel contrary to estimated \$40 p/b. These challenges led to abandonment of infrastructural projects nationwide.

Following the biting economic recession, development plans were abandoned for Structural Adjustment Program (SAP) designed to cover 1986 to 1988 which was later extended to 1990. Adverse economic situations that prompted the creation of SAP include; increasing external debt service as a result of huge indebtedness, repetitive fiscal deficit, balance of payment account deficit and too many uncompleted projects. The impossibility of realizing these set objectives of each plan has created the need to change the plan periods to 10 year development plan. The situation was aggravated as a result huge drop in oil revenue receipt (Ukah 2017). It is pertinent to state that this economic diversification program is yet to achieve its objective as the economy is now in what can be termed chronic recession.

THEORETICAL FRAMEWORK

This paper is predicated on Keynesian economic stimulus theory which conceptualized that total influence on total spending or aggregate demand results to an equivalent influence on total output of the economy more especially during recession. The fact is that in state of prolonged macro-economic recession, intervention of the government would result to economic growth, increase aggregate demand, employment and correct all negative macro-economic indicators in the economy (Kyarem & Ogwuche 2017).

The stimulating factors that are expected to put economy back to equilibrium is known as Keynesian Stimulus. This is as a result of government deliberate policies capable of boosting the output of goods and services, income and employment to increase aggregate demand thereby moving the economy out of recession. This theory explains recession in the economy to mean when the economy is in a comatose state with increasing unemployment and low output. This situation could be likened to the period 2015 to 2016 when Nigeria economy witnessed its worst form of recession with sustained negative growth rate. All the economic sectors in Nigeria experienced retarded growth with job losses (NBS, 2017).

Adopting Keynesian Economic Stimulus, government increasing expenditure, tax reduction can be used to boost investment and production of goods and services which invariably will result to higher production of goods and services, increase in income per capita through reduction in taxes, increased borrowing and spending, reduce unemployment, control inflation and generate increase in aggregate demand. Negative indices experienced in Nigeria economy makes Keynesian stimulus relevant to recover the economy from recession and increase growth.

EMPIRICAL REVIEW

Several studies have been conducted on Nigeria economic recovery and growth plan (Oseni & Oseni 2015: Kyarem & Ogwuche, 2017: Adekunle & Alokpa 2018). The work of Ukah (2017) opened more discussions on this in his study on national rolling plan performance appraisal using content analysis based on publications related to short and medium term development plans of the federal government. The paper crosschecked the performances of various federal government development plans in the 90s to find their impact on the economy especially the financial sector and discovered that there was little positive impact in the economy despite the oil sector instability. The paper further found that there were challenges of transforming the plan projections to reality and suggested that release of capital should be timely to ensure that plans are matched with targets.

Kyarem and Ogwuche (2017), worked on tackling the down risk of Nigeria macro economy through the economic recovery plan. Standing on the Keynesian stimulus theory, they adopted retrospective and retrospective diary design fused in deductive and inductive approach to find how the recovery and growth plan accelerated economy repositioning. The study observed that political problems, militancy confrontations in the Niger Delta, inconsistency in government policies were instrumental to non-realization of recovery and growth plan objectives for the period. It was suggested that agriculture should be one of the focus of the economic restructuring if over-reliance on oil must be over looked. There must be periodic appraisal of the economic and growth plans to understand the possibility or how non achievable it would be.

In another study, Uche (2019) identified alternatives to impediments bedeviling the development policies and plans in Nigeria since her independence. Utilizing sources, identified militancy in both Niger Delta and North-East, inconsistency and summersaults in government policies, absence of implementation will external interferences and corruption as constraints. The paper suggested for continuity in government projects rather than duplication. Projects must be designed based on home environment and not based on external initiatives.

Economic Recovery and Growth Plan 2017 to 2020 was appraisal by Adekunle & Alokpa (2018), following non achievement of past plans. Content analysis was adopted in the study to identify areas of achievement such as growth restoration, positioning the economy towards competitively global economy and people oriented investment. It suggested for enactment of an Act to guide the implementation of ERGP and speedy passage of the Petroleum Industry bill to enforce reduction of importation of petroleum products.

Kyarem and Abdulsalam (2018), worked on risk optimization through economic recovery and growth plan, adopting “qualitative optimization” research design to minimize the downside risk; militancy in the oil producing Niger Delta and maximize the upside risks; oil price fluctuation and restoration of peace in the regions. The paper recommended for legalization of ERGP

evaluation and monitoring committee and Directorate for the implementation of ERGP should comprise of government executive arm.

A matter arising on nation building, economic recovery and growth plan was studied by Inoykwe (2018). Deductive inferences were adopted in analyzing the primary and secondary variables. The study revealed that realization of the ERGP objective is a function of government's good will to holistically implement the plan in the midst of mass corruption in the country. It was further discovered that there is the possibility that interest of political class may undermine the achievements of Nigeria Economic Recovery and Growth Plan. It was recommended that government should provide a checklist to assess progress made by the development plan.

Inusa, Daniel, Dayagal and Chiya (2018) studied Nigeria's adoption of agriculture as a means for achieving economic growth plan. Ordinary Least Square regression was utilized for the data analysis. The study revealed that GDP components, total savings, exchange rate, loan and advances and agricultural output are positively related. It was suggested that the application of monetary policy and moral suasion should be applied and that there is the need for government to provide improved agricultural seedlings.

STUDY METHODOLOGY

Methodology adopted for this study is the introspective and retrospective diary design as used by Kyarem & Ogwuche (2017). This design reflects on an individual's feelings, thoughts motives and reasoning processes with intention to ascertain how these processes and statements influence the way issues are decided. Introspect and retrospective reasoning was complimented in this approach. According to Prague, (2005), studies involving diary highlights normally hidden issues that largely are inaccessible in retrospect, hence the application of both deductive and inductive diary to arrive at conclusion. Relating the forgoing to the topic under discussion, Economic Recovery and Growth Plan (ERGP) express government thought about the economy hence its suitability for this study.

Achievements of Economic Recovery and Growth Plan for the Past Three Years:

There have been claims of positive signs of economic improvements as stated by Nigerian Bureau of Statistics (2017) since the Economic Recovery and Growth Plan was launched. It was stated that the economy showed an annual growth rate of 0.83% which was higher by 2.42% when compared to 2016. The 2017 record showed that the achievement was driven by the non-oil sector contribution which showed annual contribution of 89.96%. According to Dipeolu (2018) cited in Adekunle (2018), GDP figures showed 4.23% as consolidated growth in industry and agriculture which accounted for 25% GDP growth recorded for the year.

Another sign of positive record is the inflation rate measured by the consumer price index which dropped from its original figure of 15.37 per cent in January 2018 to 15.13 per cent, representing 0.24% drop in December, 2018.

Sectorial contribution in revenue through VAT was N250.56b in the fourth quarter as against N254.10b in the first quarter of 2017, indicating a difference of 3.54%. The custom's import service generated N53.57bn out of a total revenue of N1.01trn. The assumption is that such a trend from all revenue generating sectors would help the ERGP to meet its set target by 2020. In inflation, as recorded by NBS, 2017, a little progress was observed with steady drop.

Arguments Against the achievements of Economic Recovery and Growth Plan (ERGP) 2017 – 2020;

Based on the performance and execution principles of ERGP as portrayed by Deloitte, this paper makes the following arguments;

1. Stabilization of the macro environment:

The efficiency in the tax system cannot be achieved with the proposed increase in tax to 2.5 per cent as proposed in the 2020 budget.

It is wrong for the government to target increase in revenue through taxation, mostly in an environment where social welfare is zero.

The fall of naira value between N360 to N365 as at the time of Deloitte assessment portends bleak future for importers as no business venture sells below cost price. The higher the exchange rate, the higher will the price of the goods be in the domestic market.

Sustaining stable economy is only possible where there is steady drop in the rate of inflation and interest rate. There are no facts to show that inflation maintained a steady drop in 2018 for 4 consecutive quarters.

Deloitte's reliance on 4 consecutive months negate the economic principle and against the targeted execution principles of ERGP.

2. Achieve Agriculture and Food Security:

Using rice farmers to represent agricultural funding is not holistic as rice is not the only farm produce Nigerians plant. More contradiction is observed on the contributions of agriculture as non-oil revenue.

Agricultural contribution should have been said to involve only earnings from rice production.

Out of N118.98 billion budgeted for agriculture in 2018, only N55b was disbursed and 80 per cent of the disbursed amount went to rice farmers.

It raises the question of "which sector was the balance of N63.98b budget disbursed to?"

3. Ensure Energy Sufficiency in Power and Petroleum Products:

Crude oil production was 1.7m bpd in 2017, 1.8m bpd in 2018. But was lower with 2.3m bpd in 2019 The 2020 crude oil production figure was mere pegging for budget purposes therefore may not be realistic as previous years did not show significant confirmation of estimations.

The power sector was said to have increased from 3000MW to 5,222.3MW and 5,000 MW while targeting 9000 megawatts in 2020.

Why do Nigerians still sleep in darkness with huge amounts being spent on fuel and diesel to run small and medium scale industries?

4. Improve Transportation Infrastructure:

There was improvement in infrastructural provisions with good road networks.

Transportation infrastructure is in a dire bad shape ranging from air ports, road network. Infrastructural provision has not shown improvement. The rail road's and the water ways are not good enough for express and fast delivering of goods and services.

5. Industrialization derive, focusing on SMEs:

Industrialization is driving by available credit financing, power, infrastructure and government policies. Enabling business environment ensures return on investment. The difficulties in industrial sector is attributed to steady power supply, low interest rate, good road network, available and low priced raw materials and others.

These are opposite to what can be found as motivating factor to industrialization of small and medium enterprises and averse to accomplishing ERGP objective by 2020.

POSITION OF THE PAPER

In considering the possibility of achieving the Economic Recovery and Growth Plan 2017 – 2020 set target, one would first resolve the following questions; what has happened to poverty, inequality, inflation, unemployment, foreign exchange rate, food prices and power generation? How far has federal government resolved these burning issues through ERGP?

Again, looking at salient loopholes in the 2020 budget revealed that over N2.3trn is to be borrowed, over N2.4trn is for debt servicing. Only N3.0tr was provided for infrastructural provision. This explains that in the 2020 budget of N11trn, about N4.5trn does not exist neither is it revenue. And about N2.5 per cent as proposed increase in tax (from 5 per cent to 7.5 per cent Value Added Tax (VAT) effective from 1st of March 2020)

The power sector was said to have increased from 3000Mw to 5,000 MW but Nigerians still sleep in darkness with huge amounts spent on gasoline in running small and medium scale industries

The issue of federal government achieving her targeted policy objective of stabilizing the macro environment, sustaining agricultural and food productivity, improving transportation infrastructure, petroleum product and energy sufficiency in power, industrialization drive based on Small and Medium Enterprises (SMEs) as provided in the ERGP 2017 – 2020 framework remains unresolved. It is therefore, obvious that Nigeria Economic Recovery and Growth Plan 2019 - 2020 cannot achieve its projected objectives.

CONCLUSION AND RECOMMENDATIONS

Establishment of Economic Recovery and Growth Plan as a result of recession that plagued Nigeria economy was a good effort by the federal government. This paper used the assessment of ERGP performance in 2018, 2019 and 2020 budget in predicting the possibility of achieving ERGP targeted objectives in 2020. Its components of achievement were usually showcased in budgetary allocations. Recorded achievements revealed impacts so far made through which this paper based its arguments. From heralded shortfalls of ERGP and existing loopholes in the 2020 budget, this paper concludes that ERGP targets are not achievable by the year 2020 hence the following suggestions; There should be continuity in project execution by successive governments to avoid a break in on-going projects and achievable objectives. Every development

plan should be based on home environment rather than being adopted from World Bank initiated program. The reason is that not every project is realizable due to our climate and culture. Every development plan must not be initiated by World Bank. More budgetary allocations should favour key sectors and areas of the economy such as agriculture, industries, and infrastructure to encourage diversification of the economy and revenue sources.

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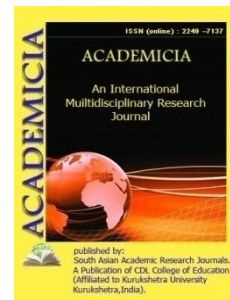
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DOI: **10.5958/2249-7137.2021.00809.0**

“THE COMMUNICATIVE METHODS OF TEACHING ENGLISH LANGUAGE SKILLS”: CHALLENGES TO IMPLEMENT THE METHODS IN EFL CLASSES

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ABSTRACT

Currently almost all non-english speaking countries are opt for learning and teaching the English language not solely primary schools but also higher education in order to keep in harmony with the outside world as this language has been dominant in virtually the whole globe for many years. Therefore, teaching English in Uzbekistan has been experiencing various changes in the last few decades. That's why most educational institutions need certain approaches and methods to teach English normally throughout the world. Having said that, it is not a secret that some kind of these institutions have been coming across some difficulties in either choosing the correct approaches or how to implement them during the lessons. This article will cover why these challenges may occur while teaching in EFL classes. To gather enough data, multi-methodological approach of quantitative survey and qualitative interview are used and some challenges are revealed that rural EFL teachers have encountered when implementing CLT in their classrooms. These include students' lack of cognitive resources, the rural setting because of geographical and socio-economic constraints and lack of skilled teachers.

KEYWORDS: *Communicative Language Teaching (CLT), Multi-Methodological Approach, Communicative Competence, Implementation, Survey, Qualitative Interview, Challenges.*

INTRODUCTION

It's not a secret that throughout centuries almost all countries have been using a wide variety of approaches to learn or to teach a particular language for certain purposes. In fact, humankind tried to use some methods like direct, audio-lingual, grammar-translation, cognitive, reading and communicative approach at some stages of life. At first, communicative language teaching approach seems to help learners use a language for meaningful communication, connect people together, love other nations and cultures with a good use of reading, writing, listening and speaking skills in authentic materials or role-playing since it first emerged in the second half of the twentieth century. "To catch up with the fast growing global economy, and increase in the number of effective English-communication learners, including many Asian countries, with the recognition of the English language as an international communication tool, have reformed their English education within the past two decades" (Littlewood, 2007). To implement this approach effectively also, in our country, there have been demand for enough skilled teachers: "Admittedly, while learning a foreign language, teachers physical existence plays an important role to make sure that students are learning properly" (R. Ne'matov, 2020, 76p).

In spite of these attempts, it's known that there's a major problem with lack of skilled teachers in Uzbekistan. New English teaching techniques aiming at "teaching English for effective and appropriate communication" have been adopted by the government. Since then, the English language has been used as a foreign language at schools and communicative approach has been used as the main technique of teaching which is led by non-native English teachers. Actually, the CLT movement started here at the beginning of twenty first century, educational movements highlighting 'practical English' were generated to increase learners' oral communication ability in order to help students feel themselves the functional users rather than knowledge accumulators of English. But still, there are some challenges that are waiting for being overcome: the most visible problem is lack of experienced teachers, as mentioned above and less interest in language by pupils. This is partly due to geographical and socio-economic confinement because as can be clearly seen that state-of-the-art equipments aren't readily available for introducing CLT to the lessons in remote rural areas.

METHODOLOGY

As my ultimate goal is to carry out a clear research concerning teachers' difficulties in both implementing and practicing CLT while teaching English, the study makes good use of a mixed-method approach because a quantitative approach generally provides us with a wide vivid view that controls statistically the bias and external factors of the phenomena studied. By contrast, various sources that were gathered through qualitative approach allows us to know closely about a deeper understanding. In fact, "the hybrid use of quantitative and qualitative approaches increases validity and gives more insights" (Shu-Hsiu Huang, 2016). A questionnaire entitled "Teachers' challenges in using CLT in the classrooms" adapted from me at a public school in Khatyrchi district, Navoi, Uzbekistan. It was divided into two major parts. Finding one contained questions relevant to the subject's background information, including age, education degree, years of teaching, grade level teaching. Finding two was statements about difficulties rural teachers encountered for their CLT implementation.

The Interview method. “Interviews are the best way of learning about people’s interior experiences and how they perceive and interpret their perceptions, affected by their thoughts and feelings about a particular event” (Weiss, 1994). Vivid description of interview and narrating process explained in a detailed way by the subjects are well transferred to this article (rural CLT practice in this study) for much more authentic scientific explanations in order to grab the whole meaning of the phenomena described. In this research, the interviews were conducted in Uzbek language as as to give an access to have adequate freedom for interviewed teachers to feel themselves free and speak fluently to the questions prepared. Each interview lasted 15 to maximum 20 minutes. The whole process was recorded in order that I could sort out the data collected. The interview process was translated into English later on and sent to supervisor for analysis purpose. The interview questions mainly focus on the open face-to-face interview questions. They are about descriptive scenarios on teachers’ general views on CLT, the development of students’ capabilities and understanding of CLT and actual classroom teaching tools, and the difficulties resulted from their CLT practice.

Results

The research was conducted at school N24, located in Navoi region. There was no selection process for interview since at this school only eight teachers teach English and they are qualified for other languages, some of whose major aren't English at all. The research greatly paid attention to the teachers' perception about practising CLT, challenges encountered during the lessons. This interview could assist to reveal the real condition of current CLT usage in EFL classes and this can lead us to know about the weakness of the approach and potential solutions, as well. All of the interviewed teachers claimed that the cultivation of students’ communication skills is really crucial. All of them admitted that CLT has a distinctive power in terms of teaching English and teachers practise CLT activities when there is enough time to fulfill CLT, most of the teachers (6 out of 7 interviewees) are opt for conducting a semi-traditional teaching approach – a mixture of two main teaching approaches, Communicative Language Teaching (CLT) and Grammar Translation Methods (GTM)

Finding 1 reveals participants’ background information, including age, education degree, years of teaching, grade level teaching:

	Participants' name	Age	Teaching experience	Teaching grades	Qualification (according to diploma)
1	Khaydarova Lobar	39	15	9-11 grades	French
2	KholikulovaDilafruz	38	16	7-11 grades	Spain
3	KuchqorovaKhurriyat	37	13	7-10 grades	French
4	UmrzokovaMakhfuza	33	9	1-4 grades	English
5	BozorovaSurayyo	32	7	1-4 grades	English
6	RakhmonovaShakhzoda	27	4	5-6 grades	English
7	ErgashevaEzoza	25	3	5-6 grades	English

Finding 2 is about how these rural teachers practise CLT and difficulties they encountered for their CLT implementation.

	How often they use CLT	Difficulties resulted from CLT practice
1	Actually, I used different teaching methods for different units and parts but in every lesson CLT should be used.	students' low first language cognitive resources; Disturbed environment of the class.
2	I don't just use a single method. Using CLT depends on the theme	Students' low English proficiency; Student's 'communication' problems
3	A CLT activity may be good for sentence practice and GTM works for reading, so I try to use both above.	Students' lack of learning motivation; Parents' attitude toward English learning and CLT
4	If the lesson includes interactive games, CLT is best way to use but sometimes we avoid it due to lack of resources.	Teachers' English proficiency and Lack of in-service training; Limited teaching resource
5	I start the lesson with CLT to improve communication among pupils as much as possible.	Classroom management problem; Class agenda problems
6	I cannot use it every time since the class consists of too many pupils owing to lack of English teachers. It may be too noisy if it's used regularly.	CLT textbooks and standardized paper-based tests; A large number of students in the classroom
7	I try to use it despite pupils' less interest and lack of modern tools as it's best method to use.	Students disturbed the class; Using other languages in the classrooms.

DISCUSSION

The data collected and the interview make it clear that all the participants who were involved in the investigation consider communicative approach of teaching as one of the most fruitful methods to improve communication among pupils in the classroom. That's why, almost all of them are willing to practise CLT in each lesson in spite of the fact that there is short of modern technologies and equipments. Yet, they confirmed that either financial constraints make using CLT somewhat impossible or pupils themselves have less interest in learning a language or disrupt the lesson in remote rural areas. Moreover, according to the interviewed teachers, there are a large number of pupils being taught during the lessons. This is mostly because schools in remote areas still need qualified EFL teachers. As they mentioned, it was difficult to implement CLT to the lessons that included too many pupils in one go as it would lead to unmanageable condition, noisy or mess. "Often", according to one of the interviewees "there is no definite texts or grammar rules are not presented, and classroom arrangement is nonstandard. Pupils are likely to interact primarily with each other during the lessons rather than with their teachers". Because of less communicative skills in target language, they are expected to use their mother tongue.

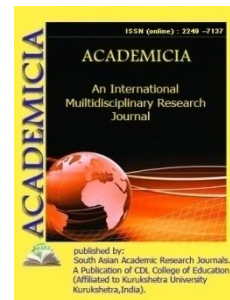
CONCLUSION

As far as I'm concerned, during the CLT practice, rural teachers in Uzbekistan encountered different difficulties resulted from themselves, pupils, parents or school system. From both observation and interview, this study reveals that all participants encountered various difficulties in teaching English with using speaking or communicative ability. The most common challenges faced by the teachers were pupils' less interest to the lesson and limited teaching resources and

also 'being afraid of making mistakes' is one of the reasons of problem which hindered them to speak. What's more, according to the findings on the challenges that were experienced in the use of CLT, the research uncovered that time and class agenda cause trouble to apply CLT. These, along with the large classes, curb the teachers' action and ability to involve learners in meaningful role-playing activities. I would suggest that other researchers who are keen to conduct a research on a similar topic should take into account classroom observation for the witness of rural teachers' actual CLT practice and data collection. There are numerous interesting researches concerning rural areas-related teaching process waiting for further investigation.

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DOI: **10.5958/2249-7137.2021.00810.7**

INTERTEXTUAL SIGNS IN THE SCIENTIFIC STYLE

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ABSTRACT

The article reviews the development of the notion «intertextuality» in linguistics and explores some modern classifications and theories dealing with intertextuality. It also analyzes the amount, types and functions of intertextual facts in the geological texts

KEYWORDS: *Intertextuality, Scientific Discourse, Quotation, Reference, Symbol System References, Reference Function*

INTRODUCTION

The term "intertextuality" is widespread in linguistics. During its existence, it has been used both in a very broad and in a very narrow sense. In the works of modern scholars, it is considered as one of the categories of discourse, and it is in this aspect that various types of intertextual connections are studied and classified.

The history of the emergence of the concept of "intertextuality" begins with the works of a Swedish linguist at the beginning of the 20th century. Ferdinand de Saussure, or rather, his work "Course of Modern Linguistics", which presents the theory of the differentiability of the linguistic sign. Directly the term "intertextuality" was introduced by Yu. Kristeva in 1967 in relation to the study of the dialogical concept of MM. Bakhtin, according to which all utterances are responses to previous utterances and are addressed to specific addressees. Thus, the text is formed from already existing discourses: authors do not so much create new texts as compile them from previously existing discourses. Bakhtin and Kristeva emphasize the dual, two-sided nature of the statement or text [3].

In addition to Bakhtin's works, the development of Kristeva's theory of intertextuality was influenced by the ideas of structural psychoanalysis. Developing the idea of duality, Y. Kristeva introduces two new concepts: phenotext, denoting the symbolic, rational part of the text associated with the communicative function of language, and genotext, the nature of which is the unconscious. The ratio of these types of text in specific texts is always different. So, in scientific or formatted texts traces of genotext can be almost imperceptible, while in fiction it manifests itself in full [3].

Great contribution to the development of the concept "Intertextuality" was introduced by the French poststructuralist J. Derrida, whose main idea was the relativity of all boundaries. It is about going beyond the text of human consciousness. His ideas became the basis for the development of a cultural-semiotic approach to literature, culture, society as an open boundless phenomenon [1]. Within the framework of this approach, intertextuality appears as a theory of an unlimited text. This concept is continued in various versions both in domestic (Yu.M. Lotman, I.P. Smirnov, B.M. Gasparov, P.Kh. Torop) and in foreign linguistics (R. Barth, M. Riffarter).

In modern linguistics, two main concepts of intertextuality can be distinguished: a radical (broad) concept and a narrow concept. Within the framework of the radical theory, the linguistic analysis of the text seems to be a difficult task, since "the undifferentiated universality proclaimed by this theory did not allow distinguishing intertextuality itself from non-intertextuality, firstly, and various historical and typological forms, in- the second "[1].

As for the narrow concept of intertextuality, it, as V.E. Chernyavskaya, duplicates some of the functions of literary criticism and philology. Currently, scientists have not come to a common definition of the concept of "intertextuality". However, in modern linguistics, a large number of works appear in which researchers combine two concepts and take into account such aspects as the interaction "text-recipient", "Text-text / group of texts", "text-genre" [J. Jeannette], [M. Pfister], and try to define the criteria for intertextuality [1].

In this regard, it is advisable to dwell on the work of E.V. Mikhailova, where she defines the criteria for the classification of intertextual links: the types of links, the degree and form of their expression in the text (marking) and their functions in the text. The material for her research was the articles of such scientific directions as economics, linguistics and physics. The purpose of this work is to determine the number, types and functions of intertextual relations (IS) in articles of the geological direction based on the material of the journal "Soviet Geology" of various years of publication.

According to the classification developed by E.V. Mikhailova, there are three main types of intertextual connections used in scientific articles:

1. Proper-textual types of intertextual links - primary and secondary quotations.
2. Paratext types of intertextual links (nominal, title, address, mixed / bibliographic links). In paratext borrowing, the function of intertextual links is performed not by fragments of the precedent text itself, but by elements of the paratext of the source, referring the recipient to any of the formal features of the latter, that is, links.
3. Combined type of intertextual connections, in which the named types are combined. For example, a quote combined with some type of link.

Indirect quotes, abbreviations, allusions are viewed as transformed intertextual connections, which are more integrated into the text carrier. 1

Considering the functions of intertextual links in a scientific article, E.V. Mikhailova proposes the following classification:

1. The referential (referential function) of intertextual connections is prototypical in scientific discourse. It has three varieties:

1) informative, serving for Collapsing a large amount of scientific knowledge required to understand a specific topic;

2) Explanatory, serving to clarify, clarify the author's idea;

3) Appellative, implemented in cases when the author of a scientific article establishes a connection with the original source of the borrowed information in order to rely on an authoritative opinion when developing his own solution to the problem.

2. The evaluation function has two types, depending on the attitude of the author to the borrowed source:

1) Critical, with a negative attitude;

2) Empathic, with a positive attitude.

3. The etiquette function is implemented in various ways: both as an expression of respect for the scientific community, and as a sign of compliance with a certain group of texts, and as a kind of password sign.

4. The decorative function is manifested only with the help of quotations, which are used to give an individual character and soften the strictly style of scientific presentation [2].

Particular attention is drawn to the article by P.F. Shvetsova "Physical Geology and Geotechnics", published in the journal "Soviet Geology" No. 9 1970. It is distinguished by a large number and variety of intertextual connections with a complete absence of symbolic connections. Perhaps this is due to the individual style of the author. However, in our opinion, a more important factor in the intertextual diversity of this article is its topic.

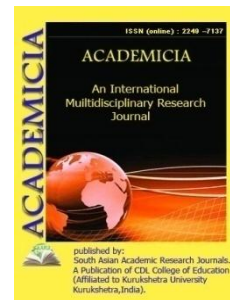
The analysis of ISs from the point of view of their functions showed that ISs are most often used in the reference function in its informative variety. As a rule, this function is performed by bibliographic references. Explanatory function, as already noted, is often expressed through symbolic connections. It is natural to expect the use of IP in scientific articles in the appellative function, since many scientific studies are based on authoritative sources. The rest of the IS functions in scientific articles of the geological direction are manifested to an insignificant extent.

Based on the analysis, it is possible to but draw the following conclusions: The number of IPs in scientific articles of the geological direction for the period 1970-1990. increased. In most of the analyzed articles, bibliographic references, symbolic links and references to authors or a group of authors prevail. The leading function of IP in these articles is abstract in all its variants. The rest of the types and functions are rare or not identified at all.

It is assumed that the number and variety of types of IP in texts is influenced not only by the nature of scientific discourse, but also by the topic of the article, as well as the individual style of the author. However, this assumption requires further research.

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DOI: **10.5958/2249-7137.2021.00811.9**

PEDAGOGICAL CONDITIONS FOR FORMING SPORTS MOTIVATION

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ABSTRACT

The essence and content of sports motivation and the peculiarities of its relationship with the personality traits of athletes have been determined on the basis of a theoretical analysis of scientific and methodological literature. The pedagogical conditions of the formation of sports motivation of volleyball players of 15-16 years old were revealed.

KEYWORDS: *Motive, Sports Motivation, Sports Activity, Personality Traits, Level Of Aspirations.*

INTRODUCTION

Motivation occupies a leading place in the structure of the personality, permeating all its structural formations: personality orientation, character, emotions, abilities, mental processes. Motivation of behavior is impossible outside the emotional sphere [1]. Emotions orient a person, indicating the significance of the environment for a person, the degree of their importance, their modality. The degree of significance indicates the permissible level of material and functional-energy costs necessary for the implementation of the impulses.

In the psychological literature, it is proposed to distinguish between the concepts of motive and motivation. Motives are understood as: 1) subjective dynamic forces (tendencies) aimed at ridding a person of oppressive states of tension; 2) subjective images of objects that satisfy the corresponding needs, and give the activity directed at them a personal meaning; 3) special fixed installations that determine the readiness for activity in appropriate conditions and in a certain direction; 4) stable evaluative dispositions.

Motivation is considered as a mental state that is formed as a result of a person's correlation of his needs and capabilities with the specifics of a specific activity and serves as the basis for setting and implementing its goals.

The specificity of sports motivation is due to the qualitative originality of the subject of sports activity. R.A. Piloyan [1] defines sports motivation as "a special state of an athlete's personality, which is formed as a result of his / her correlation of his abilities and capabilities with the subject of sports activity, which serves as the basis for setting and implementing goals aimed at achieving the maximum possible sports result at the moment."

Sports activity is characterized by such psychological characteristics as an orientation towards the ultimate level of achievement and high emotional stress associated with the subjective significance of the results of activity, the severity of rivalry, and the publicity of performances in competitions. In the duration and effectiveness of sports, a significant role belongs to the motivational sphere of the individual [2].

The motives for playing sports of the highest achievements include, according to A.V. Rodionov [3], the need for extreme physical efforts, experiencing a state of strong mental tension, overcoming an opponent, testing one's own physical and mental capabilities.

The priority of motives, the peculiarities of the structure of motives are influenced by the specificity of the kind of sport, the level of sports achievements, age, gender, sports experience of an athlete, as well as self-assessment of their personal qualities [4].

Sports psychologists propose to distinguish between sports motives and sports motivation. In particular, V.K. Safonov identifies two levels of sports motivation:

1. General motivation. Its formation is the task of the entire educational process. A prerequisite for this is the setting and consolidation of a far-backed goal in the mind of an athlete.
2. The motivation of an athlete at a given training session, at a specific stage of training, which, refracted through general motivation, is actualized through the awareness of the tasks of this stage of training and self-assessment of his state, functional capabilities.

The development and functioning of sports motivation presupposes the need for a high level of development of a number of personality traits: 1) a positive attitude to sports and overcoming the difficulties of sports activity [5]; 2) emotional and volitional qualities - determination, decisiveness, perseverance, self-confidence, self-control, resourcefulness, emotional stability [6]; 3) a sense of collectivism and its manifestations [7].

Sports motivation is defined as the current state of the athlete's personality, which serves as the basis for setting and implementing goals aimed at achieving the maximum possible sports result at the moment. It was revealed that, on the one hand, motivation affects the nature of training activity and directly on the competitive result, on the other hand, an increase in the effectiveness of competitive activity enhances sports motivation.

E.G. Babushkin [7] proposes to distinguish training and competitive motivation in the structure of sports motivation. In turn, there are two components in competitive motivation: motivation to achieve success and motivation to avoid failure [8, 9].

Athletes with dominant motivation for achieving success are distinguished by the desire to win, the ability to "fight to the end", positive emotions, the tendency to dominate, the desire to take risks, insensitivity to threat, low anxiety, an attacking style of fighting, high intensity of effort and the effectiveness of behavior in extreme situations.

It was revealed that the motivation for achieving success affects the purpose and content of the action, the intensity of the effort and behavior in extreme situations. B.I.Stepansky [9] found that with the dominance of achievement motivation, the performance is determined by the current level of activity regulation, that is, by its psychophysiological characteristics. If the motivation for avoiding failure prevails at any level of activity regulation, its effectiveness will be low.

The manifestation of sports motivation depends on the characteristics of athletes' self-esteem of their personal qualities. According to the research results of A.V. Shaboltas, the significant parameters of self-esteem, regardless of the sport and gender of athletes, are self-confidence, satisfaction with sports results, authority, and health. In particular, it was revealed that self-confidence is closely related to sports achievements, the motive for achieving success and the emotionality of sports activity.

In a number of works, the ratio of motives and goals of sports activity was considered. G. D. Gorbunov writes that the process of subjective goal-setting and the motivational sphere of an athlete are closely related, and the decisive role in this is assigned to self-affirmation. The development of such a motive must be considered in connection with the formation of an athlete's value system, which should be based on a critical assessment of personal behavior and achievements. An athlete's critical attitude to his behavior is impossible without self-esteem and identification with generally accepted social and social norms.

The athlete's personal values determine his level of claims to himself and to his achievement.

An important prerequisite for the implementation of the regulatory function of the goal is its subjective acceptance by the athlete. The more clearly the athlete realizes the tasks facing him, the deeper he understands and experiences the importance and social significance of solving these problems, the more intense the urge to resolve them. The more difficult and serious the goal, the more efforts are made by athletes [10]. The difficulty of the goal chosen by the athlete characterizes the level of her aspirations in the field of sports activity. The level of an athlete's aspirations must correspond to his capabilities [11].

As stress increases, individuals with a strong nervous system overestimate the level of aspirations, while those with a weak nervous system underestimate it. E.P. Ilyin [12] gives signs of the behavior of athletes with high and low levels of claims. The former overestimate their capabilities, claim high marks from others and experience bad luck. Athletes with a low level of aspirations underestimate themselves, do not strive to rise above the achieved level, are reluctant to take on difficult tasks, and are afraid of failure. The athlete's level of aspirations can be influenced by past successes and failures, the ability to realistically assess the current situation, the ability to foresee the course and result of an action. The volitional activity of an athlete, his desire for the intended goal, the higher, the more important the motive and the higher the level of aspirations (the more difficult the goal).

In general, the research results indicate a close relationship between motivational attitudes, the level of aspirations, self-esteem, and personality traits.

Summarizing the research results of domestic and foreign researchers, we can conclude that they distinguish the following motives associated with the process of sports activity: the need for physical activity; aesthetic enjoyment; the desire for competition; active rest and entertainment; the need for extreme physical effort; striving for a state of stress and overcoming it.

Along with this, the authors highlight the motives associated with the results of sports activity: testing their own physical and mental capabilities; the desire to become healthy, strong, physically, to achieve a beautiful physique, to improve physical abilities; personality formation: the desire to temper the will, to become courageous and persistent; raising social status, social self-affirmation; achieving success in sports; orientation to the possible negative consequences of success; desire for contacts in a sports team; material needs, social conditions; preparation for professional activity; accumulation of special knowledge and skills, knowledge about their opponents; lack of pain and psychogenic influences; desire to visit competitions in other cities of the country and, especially abroad; desire to become a coach in the future; ethical motives: awareness of the importance of sports activities, the desire to glorify their country, the desire for sports improvement for a successful performance for a sports team.

The development of motivation for sports activity is conditioned by the interaction of internal and external factors that change their significance during sports activity. As internal factors for the development of motivation, the following are distinguished: age, the inclinations of motor abilities and a propensity for activities with a certain content. The role of external factors is played by the social environment, which reflects both the traditional social and moral norms inherent in society and the attitude towards the athlete's personality.

The development of internal and external factors is carried out through their interaction in the course of sports activities. As a result of the development of internal factors, the goals and objectives of sports are formed, which are adequate, on the one hand, to personally significant needs, on the other hand, to the possibilities and characteristics of the activity being performed. The development of external factors is manifested mainly in the improvement of the organization of the educational training process (training conditions, organization and methodology of training, high emotionality of training sessions) and competitive activity.

For the development of motivation, the high satisfaction of athletes with the results of sports activity, taking into account their compliance with its goals and objectives (as a result of the effective interaction of internal and external factors), is of decisive importance, information about which is promptly received by the athlete from the coach through the feedback channels.

The ultimate goal of psychological training is the formation and improvement of the sports motivation of the individual through the daily (in the process of each training session and competition) stabilization of the athlete's attitudes to the process and results of sports activities, to the coach and teammates, to himself. Psychological training aimed at the formation of sports motivation is carried out in unity with other types of sports training. Therefore, all physical exercises and rehabilitation measures performed by athletes should be considered in conjunction not only with their physical states, but also with the mental states of those involved in this being actualized.

In the literature, such questions as: the features of the competitive and training motivation of volleyball in adolescence have not been reflected; the relationship of sports motivation, self-assessment of sports capabilities and volitional qualities; management of the formation of sports motivation; the relationship of sports motivation with the personality traits of an athlete and the level of their sports readiness. This determined the relevance of our study.

Our long-term research on this problem with volleyball players 15-16 years old allowed us to come to the following conclusion.

Formation of the relationship underlying sports motivation is carried out through the psychological mechanisms "bottom up" and "top down".

The action of the mechanism "from the bottom up" is provided through the directed creation of special external conditions in the process of extra-training, educational-training and competitive activity (for example, situations of achieving success, the need to make a timely decision in a personally significant and uncertain situation, etc.), which objectively require athletes to actualize the formed motives and volitional qualities, and lead to an independent decision on the implementation of related actions.

Simultaneously with the setting in specially organized external conditions of sports activity, the trainer, through the use of methods of suggestion and persuasion, is brought to the consciousness and understanding of athletes, what kind of orientation and emotional coloring should be the attitude to these conditions, under which high efficiency of sports activity is achieved (the action of the mechanism "from top to bottom").

Theoretical analysis and generalization of literary data made it possible to single out a number of pedagogical conditions, the implementation of which in the process of sports training through psychological mechanisms "from bottom to top" and "from top to bottom" should ensure, according to our assumption, the emergence, functioning and development of volleyball players' attitudes towards the goal of sports, sports success, their capabilities, educational training and competitive activities, to the team and the coach.

Stabilization of these relations leads to the formation of the motives of going in for sports, volitional qualities, the ability to subjective control and self-government, which subsequently become the personal basis of internally organized sports motivation.

At the same time, in our opinion, it is necessary to observe the following pedagogical conditions that we have highlighted:

- Formation of favorable attitudes towards the goal of playing sports;
- Formation of favorable attitudes towards sporting success;
- The formation of favorable attitudes towards their capabilities;
- Formation of favorable attitudes towards training and competitive activities;
- Formation of favorable relations to the team and the coach.

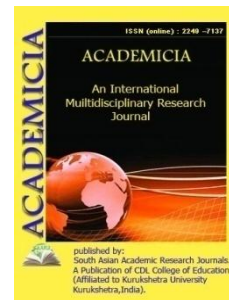
Summarizing the results of the study, we can conclude that with the practical implementation of the pedagogical conditions we have identified in the educational and training process of volleyball players aged 15-16, the following is observed:

- 1) Accelerating the pace of development of volitional qualities of purposefulness, perseverance and perseverance;
- 2) Weakening the importance of the motive of emotional pleasure and increasing the importance of the motives for achieving success, social and physical self-affirmation;
- 3) Strengthening of sports motivation and competitive motivation;
- 4) Increasing the level of subjective control and the ability to self-govern communication, behavior and activities.

To manage the formation of sports motivation, it is necessary to create pedagogical conditions for the emergence, functioning and stabilization of these relations by means of psychological mechanisms “from bottom to top” and “from top to bottom”.

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DOI: **10.5958/2249-7137.2021.00812.0**

PROVIDING SCIENTIFIC AND PRACTICAL OPTICAL EDUCATION THROUGH THE PROGRAM SYSTEM "PV LIGHTHOUSE"

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ABSTRACT

The article in higher education institutions contains a list of scientific and practical tasks for students to conduct independent research using the "PV lighthouse" program and the "PVlighthouse" program as a method of actively involving students in scientific research while ensuring the scientific and practical significance of the content of "Optics" (influence of plate thickness, effect material, surface effect, light return, absorption, transition control capabilities). In addition, a set of independent research topics for students, guides and guidelines to help develop skills in the PV lighthouse software system, an interactive presentation-based software product that builds the ability to use the PV lighthouse software system.

KEYWORDS: *PV Lighthouse Software Package, Optical Layer, Radiation Parameters, Plate Thickness Effect, Material Effect, Surface Effect, Light Return And Absorption.*

INTRODUCTION

Training of high-potential specialists who can meet the requirements of the times, taking into account the prospects of the Republic of Uzbekistan, qualified, competitive, highly educated, contributing to the development of science, culture, economy, social spheres of the country, independent thinking, high spirituality purpose. Science, culture, technology, modern achievements of the economy, the systematic improvement of training methods, taking into account the social prospects of the country's economy and culture, is one of the most pressing issues today [1].

Great attention should be paid to the scientific nature of science in the teaching of "General Physics" courses in higher educational institutions (HEIs) of Uzbekistan. One of the traditional ways to do this is to cite theoretical science-based concepts with experimental confirmations. But it is advisable to direct students directly to scientific research in order to educate them among those who want to connect their future with scientific research. If it is much easier to solve the problem in universities with appropriate scientific laboratories, how can universities without such material and technical base behave? In response to this question and in the process of teaching the "Optics" section, the main goal of this work is to develop and implement a realistic method of solving the problem.

The authors chose the software system "PV lighthouse" as a method of active involvement of students in scientific research, while ensuring the scientific and practical significance of the content of the section "Optics".

First of all, let's talk about the general information about the software system "PV lighthouse". The PV Lighthouse web application was launched in June 2011 and is currently being expanded by Keith MacIntosh, Malcolm Abbott, Ben Sudbury and several other photoelectronics professionals. The number of current users of the system is growing rapidly, and the number of calls to it exceeds 10,000 per month. The system works on an online basis and a lot of research can be done with the help of the program. In particular, it is possible to theoretically analyze the materials selected in the creation of solar elements by entering the parameters. To do this, select the "CALCULATORS" menu from the main window of this system. The resulting section is entered from the menu into the "WAFERS" section. This section contains the Wafer Dimensions and Wafer ray tracer commands, from which you can select Wafer ray tracer [2]. Using this section, the optical factors of the solar elements or the base material selected for them - absorption, return and transition parameters - are studied. The important thing is that several types of silicon and its different thicknesses can be selected as the base material [3].

The following initial parameters are also selected for the study: Illumination - radiation parameters: at the zenith - the vertical angle of the sun, the spectrum - the type (spectrum) of the light source, such as sunlight, absolute black matter, halogen or xenon lamp . Surface morphology: the frontal layer is selected - planar, optical layer or texture, and for the back layer - planar, optical layer or texture. Layer materials: where the type of optical layer material and its thickness are selected. It is possible to select single and multilayer optical layers and form them in different sequences [4].

As an example, let us analyze the dependence of the wavelength of light on the return, absorption and transmission of sunlight incident on the surface of a silicon crystal [5]. To do this, let us choose different thicknesses of the silicon wafer: $d = 200 \mu\text{m}$ in case 1, $d = 100 \mu\text{m}$ in case 2 and $d = 10 \mu\text{m}$ in case 3. Let us examine the initial calculations in which no optical layers are coated on the silicon surface and no textures are formed.

The amount of photogeneration or absorption current that can be generated in it is the amount of dependence of the light wavelength of IA, holding the silicon wafer under study under normal daylight, as usual, falling vertically from above (frontal surface). The calculation results can be obtained in tabular or graphical form. Based on similar calculations, it is possible to determine the return (IR) and transit (IT) of light from the silicon surface.

It can be seen in Figure -1 that the calculation results for the silicon wafer are graphically expressed as the dependence of the total return R (I), absorption A (I) and conduction T (I) on the light wavelength (I).

Graphical or tabular data are obtained for different thicknesses of silicon wafer as shown in Figure 1. Using them, it is possible to obtain secondary link graphs or tables that are convenient for physical analysis. Figure 2 shows a graph of the correlation of the light absorption index of a silicon wafer of different thickness ($1 - d = 200 \mu\text{m}$; $2 - d = 100 \mu\text{m}$; $1 - d = 10 \mu\text{m}$). Figure 3 also shows a graph of the correlation of the light transmittance of a silicon wafer of different thickness to the wavelength of light ($1 - d = 200 \mu\text{m}$; $2 - d = 100 \mu\text{m}$; $1 - d = 10 \mu\text{m}$) [6].

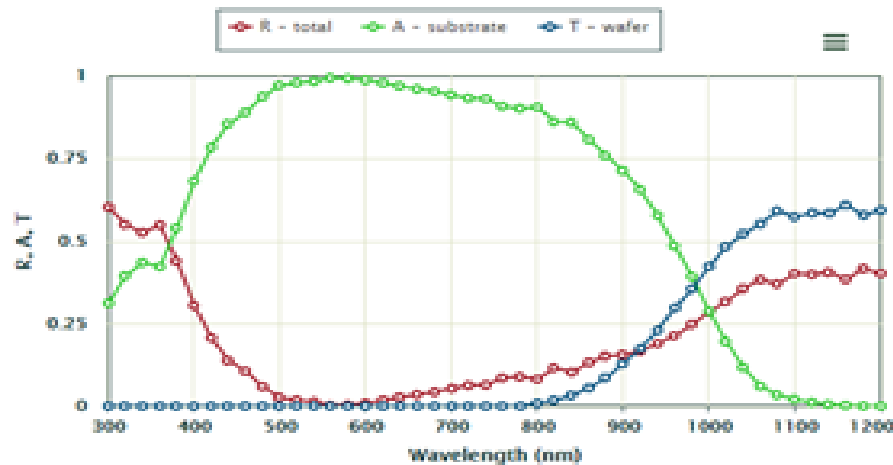


Figure-1. Spectral graph of light wavelength dependence of light reflection, absorption and conduction index for a crystalline silicon wafer with thickness $d = 200 \mu\text{m}$.

Analyzing such results, we can explain that the curves 1, 2 and 3 in Fig. 2 and Fig. 3 differ radically with increasing light wavelength due to the fact that the absorption indices of photons of different wavelengths in silicon have different values. The passage of the rest of the absorbed light through the silicon wafer is explained by the curves in Figure 3.

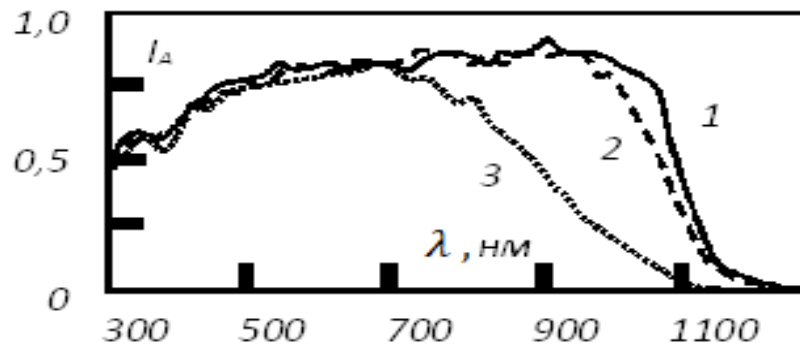


Figure-2. Graph of correlation of light absorption index of light absorption index of silicon wafers of different thicknesses: $1 - d = 200 \mu\text{m}$; $2 - d = 100 \mu\text{m}$; $1 - d = 10 \mu\text{m}$.

Thus, using this method, students learn to measure the optical factors of solar elements or the basic material selected for them - absorption, return and transition parameters, to determine the return (IR) and transit (IT) of light from the silicon surface, to work with tables and graphs. From the scientific point of view, the analysis of statistical data from a physical point of view, the fact that curves differ radically with increasing wavelength of light, the absorption of photons of different wavelengths in silicon have different values learns to do scientific observation.

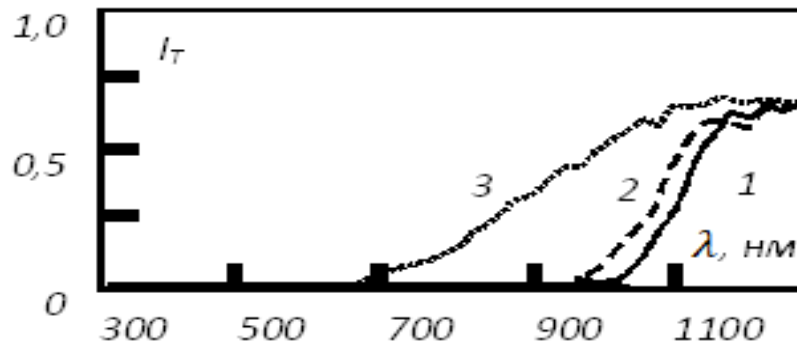


Figure-3. Graph of correlation of light transmittance of a silicon wafer of different thickness to the wavelength of light: 1 – $d = 200 \mu\text{m}$; 2 – $d = 100 \mu\text{m}$; 3 – $d = 10 \mu\text{m}$.

A list of scientific and practical tasks (effect of plate thickness, material effect, surface effect, ability to control the return, absorption, passage of light) was developed for students to conduct independent research using the software system "PV lighthouse".

Using the learned software system, students and teachers can analyze the results obtained by performing research i.e. covering the surface with optical layers or forming regular textures to reflect light, absorb, change transmission parameters and determine optimal conditions.

Thus, the experimental research conducted in 2017-2020 on the application of the proposed new method of teaching "Optics" to undergraduate students in the field of "Physics" allowed to form the following important conclusions:

- Students have the skills to conduct independent research;
- A set of independent research topics was developed for students;
- Developed guidelines and recommendations to help students develop skills in working with the software system "PV lighthouse";
- Developed a computer product based on an interactive presentation that provides access to the software system "PV lighthouse" for students and researchers;
- Radical improvement of students' mastery of the department "Optics" with in-depth scientific and practical aspects.

Another important aspect of the proposed methodological development is that it is used in the teaching of "Molecular Physics and Thermodynamics", "Electromagnetism", "Atomic and Nuclear Physics" sections of "General Physics", as well as "Semiconductor Physics",

"Theoretical Physics", " It can also be actively used in the teaching of other disciplines, such as "condensed matter physics".

Thus, with the help of the software system "PV lighthouse" students and teachers can conduct independent experiments, analyze the results and graphs on the basis of physical laws, concepts, conduct independent research. This will contribute to the development of young people in Uzbekistan to contribute to the development of the country, independent thinking, creative approach, effective use of Internet materials, skills and competencies in research.

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DOI: 10.5958/2249-7137.2021.00814.4

IDENTIFY A COST-EFFECTIVE TYPE OF SUPPLY OF ALTERNATIVE ENERGY SOURCES TO CONSUMERS WHO DO NOT HAVE ACCESS TO ELECTRICITY

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ABSTRACT

This article provides an analysis of the provision of autonomous electricity consumers with alternative energy sources. The technical parameters of the proposed wind energy source and the graphs of the power curves of these turbines are given.

KEYWORDS: *Microges, Autonomous, Air Speed, Power Supply, Power Curve, Panel, Wind Map, Technical Parameter.*

INTRODUCTION

Resolution of the President of the Republic of Uzbekistan No. PQ-4422 of August 22, 2019 put plans to increase the share of renewable energy sources to 25% by 2030. At present, this figure is 10%.

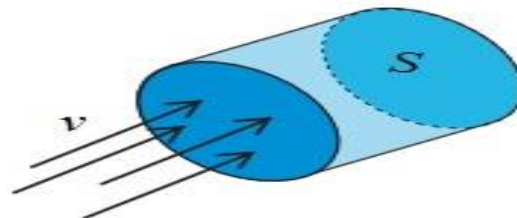
Providing quality and reliable energy to autonomous electricity consumers far from power grids remains a challenge even today. It is not cost-effective to supply consumers through power grids, so it is advisable to choose alternatives to supply this type of consumer. Currently, this type of consumers are offered to burn a diesel generator or other type of fuel.

In Uzbekistan, the use of solar energy is more efficient, as the country has an average of more than 300 sunny days a year, but the efficiency of solar panels is low (about 15%), and the surface of solar panels is covered with dust due to regional characteristics. causes a further decline. Cleaning and cooling the surface of solar panels is one of the challenges facing the industry.

It is not always possible to supply energy to such consumers through micro-hydroelectric power station, as given the fact that this category of consumers is usually located in hot regions or desert areas, the availability of these energy sources is low.

So, as can be seen from the above considerations, the use of wind energy resources has some advantages. The basic equation of wind energy answers the question of how much energy is in the wind (5). Power is the speed of energy over time. For example, we need to know how much energy a wind turbine can produce per unit of time. Wind energy depends on: [4]

- Amount of air,
- Air speed,
- Air mass.



Picture 1. Schematic of wind speed velocity flow. Represents the volume flowing in a unit of time passing through the area of the cylinder.

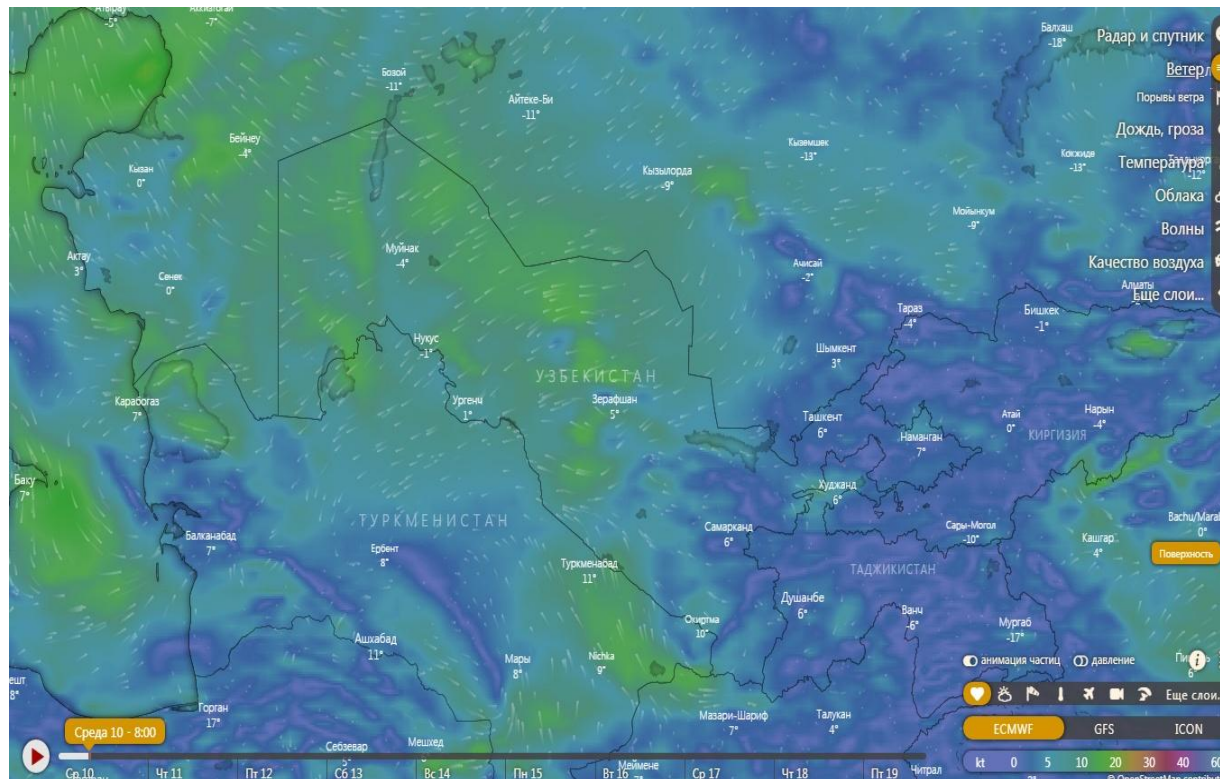
A cylinder with an area of influence S and a length $v \cdot dt$, i.e. a volume $S \cdot v \cdot dt$. Therefore, the flow rate of the volume is $S \cdot v$, and the flow rate is v . The flow rate is the product of the flow velocity v and the current density ρ .

$$\frac{dm}{dt} = \rho \cdot S \cdot v \quad (2)$$

Summarizing Picture 1 and formula (2), we obtain the following expression. $P = \frac{1}{2} \cdot \rho \cdot S \cdot v^3$
(3)

Expression 3 is the fundamental equation of wind power analysis. The cubic level of velocity in the formula shows the curvilinear dependence of wind power on velocity. A two-fold increase in wind speed results in an eight-fold increase in power, which means that speed is important (5). Wind strength is linearly related to air density and wind impact surface, so these magnitudes are of secondary importance.

Here comes another question: to what extent is the potential for wind energy in Uzbekistan, or if a wind farm is built, can the wind give the minimum speed at which we can get power from this station? Below we will try to answer this question with a wind map from wind.com:



Picture 2. Wind map of Uzbekistan.

Бухаритаданкўринибтурибдикимамлакатимизнингшимолий-ғарбийхўдудлари:
Қорақалпоғистон, Хоразм, БухороваНавоийвилоятларидашамолтезлиги $5 < v < 20$
оралиқлардаўзгармоқда.

Демак,бухўдулардашамолэнергияманбалариниқўллашкутилганнатижаниберади

ЮқоридагификрларниинобатгаолганҳолдаHW 77/1500 ваHW 82/1500
типлишамолэлектргенераторинингтехникпараметрлариникелтирибўтамиз.

This map shows that in the north-western regions of the country: Karakalpakstan, Khorezm, Bukhara and Navoi regions, wind speed varies in the range of $5 < v < 20$. Hence, the use of wind energy sources in these areas gives the expected result

Taking into account the above points, we cite the technical parameters of wind turbines HW 77/1500 and HW 82/1500.

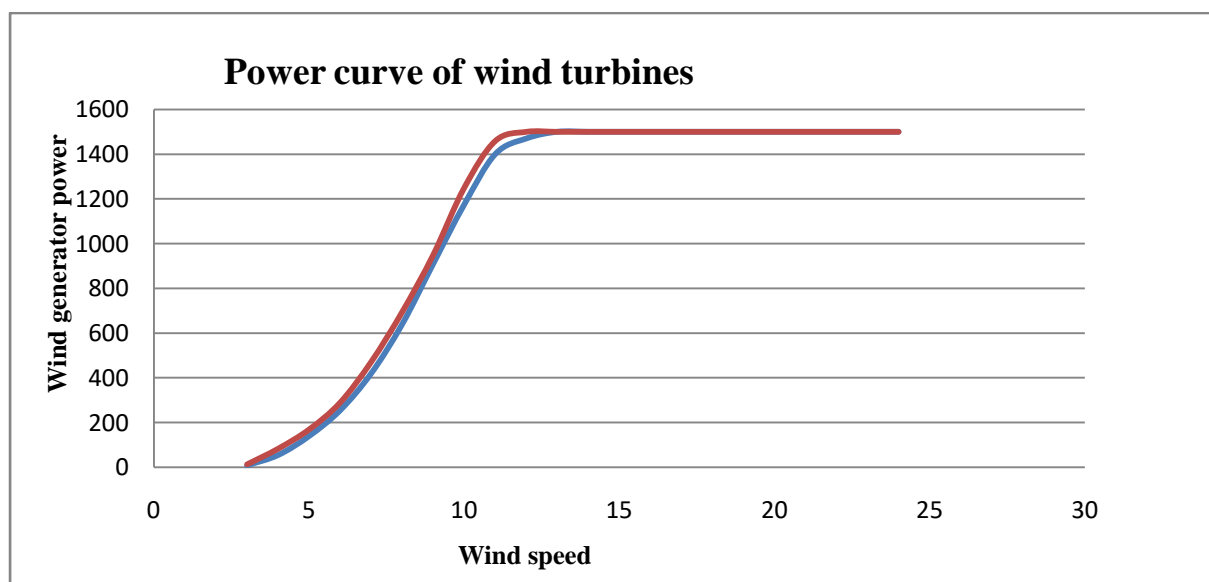
TABLE 1

1	General information		
1.1	Rated power	kW _T	1500
1.2	The smallest wind speed available.	m/c	3
1.3	Maximum allowable speed	m/c	25
1.4	Nominal wind speed	m/c	11.7/11.3
1.5	Turbine operating temperature range	°C	-40°÷ +40°
2	Turbine data		
2.1	Number of blades		3
2.2	Parrak diameters	m	77/82.6
2.3	The nominal number of revolutions of the blades	Rotation/ minutes	17.4

Performance characteristics of HW 77/1500 and HW 82/1500 type wind generators.

TABLE 2

Wind speed, m / s	3	4	5	6	7	8	9	10	11	12	13
Power, kWh	9/ 14	55/ 84	140/ 170	255/ 290	420/ 472	640/ 695	910/ 950	1175/ 1250	1400/ 1459	1470/ 1500	1500/ 1500
Wind speed, m / s	14	15	16	17	18	19	20	21	22	23	24
Power, kWh	1500 / 1500	1500/ 1500	1500/ 1500	1500/ 1500	1500/ 1500	1500/ 1500	1500/ 1500	1500/ 1500	1500/ 1500	1500/ 1500	1500/ 1500



Picture 3. Power curves of proposed wind turbines

It is important to normalize the area of influence of wind power flow. This leads to the definition of kinetic wind energy flow, called wind energy density (DEZ). As in the above definitions of flow and flow velocity, the flow of wind energy is the flow rate of wind energy per unit area.

$$DEZ = \frac{P}{S} = \frac{1}{2} \cdot \rho \cdot S \cdot v^3 \quad (4)$$

DEZ is used to compare wind sources independently of the size of the wind turbine and is the quantitative basis for the standard classification of wind. [2]

It is important to know the wind power classes to install the turbines proposed above.

Table 3 shows the wind energy classes measured at a height of 50 m above the ground according to the classification based on wind power density.

TABLE 3

Wind power classification			
Wind power classes	Resource potential	Wind power [W / m ²]	Wind power [W / m ²]
1	Strong wind	0-200	0-5,9
2	Extreme wind	200-300	5,9-6,7
3	Medium wind	300-400	6,7-7,4
4	Strong wind	500-600	7,4-7,9
5	Strong wind	500-600	7,9-8,4
6	Strong wind	800-600	8,4-9,3
7	Very strong	>200	>9,3

The wind speed corresponding to each class is the average wind speed based on the distribution of the average equivalent of wind power at 1500 meters above sea level.

Above we have considered the overall composition of the surrounding air flow and wind power. In fact, it is not possible to use all of these capacities. The efficiency in the use of wind energy is determined by the power factor (C_p), which is the ratio of the power output from the turbine

$C_p = P_T / P_{wind}$ to the total power of the wind resource.

The turbine power is as follows:

$$(5) P_T = \frac{1}{2} \cdot \rho \cdot S \cdot v^3 \cdot C_p$$

where the value of P_T is always less than the value of P_{wind} . In fact, there is a theoretically upper limit of the maximum removable power known according to Betz limit theory, and this value does not exceed 1. [3]

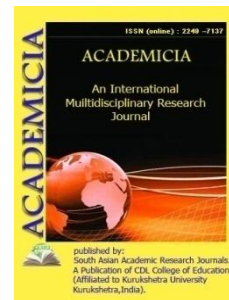
In summary, despite the disadvantages of using wind energy sources, there are a number of advantages, and these advantages increase the importance of using such sources.

- Consumers supplied with wind power will be independent of the power grid, so interruptions in the network will not affect autonomous consumers.

- Installing a wind turbine is cheaper than installing a mains supply.
- The use of wind energy provides resource savings across the region.

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DOI: 10.5958/2249-7137.2021.00815.6

THE RESEARCH ON THE TOPONYMY OF URGENCH DISTRICT AND NAMING OF GEOGRAPHICAL OBJECTS

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ABSTARCT

The Law of the Republic of Uzbekistan “On the names of geographical objects” adopted on October 12, 2011 plays an important role in the legal regulation of relations in this area, the restoration of centuries-old traditions of our people. For centuries, it has played an important role in the economic, social and cultural life of the oasis in the Lower Amudarya region. In the second half of the 16th century, after the Amudarya changed its course and began to flow into the Aral Sea, the city of Gurganch (now Old Urgench) was left without water. That is why, the mass media, exhibition and advertising officials, and the general public need to be active in promoting large-scale work on the regulation of place names.

KEYWORDS: *Restoration, Centuries-Old, Large-Scale*

INTRODUCTION

Based on the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On regulation of naming of administrative-territorial units, residential areas, the organizations and other toponymic objects in the Republic of Uzbekistan”(Legislation Collection of the Republic of Uzbekistan, 2004, No. 32, Article 363), great work has been done and is being done, during the years of independence in our country to realize national identity, revive our values, restore many ancient place names that were unjustifiably changed during the former communist regime [1].

The Law of the Republic of Uzbekistan “On the names of geographical objects” adopted on October 12, 2011 plays an important role in the legal regulation of relations in this area, the restoration of centuries-old traditions of our people. On October 16, 2012, the Cabinet of Ministers of the Republic of Uzbekistan adopted a resolution on the implementation of this law.[2]

According to the resolution, research was conducted in all regions of the country. Geographical research takes into account the specifics of each field, and then explores the possibilities of their use. For example, in the scientific study of the geographical names of each region, there is enough knowledge about all its branches, ie geographical location and surface structure, land resources, climatic conditions, water and labor resources, is required.

For this reason, the natural and geographical features that underlie it should be taken into the consideration in the process of the naming and renaming of residential areas of Urgench district.

First of all, everyone wants to know the name of their place, city, village, neighborhood, street, whatever, natural feature, what human name they are associated with. Why are they called Hindukush, Ajalvodiysi (Death Valley), Borsakelmas, Dashti Margoh, Dashti Lut, Ulikdengiz (Dead Sea)? If you translate some foreign names into Uzbek, you will see strange, sometimes absurd names. Krivoy rog-curved horn, Tbilisi-boiling spring, Vladivostok-occupy the east, Velikie lyuki-big bows, Los-Angeles- “our lord, the king of angels”

The place names have a deep scientific, political, practical and educational significance and have existed for centuries as an invaluable expression of the thinking of our wise people. It is well known that many geographical names in our country are closely connected with the natural climatic conditions of the region, the economic activity of the population, as well as historical events.

Urgench district occupies 7.2% of the region's territory. It borders the city of Urgench. The district has 11 citizens' assemblies, 76 residential areas, 58 mahallas. The population as of January 1, 2019 is 191,5 thousand people with a density of 436 people per 1 sq. km. It borders with Shavat, Yangibazar, Koshkopir, Khiva and Khanka districts, as well as with the Republic of Karakalpakstan in the north-east via the Amudarya. Depending on the geographical location of the district, it is located between latitudes 40° - 31° and 42° as well 60° - 62° east longitudes. The climate of the district is sharply continental and the difference between the maximum and minimum temperatures is 78°C . As of October 1, 2018, 1321 enterprises (excluding farms) are registered in the district, of which 5 are operating on the basis of foreign capital. Enterprises operating on the basis of foreign capital make up 7.6% of the total number of enterprises operating on the basis of foreign capital in the region.

Urgench is located in the lowlands on the left bank of the Amudarya. At an altitude of 98-100 m above sea level.

Urgench district is located around the ancient and ever-young city of Urgench in Khorezm. For centuries, it has played an important role in the economic, social and cultural life of the oasis in the Lower Amudarya region. The prosperity of the district is due to its geographical location, ie the proximity of the Great Silk Roads and the capital of Khorezm - Urgench, as well as talented and hardworking people.

TABLE 1 RESIDENTIAL AREAS OF URGENCH DISTRICT

№	Urban residential areas	№	Rural residential areas
1	Cholish	1	Begovot
2	Chandirkiyot	2	Koromon
3	Gardonlar	3	Gaybu
4	Kupalik	4	Cholish
5	Okoltin	5	Chandirkiyot
		6	Yukoribog
		7	Korovul
		8	Chatkopir
		9	Galaba
		10	Chakkasholikor
		11	Yukoridorman

(The data in the table is based on data from Khorezm regional statistics department)

On this basis, there was a discussion of the tasks to ensure the implementation of the resolution of the Khorezm regional commission “On naming and renaming of geographical objects” dated November 13, 2012, and Resolution No. 242 Q of October 20, 2012 of the governor of Khorezm region “On measures to regulate the work in the field of names of geographical objects, in accordance with the Law of the Republic of Uzbekistan, based on the regulation No 295 of the Cabinet of Ministers of the Republic of Uzbekistan “On the names of geographical objects”, dated October 16, 2012.

Based on the regulation, the issues of naming and renaming of geographical objects of Urgench district were also discussed.

Urgench is one of the oldest and great cities in the country. The ancient city of Urgench (Gurganch) is part of present-day Turkmenistan (Tashhovuz region) and is now called Old Urgench. The ancient city of Urgench has been founded for more than 2000 years. The city of Urgench in Uzbekistan was founded in 1646 by Khiva khan Abdulghazi Bahodirkhan. In the second half of the 16th century, after the Amudarya changed its course and began to flow into the Aral Sea, the city of Gurganch (now Old Urgench) was left without water. Abdulghazi Bahodirkhan resettled the scattered population in the fortresses of Gurganch, Wazir and its environs and settled them in the southern part of the Amu Darya. Then, he fortified the area around the settlement with a fortress wall and named it “TozaUrgench”, ie “New Urgench”. After that, the city of Gurganch was renamed Old Urgench.[3]



Map of rural residential areas of Urgench district. (Map created by the authors).

The ethnos formed in the lower reaches of the Amudarya were called Khorezmi people until the XII century. From the 11th to the 12th centuries, the Turks and Mongols treated the Tajik-Persians and Khorezmians living in Central Asia as traders and called them “sart”. According to the available information, the Turkicized Persian-Tajik population was called “sart”.

In Khorezm, a large part of the population living in the latitude from Urgench (Old Urgench) to Khozarsp was the Turkicized descendants of Khorezmians, who were also called “sart”.

In conclusion, “sart” is not an ethnos name, but a nickname, and the term “Khorezmi” is an ethnos name.

The term “sart” is originally derived from the Sanskrit (ancient Hindi) word “Sartkhalaha”, which means “merchant”, “leader of the caravan”.

In the early 16th century, the Shaybanids from Dashti Kipchak conquered Movarounnahr, calling the settlers “Sart” and calling themselves “Uzbeks.” Thus, the term “Sart” was first applied to traders and caravan leaders, then to traders and craftsmen, then to Uzbeks and Tajiks, and finally to Uzbeks living in cities and villages. These processes contributed to the formation of the Khorezm people and they established their first state.[4]

The toponymy of Urgench district is closely connected with the toponyms of Khorezm. Here is a general description of the toponyms of Urgench district.

Arbob-kishlok. (Arbob-village) Khorezm region. Arbob is an Arabic word that means the plural form of the word “master, possessor.” It means a well-known celebrity, chief, leader, village elder [5].

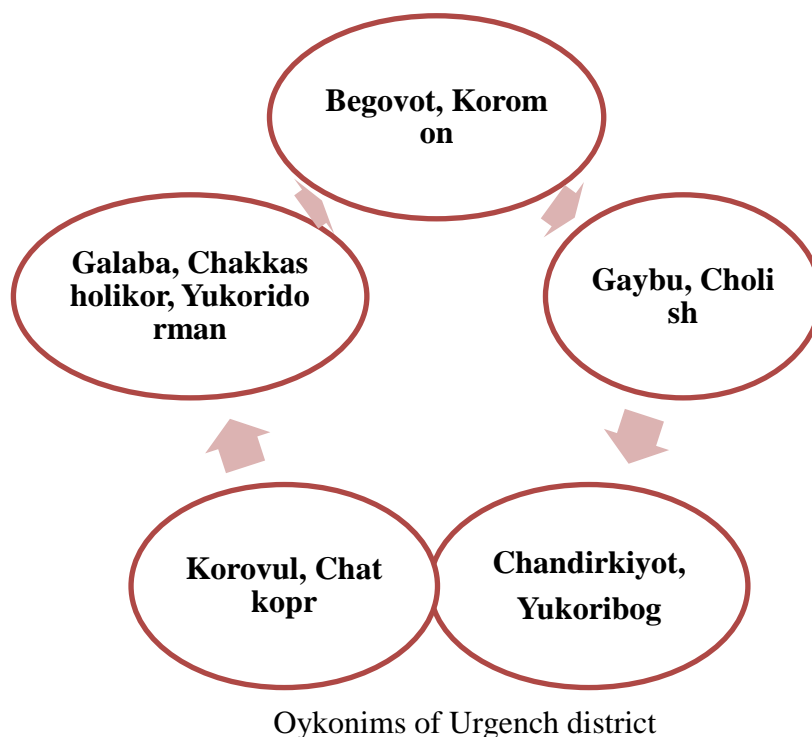
Baday-Tukay is situated in the Beruni district of the Republic of Karakalpakstan, on the right bank of the Amu Darya. Baday is a tribe of Uzbeks. They lived mainly in the lower reaches of the Amudarya in the Urgench district of the Khorezm region and were engaged in cattle breeding. They were distributed in the Surkhandarya valley in the early XIX century.

Dormon is a village name found in almost all regions of the republic and in Karakalpakstan. Dormon is the name of one of the Uzbek tribes, which lived scattered in Zarafshan, Surkhandarya, Tashkent oasis, partly in Khorezm, several parts of southern Tajikistan, as well as in northern Afghanistan. They migrated from DashtiKipchak in the 16th and 17th centuries. The villages where they lived were called Dormon, Dormoncha. The word Dormon (Mongolian: “dorba”) means “four”. [4]

Zargar-kishlok. (Jeweler village). This toponym was based on the name of the profession. A jeweler is a craftsman who makes jewelry and ornaments from metals such as gold and silver. This is the name of the village where the jewelers live. Toponyms such as Zargar, Zargarlik can be found in almost all regions of Uzbekistan.

Sevan- a city. The lake of the same name was the basis for this toponym. Sevan means “lake” in Armenian.

Chakkakishlok. (Chakka village) is in the Urgench district of Khorezm region. Chakka is found in many toponyms in Khorezm. For example, Chakkasholikor, Chakkali, Chakkalar, as well as people's nicknames: Yoldosh Chakka, Bibi Chakka. The word is interpreted by locals as “edge, outside, surface.” But the word chakka has another meaning. Chakka means something else. Chakka means “cheerful, humorous” in Persian [16].



Chandir-kishlok.(Chandir village). Toponyms with the word Chandir are found in the regions of Uzbekistan. Now Chandir ethnic groups exist in the Turkmen people as well. In Khorezm, chandir is used to mean “strong, powerful”.

Gurganj-is recorded as Gurganch in the Turkish language; as Jurjoniya in Arabic sources. Various legends about the origin of the name have been preserved among the people. Including: it was named Hurganj or Urganchj in honor of a girl named Hur and a boy named Ganj and their love. Or Hur means “sun” (or happiness) Ganj- means “treasure”, that is “Treasure of Happiness”.

Canal Shovot - The village is located on the Shovot district of Khorezm region. The canal also flows through the city of Urgench and the Urgench district. The village of Shovot is named after the canal.

“In Khorezm, large canals and the beginnings and wide sections of canals are called “arna”. The term literally means the river divides into tributaries. The reason why artificial canals are called by this term is that these canals are considered to be part of the river in terms of size. For example, Pakhtaarna, Shovotarna, Polvonarna are the same.

Toponymist Z. Dosimov published a separate article entitled “On the word Arna” and came to the conclusion that in Sanskrit “arnas” means “stream of water” [3].

Today, we are happy to see Uzbek names that fit the streets and alleys, squares, stations and buildings of our country,. We are full of national pride. The names of the places give us an idea of the place.

Naming or renaming geographic features is a delicate and responsible matter. In this process, it is necessary to have the important knowledge, intelligence and awareness of the historical, ethnic, socio-cultural characteristics of the people.

Another important point is that when renaming a street or other object, the change must be communicated to the public in the most convenient and easy way. That is why, the mass media, exhibition and advertising officials, and the general public need to be active in promoting large-scale work on the regulation of place names. It is necessary to analyze the toponymy of Urgench district, as well as other districts of the country.

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DOI: **10.5958/2249-7137.2021.00759.X**

THE PRIDE OF THE NATION

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ABSTRACT

The article discusses the creative work of Mahbudkhoja Behbudi, a mature representative of the national revival. The role of the critic in the promotion of education and culture, his devotion to the reform of education will be highlighted. During this period, the widespread promotion of science, education, schools, and the pursuit of change in various spheres of social life was on the agenda. At the forefront of the awakening movement in society stood the selfless enlighteners. Through their creative and practical activities, they helped the nation to understand its identity.

KEYWORDS: Nation, Jadid, Education, Mass-media, Theater, School, Upbringing.

INTRODUCTION

At the beginning of the twentieth century, in the history of Uzbek culture, intellectuals have stamped the names of jadids with the light of truth, justice and enlightenment. At a time when the preservation of the unique heritage, values, language, literature and art of the Uzbek nation has become a pressing issue, there was a great need for scholars. The resolute, steadfast people who undertook this honorable task in a precarious situation, said, were steadfast in their advice with their worldview and intellect.

THE MAIN FINDINGS AND RESULTS

During this period, the widespread promotion of science, education, schools, and the pursuit of change in various spheres of social life was on the agenda. At the forefront of the awakening movement in society stood the selfless enlighteners. Through their creative and practical activities, they helped the nation to understand its identity. Intellectuals, familiar with Eastern and Western cultures, began to make changes in various aspects of social life. Talented figures, whose main criterion was the morality and ideals of the people based on goodness, justice, took the lead in illuminating the psychology of the individual and society. Abdulhamid Cholpon's new

poetry, Abdullah Qadiri's rare prose, Abdurauf Fitrat's literary criticism, Mahmudhoja Behbudi's best examples of critical science strengthened his colleagues.

Mahmudhoja Behbudi's article "Right is taken, not given" defines the main criterion of human freedoms and opportunities in a just society. Emphasis is placed on strengthening the relations between the Turkic peoples in Turkestan, first of all, calling on the peoples with common religion, history and culture to unite for a common goal. As a religious and public figure, Behbudi always chooses the path of peace and tranquility, trying to explain to the simple, hardworking people the feeling of ownership of their homeland, their land, not to lose their freedom. He boldly raises the issue of establishing autonomy and encourages members of society to prioritize the application of human values, the creation of an independent and prosperous environment. The progressive critic, in his article "The Theater is Rare", sheds light on the role of the temple in human spirituality through an analytical approach. By enriching concepts such as theatrical stage, acting skills, speech culture, which are new to people, they enrich the world of imagination. Explains the principle of educating the audience's taste, consciousness and worldview of the dramatic work.

Mahmudhoja Behbudi in his article "We need four languages, not two" reminded that Arabic is necessary for religion, Russian is important for life and the world, and the study of Turkish and Persian is necessary for the further development of science. Necessary instructions are given in the chapter on preserving the purity of each language, correctly defining its potential, not discriminating against other languages, valuing the transparency of the mother tongue. It should be noted that the study of language is still relevant in terms of strengthening literary ties, reviving the dialogue with people of different nationalities and religions, changing the world of thinking. The scholar urges his comrades to carefully master religious and secular teachings and to establish universal values.

In "The Needs of the Nation", the critic's anxieties are expressed on the surface. He worries that a nation deprived of modern science will be trampled underfoot by other nations. The unique role of the school in the future of the nation, the thorough acquisition of secular, Islamic sciences in it, paves the way for the expansion of the network of branches in society.

Enlightener Ismailbek Gaspirali and Behbudi lived in pursuit of their worldview, noble intentions, and the highest goal of the country's development. They were united by the nation's pain and future. Behbudi followed the good deeds of the intellectual in the field of educational reform and worked hard to introduce a new school in Turkestan. The wise scholars are determined to inculcate in the human mind that only knowledge and enlightenment will put an end to ignorance. The influence of these on the intelligentsia of the nation, the ability to express public opinion, is pleasing to the people. They occur in the periodical press with effort. The press was a platform for enlightenment, a means of fully covering the environment of the period, thus serving to define its position in the development of literature and culture. Timely coverage of the situation in society, the study of cultural aspects of life, the expression of analytical thinking requires a critical response from the critic.

The publication of a number of Uzbek newspapers and magazines in Turkestan not only brought news to the social and cultural life, but also created a field of opinion on topical issues. Ismailbek Gaspirali, the founder of the Jadid movement, and the "Tarjumon" newspaper, which he founded, has played a significant role in the emergence of such newspapers as Taraqqiy,

Khurshid, Shuhrat, and SadoiTurkiston. MahmudkhojaBehbudi's cooperation with Gaspirali marked a turning point in the reform of science, enlightenment, art, school and education. Efforts have been intensified to raise awareness of the nation, which is devoid of modern science, and to encourage them to learn other languages.

Along with the development of national literature, the periodical press also became a platform for the development of Uzbek criticism. The periodicals began to give reviews of published works of art and translation on their pages; these reviews paved the way for the development of literary criticism. The fact that the reviews began to be published in the newspaper under the heading "Criticism" allowed for an objective study of the events of the literary process. Reviews and articles emerged as the first reaction to the idea of a poetic, prose, dramatic work, and compositional feature, artistic level, which was published at the same time, and played an important role in the development of thought.

MahmudkhojaBehbudi, Munavvarkori, Abdulla Avloni, SadriddinAini, Hamza HakimzodaNiyazi, MuhammadsharifSofizoda, SaidrasulAzizi made great changes in the field of school education. They opened schools, wrote textbooks themselves, sought to increase the knowledge of the children of the nation, to keep them informed of modern knowledge. Influenced by Turkish, Azerbaijani, Russian literature and art, the first examples of genres such as essays, feuilletons, short stories, novels, and dramas began to appear in Uzbek national literature. Hardworking writers began to work in many ways as publicists, poets, writers, journalists, critics and educators.

Enlightenment has become a leading principle of modern literature, and unique masterpieces of national Uzbek literature have been created. The idea of progress, science and freedom became the main principle in the works of artists of this period. Transparency and objectivity began to determine the direction of the Uzbek national literature. Realistically describing the existing social order of the time, giving it a deeper spirit, reflecting the will of the people has become a major theme in the literature.

During this period, a number of Uzbek newspapers began to be published in Turkestan. The influence of IsmailbekGaspirali, the founder of the Jadid movement, and the "Tarjumon" newspaper, which he founded, is invaluable in the emergence of such newspapers as "Taraqqiy", "Khurshid", "Shuhrat", and "SadoiTurkiston". In 1913, thanks to the efforts of MahmudkhojaBehbudi, the newspaper "Samarkand" was published. Behbudi reminded the newspaper that "articles and messages written in Turkish and Persian for the happiness and reform of the Islamic nation and the use of modern sciences by Muslims" will be given to the newspaper, emphasizing that good deeds have begun for the future of Islam. The newspaper is characterized by fans and experts, a review of the newly written work of art, its translation into Russian, a review of its role in cultural life. Founded in 1913 at the initiative of Behbudi, the magazine "Oyna – Mirror" has become a necessary platform for the Uzbek people to express their identity, rights and interests. As each society desires a word artist from a reality that embodies the ideal of the generation, a product of event expression, new original images emerge to be worthy of it. It is important for human happiness to follow the spiritual and moral precepts, not to harm the being, to keep the heart pure.

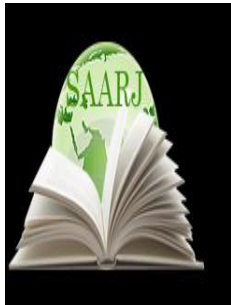
Behbudi created the first example of Uzbek drama and called it "Padarkush". The author fills the leading theme of universal literature, such as family, upbringing, morality, with a new event,

image. A wise man who deeply understands the painful point of this period will be able to show his spiritual poverty in a realistic way. Ignorance, indifference, and indifference, which are the root causes of the father-child relationship, create drama. Through the comparison of materiality and spirituality, a reference is made to the tragedy of a weak, vulnerable generation. Moral depravity is expressed in a series of events that first destroys the family and then society. This work is noteworthy for its profound enlightenment of the realities of life and its awareness of ignorance and evil.

Criticism of theatrical works and articles dedicated to the stage itself play an important role in the literary process. A new view of literary criticism is seen in the question of writing reviews of stage works in general. The periodicals also paid special attention to theater criticism in their pages. Cholpon's objective reviews of Fitrat's dramas, his views on World Theater and culture came to the attention of intellectuals. Fitrat's reviews also raised the issue of raising stage culture. The review of the drama "Padarkush" also noted the art, language and composition of the work. Importantly, the work on the promotion of national culture and art has intensified. The critics made valuable comments on the role of stage works in the development of literature, emphasizing the issue of real, effective coverage of everyday events. The author of the articles did not tell the plot of the drama, but focused on the characteristics of the genre, which is a new approach, which is aware of the impetus for evaluation. It is clear that the future development of fiction is directly dependent on the periodical press and literary criticism.

CONCLUSION

The activity of modern enlighteners played an important role in the Uzbek periodical press, the emergence, formation and further development of literary criticism. In literary criticism, it is clear that objectivity, honesty is achieved by showing the beauty of the work of art, its aesthetic appeal, its originality. MahmudhojaBehbudi's wise and just actions in promoting universal values will always be an example for generations. His great contribution to the enrichment of the spiritual treasury of our nation will forever be remembered.



DOI: **10.5958/2249-7137.2021.00760.6**

THE QUALITY OF MODERN PEDAGOGICAL TEACHINGS AND ITS MAIN INDICATORS

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ABSTRACT

In this article, the quality of education and education in modern pedagogy, pedagogical principles of education, quality of education, quality education criteria, quality management criteria, quality management such as strategy. The interpretation of the quality and efficiency of the education system, as a social category characterizing the state of education, will inevitably impoverishment of the subjectivity of quality indicators inevitably the subjectivity. The needs of different social groups can vary, and this creates a contradiction between the hopes of education and their implementation

KEYWORDS: *Quality of education, Pedagogical principles of education, Quality management strategy, Modern pedagogy, Basic entities, Quality education criteria.*

INTRODUCTION

The generalization of the current interpretation of the understanding of the education leads to the following conclusion: this is the integral feature of the educational process and its consequences representing the measure of its compliance with ideas in society and what goals they should serve. The dependence of education includes the propagandics of the composition of the education: education systems, educational process, students, research and innovative activities and management systems. The quality of education this is a comprehensive indicator:

- Interesting of educational purposes and results;
- Ensuring the level of meeting the requirements of the educational process of the submitted educational services;
- Achieving certain knowledge, skills, competent and powers, mental, physical and moral development.

V.V. Kazakov, focusing on the development of the quality of education, focuses on the development of many metalistics: Educational standards, scientific organization, the most new technical textbooks and pedagogical technologies. In addition, the quality of education comes from external factors: Training and production base, marketing, social partnership, financing¹ [1, 56 p].

THE GOAL

The interpretation of the quality and efficiency of the education system, as a social category characterizing the state of education, will inevitably impoverishment of the subjectivity of quality indicators inevitably the subjectivity. The needs of different social groups can vary, and this creates a contradiction between the hopes of education and their implementation. When considering the quality of education in terms of state, society, employers, parents, teachers, students, receive a new quality, i.e., different sets of quality education. In addition, social dynamics inevitably leads to the evolution of ideas about it. We can say that as a social category, the concept of education and variationificationis given to the concept of education. This means that an Invasion is a feature of education that allows you to ensure life and professional success. Then those who are specific to the concepts of success in each specific historical period will be variability features.

At the same time, the concept of the quality of education, which is derived from the uncertainty of the quality philosophical category, does not exclude the need to object ideas on quality education. Such objectivity should be the result of social dialogue, a wide social partnership.

THE MAIN PART

The concept conducted in modern pedagogy is given the following indicators of quality education, summarizing different approaches:

- Conceptual degree that corresponds to the level of scientific and technological development;
- Interdisciplinary, competent and activity description;
- Individual orientation;
- Variable, alternative and problematic description of training;
- Creation of different cultural environment;
- Independent assessment of the level of development of the learner.

Based on the above, pedagogical principles of quality education are formed as follows:

RESULTS:

- Optional of the content of the educational content;
- Personal or development of educational programs and educational technologies;
- Interaction of subjects of the educational process in the interview process;
- Constant activism of students as an educational subject and the level of independence;
- understanding the students of education, specific changes in the educational process;

Advising the focus of quality education in the work of foreign scientists inviting:

- Healthy and well-eating learners ready to participate in the educational process with the support of family and community;
- Educational environment, which provides healthy, safe, protection, necessary resources, and favorable conditions;
- Content reflected in the relevant curricula and materials to develop key skills;
- the process of using approaches that teachers are prepared using the approaches to the first place; Training in specially equipped acadia and schools; Uses the ability assessment methods to encourage reading and minimize the differences in learning students;
- the results involving national goals and positive participation in the field of education, which includes knowledge, skills and personal positions, are related to the positive participation in the field of education.

The list includes a favorable environment for the Quality Indicator of Quality, the educational symptoms that ensure favorable conditions for human development.

Analysis analysis of the quality of education will allow it to highlight the following symptoms:

Quality in potentially result of the final result of education and achievement of this quality;

We have the results of educational education; quality of educational process, quality of educational content, education technology, and human quality;

Multiplicity of final results - the quality of professional school and general secondary school graduates;

Most of the quality of education, i.e. the quality of education, is carried out by many entities. Majbles: students and student graduates themselves, higher education institutions and doctoral education graduates of various additional curricula; their parents; employers in general society and government agencies; the education system itself; representatives of its various levels and stages; Researchers of the education system;

multine criteria - the quality of education is evaluated by a set of criteria;

High level of subjectivity in understanding the quality of education;

Invasion and variability - between all graduates of each specialization, their graduates, stands for each graduates of each study, each historical period.

Apparently, there are common grounds in the philosophical, economic and pedagogical definitions of quality. In addition, the idea of the quality of education is a reflection of the philosophical and practical approach. Thus, the quality is determined as an integral feature of modern education. In this sense, it does not have an appraisal characteristics, it includes the quality of alumni, the quality, structure and technology of the educational process, not bad, and is not good.

When using an economic approach, the quality of education will have the meaning of assessment. In this case, the results of educational services and the educational process can be assessed, the quality of graduates. As an economic category, education is determined by the sum of objective quality properties and characteristics.

Based on the general concept of education, the quality of higher education can be explained as follows:

- In a particular state standard, as well as compliance of the "products" and services established by other consumers of other consumers;
- Accurately and measurable variability, for example, the professionalism of students;
- The ratio of expenses and results obtained;
- Ability to meets the hidden needs of customers;
- The result of the interaction of the teacher and student.

Higher education also stands in internal goals. Indeed, the quality of requirements for high quality education must be provided, i.e. the quality of the conditions must be ensured. The quality of educational processes, which provides direct training of specialists, plays an important role in following these two aspects of quality. Thus, the quality of higher education is the general indicator, including:

Quality of Conditions:

- Standards, normative bases, quality of curricula (education content);
- The nature of the teaching, laboratory, material and technical base of higher education;
- Personnel potential;

Processes:

- Quality of education technology;
- the nature of the interaction in the "Teacher - Student" system;
- quality management of the educational process;

Results of the Activities of Higher Education Institutions:

- quality of training of graduates;
- The degree of development of their personal qualities, upbringing, professional culture;
- Professional self-democracy, the need for its need age in the labor market, the level of satisfaction.

However, it should be noted that the quality of the learning results cannot be considered separately the quality of the learning process and the conditions of its implementation. The opposite is also true: determination of the efficiency and the results of its implementation without evaluating the effectiveness and conditions of its implementation. Therefore, the quality of the education is the level of identification and identification of students, which meets and responds to the conditions of state and society, reflecting the conditions, reflecting the conditions that reflect the conditions that meet the needs of the state and society, reflecting the conditions that reflect the conditions that reflect students. It should be understood that there is no clearly uniformity between the conditions, organization and results of educational activities.

It should be noted that the quality of the training of graduates is the inner core of the system. The remaining qualities provide the necessary level of education systems, the results of the result.

Quality higher education must meet a number of requirements:

- Able to conduct fundamental and applied research, training of highly qualified personnel in all sectors of knowledge and the economy;
- Training of highly qualified specialists who are able to effectively solve standard and non-standard practical tasks in various fields of activity;
- Education of higher education, cultural, spiritual and physical developers.

When called quality education, it is usually as follows: the demand for high employment and young professionals; rational use of limited sources; Effectiveness and monitoring of educational services; Quality management strategy.

The composition of science quality is the composition of the quality of education - results, conditions, acceptance of the quality of the process, as it is to add another important, system component. Relying on philosophical traditions stronger: What is the substantive characteristics of the educational process (its quality)? The answer to this question seems very simple: the educational process without the learner and the learner without the education and education-treating relationship is impossible to do not interact. It is this attitude that forms the essence of the educational process, its essence. In the pedagogical education system, we operate something that the all components can't exist immecally, even when all components are in a good functional position.

CONCLUSION

The quality of relations between the main entities of the educational process should be considered as the results, conditions and an important component of the quality of education rather than the quality of education. In fact, the quality of the results depends on the quality of this relationship between the quality and quality of the educational process and the quality of its organization. At the same time, the reflection of the reflection is not exercised: the teacher cannot be fully covered by the rational organization of the learning process, or using additional technical means that the qualification of his motivation or not willing to work under new circumstances. Accordingly, in terms of management theory, the relationship between this "teachers - educated" should be the core of the quality management system.

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DOI: **10.5958/2249-7137.2021.00908.3**

TRENDS IN THE DEVELOPMENT OF THE JORDANIAN SHORT STORY OF THE TWENTIETH CENTURY

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ABSTRACT

Literature of each nation has its own way of development in the world literary process. The literature of the Arab countries has also taken its rightful place in the world and it has made a significant contribution to the development of world literature. It should be noted that today the Arab East consists of twenty-three states; however, the process of formation and development of new Arabic literature (the end of the 19th century-the beginning of the 20th century) in individual countries varies. In particular, Jordanian literature has its own way of development. Socio-cultural development of the country is associated with the movement of enlightenment – “an-Nahda” (the Awakening), covering a number of Arab States. But in Jordan, the movement “an-Nahda” arises later than in other countries, and it is formed in the 1920s-1940s. By this period, the short story (al-qissa al-qasira), a genre of short story, had become one of the leading genres of Jordanian literature. By the 1950s - 1960s, the withdrawal of Palestinians from their native lands, the defeat of the Arabs in the Arab-Israeli war in June 1967 led to an even greater appearance of works devoted to the events of the war. As a result, the political processes in the East in many Arab countries, including Jordan, the defeat of the Arabs in the Arab-Israeli war have led to the emergence of even more works revealing a gallery of events related to the war. This theme is considered to be one of the main themes of Arab literature, in particular, Jordanian literature. The political processes in the Middle East have created a new social and cultural environment in the Arab world, including Jordan. The study of short stories in Jordan in the early 60-80s of the 20th century shows that the problem of Palestine is one of the leading topics, received a deeper and more comprehensive coverage in their works. A characteristic side of the short story writers of Jordan 70-80s is that they take a biased anti-Israeli position. During

this period, the writers create the short story which possesses a new form and content. It should be noted that the anti-Israeli position is characteristic of the short stories of Ilias Farquh, where the writer's short story "Abo, illuminating the silence", discusses the theme of the Palestinians who have become refugees in their homeland.

KEYWORDS: "An-Nahda", Journalism, "Kissa Kasira" (Short Story), Realism, "Palestinian Theme", "Anti - Israeli" Position, Retrospective Plot, Symbolic Meaning, "Abo " - Outerwear.

INTRODUCTION

Jordanian literature is an integral part of universal literature, with a unique tradition dating back to the early Middle Ages. The development of literary processes in Jordan is in many ways similar to the literary processes in other Arab countries whose historical destinies are similar. Like other Arab states, the territory of present-day Jordan was a part of the Arab Caliphate from the 7th century, then part of the Ottoman Empire, and until the beginning of the 20th century, Syria, Jordan, Lebanon, Palestine formed a single geographical and cultural-historical region and named as Sham.

The emergence of the independent state of Jordan coincided with the beginning of the twentieth century, and in 1921, under the British mandate, the Emirate of Transjordan was formed. In 1946, the Emirate of Transjordan became known as the Hashemite Kingdom of Jordan (Jordan) and became an independent state led by King Abdullah.

Main Part

The socio-cultural development of the country was connected with the enlightenment movement - "an-Nahda" (Renaissance), which included a number of Arab states. Literary critic A.A. Dolinina, in a short sense, the word "an-nahda" means "cultural development, the restoration of ancient Arab heritage and the development of literature and art through its use for modern needs¹. But the al-Nahda movement in Jordan came later than in other countries, in the second quarter of the twentieth century (20-40s). However, this movement began in the middle of the XIX century in the relatively developed Arab states - Egypt, Syria, Lebanon. "Until the 1920s, there were no political, material or human resources for the an-Nahda process in the territories that were part of Jordan," writes Jordanian literary critic Samir Qitami².

Representatives from other Arab countries, especially Palestinians, took an active part in the rise of the socio-economic and cultural way of life in Jordan. Several members of the Jordanian government, even Amir Abdullah, were not originally Jordanian.

Amir Abdullah was not only a great politician, head of state, but also a poet. Many Jordanian writers, including Isa an-Nauri, Samir Qitami, and Abdurrahman Yaghi, considered him as the founder of literary movements in Jordan. "After the publication of his (Amir Abdullah's) collection of poems, literary movements began in Jordan; the Amir often competed with poets, words from Jordan, as well as poets from other countries³.

By this time, the traditions of classical Arabic literature did not fully meet the new requirements of the time, the needs of the reader. The development of Jordanian literature in the 20s and 40s of the twentieth century was characterized by the gradual abandonment of these traditions under the influence of relatively advanced literature, as well as the incorporation of traditions. Advanced

representatives of Arab society seeking to study European culture sought answers to the social problems of the time from the philosophical, socio-political, and aesthetic concepts of the West. The revival of the national ideology of the Palestinian and Jordanian peoples, the development of cultural and literary movements were played by the first Jordanian enlighteners of Palestinian origin, Halil Baydas, Khalil as-Sakkokini, Iskandar al-Huri al-Bitijali, Muhammad al-Shariki, Shukri Shaasha and others.

Journalism was widely developed in the works of enlighteners. The development of journalism paved the way for the enrichment of literary forms and internal content, the emergence of new genres, first of all, the genres of story, narrative, novel. If until the end of the XIX century the main form of literary creation in the Middle East was poetry, by the 20s and 30s of the XX century prose rose to the forefront. Being full of problems required a new way of thinking and a clear, realistic reflection of the "idea of the age." This situation accelerated the emergence of new forms, first of all, the "small" prose form - the story genre, making it one of the leading genres in the early years of Jordanian literature. The lack of material resources for writers to write and publish works in large prose form led to the development of the story in relation to the novel. Literary critic Samir Qitomi points out that "Jordan's 'little story' has historical roots, it has used the experience of Egyptian, Syrian, Lebanese and Mahjar⁴ storytelling⁵. "Daily and weekly newspapers, cultural collections and other periodicals played a major role in the spread of this art⁶.

As a result of the 1948 military conflict with Israel, thousands of Palestinians were forced to leave their homeland and move to Jordan. The migration of almost half of Palestine's population to Jordan has not only increased its population, but also changed its internal social structure. "Jordan's 400,000 backward population, made up of Fallahs and nomads, has been joined by nearly a million workers, artisans, farmers, intellectuals and local officials⁷". This was another impetus for the development of Jordanian literature. "Palestinian storytelling has influenced the development of the storytelling genre in Jordan. Palestinian writers were more advanced and skilled than Jordanian writers in the field of storytelling. This is the result of the people's desire to get acquainted with the culture of neighboring Arab countries, to know the essence of the story genre in life⁷".

By the 1950s, the exodus of Palestinians had become a major theme in the literature of many Arab states, including Jordan. It is safe to say that this period was a great revolutionary period in intellectual and cultural life. Political processes in the Middle East have created a new social and cultural environment in the Arab world, including Jordan. "After the tragedy of 1948, the children of the two banks of the Jordan River merged. This society has endured the oppression of the Israeli occupation, the disintegration of the Palestinian people, and difficulties in the health, social, economic, and political spheres. All of this was covered in the prose of the time⁸.

By the 1960s, the range of themes in Jordanian story had expanded and literary criticism had developed. "In the 1960s, the number of collections that published stories in Jordan increased to 11. "The New Horizon" magazine, published in 1961-1965, was instrumental in publishing the stories of Jordanian writers of the period. Literary critics discussed the works of writers through their research and translations. This laid the foundation for the entry of the younger generation into the field of culture, acquainting them with different literary trends and styles⁹.

The defeat of the Arabs in the Arab-Israeli war of June 1967 led to the emergence of more works devoted to the events of the war. According to literary critic Khalid al-Karki, "Arab writers believed in the power and place of the literary word¹⁰".

RESULTS AND DISCUSSION

In 1974, the Jordanian Writers' Society (رابطة الكتاب الاردنيين) was founded. The purpose of the society was to create a society, said Abdurrahman Yaghi, a critic who led the society from 1979-1981¹¹. From its earliest days, the Jordanian Writers' Society struggled to "strengthen its position, create a free cultural environment, and ensure that the works of young writers are available to students in every corner of the country¹²". Khalil as-Sawahiri, Ahmad Udo, Fahri Kaavar, Mahmud Shukeyr, Yusuf Zamra, Salim an-Nahas, Mufid Nahla, Ibrahim al-Khatib, Ibrahim al-Absi, Yusuf al-Hazw, Khalil Qindil, Ilyas Farkouh, Hashim Gharayiba, Mustafa Salih and other writers were members.

A study of the work of Jordanian storytellers in the early 1960s and 1980s shows that the Palestinian problem, one of the leading themes in their work, is described more deeply and comprehensively. A characteristic feature of the works of the Jordanian writers of the 70s and 80s, the Children of Disaster (ابناء الهزيمة), is that they are anti-Israel. "The Palestinian problem, which reflects the national identity of Jordanian literature, became especially serious in the 1970s and 1980s¹³". Each of the storytellers of this period had his own style and idea of authorship. This is reflected in the fact that each writer chooses one or another aspect of the Palestinian problem, the theme of his works and the diversity of his protagonists. For example, the stories of Yusuf Damra depict the lives of Palestinian refugees in Jordan in profoundly realistic images, while Khalil al-Sawahiri and Mahmoud Shukayr focus on the lives of different strata of Palestinian society in the Israeli-occupied territories. "The main, leading direction in the development of Jordan prose during this period was to further strengthen and enrich realistic principles¹⁴".

The Arab literary scholar Hussein Juma wrote in his article "The Palestinian Problem in Modern Jordanian Literature" that "the Palestinian question and the problem of displaced refugees were the main themes of modern Jordanian literature¹⁵".

During this period, Ibrahim al-Absi, Yusuf Damra, Ilyas Farkouh, Hashim Gharaiba, Khalil Qandil, Rijo Abu Ghazzala, Tariz Haddad, Zuhra Umar and other short story writers were effective. "Writers who created in the 70s brought a new form and new content to the story. It not only reflected the realities of the homeland or the Arab world, but also went beyond the Arab world¹⁶".

The desire to create the first short story in Jordanian and Palestinian literature is reflected in the work of Khalil Baydas (1875-1949). According to literary critic X. Yaghi, Halil Baydas can be considered as "the first great teacher of the story¹⁷".

In 1924, in Cairo, a collection of short stories by Halil Baydas, entitled Thoughts (مساريح الازدهان), was published. The collection included 32 "pieces" that could be called conditional stories that laid the foundation stone for the formation of Palestinian and Jordanian storytelling. Diverse in genre (apologies and parables, essays, etc.), these works indicated that the writer had long sought forms appropriate to the spirit of the times, beginning the first period in the development of new prose. Most of them had no plot and consisted of philosophical and ethical ideas, and sometimes the propaganda of direct enlightenment ideas.

The emergence and development of the story genre in Jordan is also associated with the name of another Palestinian writer, Mahmoud Sayfiddin al-Irani (1914-1974). He further developed the ethical issues raised by Halil Baydas in his works. Al-Irani criticized feudal traditions in his works, focusing on the role of women in society, unemployment, and other issues. We can see these issues in his works, such as "Human Life" (حياة الإنسان (1937)), "The Cloud Has Passed" (سحابة مرت (1937)), "Burning" (الاحتراق (1955)) and others. For example, the protagonist of the story "Burning" - a nurse working in a military hospital, looks at the wounded every day, confronts the dead and mourns the wounds of the war. However, she stays in the hospital even after learning that her boyfriend is dead and continues to look after the injured.

Sayfiddin al-Irani looked for a theme in his works from life. He writes in his book, "Our Culture is 50 Years Old", that storytellers need to take their heroes from the real being that surrounds them. Life itself is a source of inspiration for writers. That is why the writer's service to society is determined by his ability to reflect life objectively. The writer-realist must only look ahead and show the people in his works ways to get out of poverty, serve his people and connect his work with the fate of the oppressed¹⁸, he said.

Isa al-Nauri (1908-1985) was another writer who made a great contribution to the formation of the national literature of Jordan. Isa al-Nauri's literary work is extensive, and he is well known to readers as a storyteller, novelist, literary theorist, linguist, member of the Jordanian Arabic Academy, and translator. He entered the "small prose" in the 1940s, at a time when the national liberation movement of the Jordanian people was developing and the country's aspiration for cultural and political independence was growing. Al-Nauri also focused on one of the most painful problems of Arab society in his early stories - the problem of women. It is known that the issue of women is widely covered in the works of the great representatives of the new Arabic literature Jubran Khalil Jubran, Amin ar-Rayhani, Mikhail Nuayme, Mahmoud Teymur and others.

We also find various "painful" aspects of the Palestinian problem in the work of the famous Jordanian storyteller Yusuf Damra (1952). His first collection, "Wagons", published by the Jordanian Writers' Society, included 11 stories written between 1974 and 1978, reflecting the writer's creative maturity. The main protagonists of Yusuf Damra's stories are Palestinians. His stories, such as "The Warm Waters of the Gulf" (مياه الخليج الدافئ), "Steel Circle" (دائرة الفولاذ) and "Homeland and Lisa" (الوطن و ليزا) and others focus on war events.

In addition to the above-mentioned writers who are the masters of storytelling, we can meet many more storytellers in Jordanian literature. Among them were Halil Qindil (1951), Muhammad Tawfiq Hakim (1954), Mustafa Salih Mustafa (1947), Ahmad Udo (1945), Khalil as-Savahiri (1940), Ilyas Farkouh, Yusuf al-Hazw (1940), Mahmud Shukeyr (1941).) and others.

Jordanian writer Ilyas Farkouh (Ilyas George Basil Farkouh) was born in 1948 in Ammon. He studied at the University of Beirut, majoring in Philosophy and Psychology. From 1977 to 1979 he worked in the editorial office of the newspaper "Madaniyat" and magazines "Madaniyat Asri". From 1980 to 1991 he worked in the publishing house, and in 1992 he founded the publishing house "Dar azmina" (House of Times) and was the director of this publishing house. He is one of the founders of the Jordanian Publishers Association and a member of this association, as well as the Union of Arab Writers, the Jordanian Writers Association. His

collection of short stories "21 Shots for the Prophet" won the "Best Collection of the Year" in 1982, as well as the novel "Foam" in 1992, and in 1997 won state awards for his contribution to storytelling. Elijah Farkouh's "Pages" (1978), "The Birds of Ammon Fly Slowly" (1981), "21 Shots for the Prophet" (1982), "Who Drives the Sea?" (1986), "Secrets of the Hourglass" (1991), "Angel in the Open Sky" (1995), "Winter Under the Roof" (2002), and many other collections of stories. Ilyas Farkouh was also involved in translation. He was also educated in England. Independently dealt with filmmaking and fine arts. Probably for this reason, these are reflected in his artistic worldview, his desire for clarity in the depiction of events, and his ability to reflect them on facts.

As noted above, since the 1940s, the theme of Palestine and Palestinians became a leading theme in the work of Jordanian writers, an important national feature of Jordanian literature. This was due to socio-political changes in the Middle East, the Arab-Israeli wars of 1948 and 1967, the expulsion of thousands of Palestinians from their homeland, the difficult social life in the refugee colonies, unemployment and other problems.

Elijah Farkouh's story, "Eagles illuminating silence", was written in 1978 and published in al-Qaeda in Beirut. The author dedicates his work to Jihad Humuv who passed away and mentions this at the beginning of the story.

The protagonists of the story are women and townspeople. The woman's name is not mentioned in the play. The story is based on a retrospective plot and begins at the culmination:

(كان ملفعًا بكفن غير الذي درج عليه الناس. مخطط بالوان طويلة عريضة، وقصير لم يحط بجسده تماما اذ برزت صفحاتاً قديمة العاريتين كشيتين زائدين

He was wrapped in some kind of shroud with wide and long stripes that people were not wrapped in. The shortness of the shroud did not completely cover the body, and his legs protruded as if it were extra."

As you can see from the picture, at the beginning of the story there is a picture of an immigrant dying on the street.

The man was frustrated on the east side of town. None of the townspeople knew him. This is strange, because the people of this small town knew each other very well.

نعم، نحن نعرف صعايك بلدتنا و حثالها. نعرفهم واحدا واحدا. الحاقه منهم والعاطل. المتشرد ونزيل السجون الدائم. ونعرف أيضا الماجورين المافونين. نحن نعرف مستقبل الجنين وهو في بطن أمه نحن نعرف كل شيء.

"We know the townspeople and the inhumane," he said. We know them one by one. We know who hates them, who is unemployed. We know both the homeless and those who are constantly imprisoned. We know the idiots in the rent, and even the babies to be born in the mother's womb. We know everything.

Here the writer draws the reader's attention to a number of "painful" problems of society. The increase in Jordan's population due to refugees causing unemployment, homelessness problems in the society. The number of refugees growing. Thousands of people are forced to look for work in other areas to support their families. Some people die as a result of political conflicts, various disasters. The author notes this throughout the work.

The protagonist of the story is a woman, and the course of events continues in harmony with the woman's inner experiences and thoughts. Leaning against the door of her house, the woman stares at the wall on the east side of town. The woman, who saw cars passing by the barrier, did not give in to nightmares. The woman is the wife of a man who gave his life for Palestinian freedom. In this way, the author draws the reader's attention to the fact that political problems have not been solved for years, and the flow of refugees has not stopped. The protagonist of the story is also a representative of Arab women who are tired of political clashes, but still endure all the hardships. The woman is patient and resilient. She is a family person, trying to keep it a secret, even though she is tormented by the loss of her heart and the pain of waiting. The writer skillfully describes such mental states of the protagonist.

The dreamy woman remembers her husband's last words in anger.

وطَّنة على العطاءم بعد اليوم!!

"Patriotism is needed in great deeds from today !!"

These words of Iqab are a moving feeling in the hearts of Palestinians - love for the motherland, devotion to good deeds, a call to fight for freedom.

The woman has not seen her husband since. Such a tragedy was the tragedy not only of the protagonist of the work, but of all the women of the eastern city. It is known from history that in 1949, the eastern part of Jerusalem came under the control of Jordan and the western part under the control of Israel. But after the 1967 Six Day War, the Israeli government occupied the Eastern city. This will cause great protests of the Arab people. The problem of the eastern city is still unresolved.

Unemployment has dispersed the poor, middle-class population of the eastern city in search of work. They are even looking for work in areas belonging to Israel. Someone dies on those sides. However, there is no human value in those aspects. In some cases, even the dead are left on the streets. The writer expresses this tragedy of the nation through the following conversations of women gathered under the wall.

- الجنازة مصلوبة في الشمس منذ الصباح، هذا لا يجوز.

استغربت المرأة:

- ولماذا لا تتحرك؟ كرامة الميت في دفنه.

تتطحت أخرى: يقولون انهم منعوها.

- من منعها؟

قالت الأولى:

- ضابط المخفر

- "The corpse has been lying in the sun since morning, which is not good."

Another woman said in surprise:

- "Why don't they try?" After all, burying in time is good for the corpse.

Another woman said with conviction:

- They say they do not allow it.
- "Who doesn't?"

The first woman said:

- The guard at the post.

The woman did not succumb to all sorts of frightening fantasies. She sometimes thinks of her husband Iqab and sometimes of her son Hamadon. His son has not been seen since morning either. Suddenly the woman's imagination is shattered by the words of those gathered.

مات في الجنوب ويريدون دفنه هنا. انه غريب.

- *He died in the south, they want to bury him here. He is a stranger.*

- *"He's no stranger." He was born here, but that place is also his homeland.*

Although a number of Palestinian territories have been occupied by Israel, Palestinians also consider these lands as their homeland and will never give up hope of returning to their homeland. Ilyas Farkouh would like to emphasize this in the above conversation.

The fate of the dead will not be decided until late at night. In the middle of the night, while the guards are asleep, his (deceased's) friends come and steal without telling him. When darkness falls, a call is made for a funeral in the town.

Funeral details will be described throughout the work. These details remind the reader of a documentary.

أطل النعش من بعيد فدنت بندق البلدة منه.. كان صامتا ومكشوبا ويتقدم، وكانت البنادق تهتز متوفرة. العساكر يراقبون من بعيد، والنسوة جمعن اولادهن الى جنبهن. اشتعلت الجنازة بالشاعل وقاربت مدخل البلدة.

The coffin appeared in the distance and was approached by the town's rifles (armed men). The coffin shook quietly and approached in an open position. The rifles rose and rose, as if ready to open fire. The soldiers were watching from a distance, and the women were gathering their children around them... The funeral procession lit up under the torches and approached the city gates.

The funeral was held under military supervision. The number of people coming to the funeral was increasing, which sounded like a new clash with the soldiers. The woman comes to her senses as her son Hamadon holds her hands. Her husband did not return home that night either. The morning had also begun. Hamadon said, "Mom, look at the bats," and clung to his mother's lap.

- انها ليست وطاويط يا "حمدان" لا تخف.
- ثم تنهدت و أضافت:
- الوطاويط لا تجرو على الخروج إلا في الليل.
- فتساءل حمدان:
- وما هذا؟
- رفرفت عباءة سوداء في المقابل بفعل الريح.

- جيش من العقبان يا "حمدان". من العقبان.
- *"They're not bats, Hamadon, don't be afraid." Then he took a deep breath and added:*
- *Bats only go out at night. Hamadon asked again:*
- *"What's that?"*

On the opposite east side, a black wing fluttered in the wind.
- "Hamadon, these are an army of eagles." An army of eagles.

At this point, Ilyas Farkouh strives for symbolism. By eagles he means Palestinians striving for freedom. Eagles strive for freedom, for distant heights. The flock of eagles is proud, they will never be defeated.

The story is "Silence like a new grave" (سكون رتيب كالمقبرة الجديدة), "An ominous idea" (قلبها هاجس شؤم), "Torches flashing lightly like devils on houses" (المشاعل كشياطين), "Heavy day" (النهار الثقيل), "The passion of blood boiling like an ordinary cauldron" (تفور كمرجل بدتنى), "Hot tears" (العيون المحرورة الدامهة), "Hot blood passion" (شهية الدم الفائر) and the skillful use of various other analogies and expressions further enriched the content of the work.

As we can see, the realistic depiction of the events in the story demonstrates the writer's skill in artistic perception of reality, his artistic thinking, and the uniqueness of his style of expression.

CONCLUSION

In conclusion, a study of the work of Jordanian storytellers in the early 1960s and 1980s shows that the Palestinian problem, one of the leading themes in their work, is described more deeply and comprehensively. A characteristic feature of the works of Jordanian writers of the 70s and 80s is that they are anti-Israel. Writers who worked during this period brought a new form and a new content to the story.

Elijah Farkouh's story "Eagles illuminating the silence" also addresses the above issues. One of the unique features of the story is that it is built on a retrospective plot and begins at its culmination. In this way, the author manages to engage the reader and quickly draw his attention to the content of the story.

In the story, the author draws the reader's attention to a number of "painful" problems of society. The main theme of the work is the increase in the population of Jordan due to refugees, unemployment, homelessness in society, thousands of people forced to look for work in other areas to support their families, political conflicts, the death of innocent people as a result of various disasters. The story skillfully portrays the image of a woman who is tired of political conflicts, yet still endures all the hardships.

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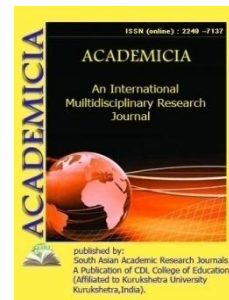
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DOI: **10.5958/2249-7137.2021.00909.5**

THE ROLE TO IMPROVE THE MECHANISMS OF STATE SUPPORT FOR THE AGRICULTURAL SECTOR IN UZBEKISTAN

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ABSTRACT

This article presents the features and factors that determine the attraction of investments into the agricultural sector of the country and the investment policy in the agricultural sector. Thus the main foreign partners on attraction of foreign investments into the sector and ways of development of investments into fixed capital for agriculture in Uzbekistan are allocated.

KEYWORDS: Strategy, Infrastructure, Agriculture, Agriculture, Credit, Agrarian, Project, Machinery.

INTRODUCTION

In order to achieve sustainable development of the agricultural sector, it is necessary to form the investment potential of farms, improve their support mechanisms.

To do this, it is necessary to develop an agricultural investment policy that includes a mechanism to develop the investment potential of the industry, increase the attractiveness of the investment environment, reduce risks.

The action strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 sets the task "... active attraction of foreign investments in the sectors and regions of the economy of the country through comprehensive and balanced socio-economic development of regions, districts and cities, improvement of the investment climate" [1].

THE MAIN FINDINGS AND RESULTS

Socio-economic, financial-organizational-legal and other factors in increasing investment activity should be directly related to the formation of a favorable investment climate for producers in this sector.

In order to increase investment activity in agriculture, the following tasks need to be addressed:

- Development of institutional market infrastructure that will attract investment in agriculture;
- Formation of investment markets in the regions, which are engaged in the organization and direction of capital investment in the production investment of the population, farmers and small businesses and private entrepreneurship;
- Development of the banking system serving agriculture and increasing their capitalization;
- Improving organizational forms of investment attraction;
- Improving the participation of the state and investors in the justification and adoption of investment projects in agriculture;
- Organization of information-consulting and marketing services of the investment process.

In attracting investment in the agricultural sector, the financial condition of agricultural entities, high risk, long-term coverage of the results and efficiency of their fixed assets requires the creation of a system of direct investment: a system of strong links between domestic and foreign investment sources and collateral reserves. reaches

The system of mutual guarantees between agricultural entities, suppliers of agricultural raw materials, technical equipment (logistics of the project), which are mainly used by investors, should be implemented by government agencies and commercial banks.

They must simultaneously guarantee loans and guarantee the risk of non-return on investment. In agriculture, the mechanism of investment in fixed assets will ensure the continuity and sustainability of their reproduction, as well as the effective use of investments in the agricultural sector.

The specific features and factors that determine investment policy in the agricultural sector require a direct transition from quantitative to qualitative indicators, that is, to attract investment in areas that are highly productive and priority.

In 2017, funds from international financial institutions were attracted for the development of agriculture:

-\$ 150.0 million from the Asian Development Bank for the project “Modernization of Agricultural Production”;

-\$ 150.0 million from the International Bank for Reconstruction and Development for the Livestock Sector Development Project;

-International Fund for Agricultural Development

23.8 mln. USD for the project “Expansion of dairy production and development of processing in Kashkadarya and Jizzakh regions”;

-\$ 14.0 million from the International Development Association for the project “Adaptation and mitigation of climate change in the Aral Sea region”.

In 2019, the volume of investments from all sources of financing reached 220.7 trillion soums, which is 2 times more than the approved forecast for the year. At the same time, the volume of investments in fixed assets amounted to 189.9 trillion soums, and the growth rate compared to 2018 was 1.3 times.

The share of fixed capital investment in GDP increased from 30% in 2018 to the current 36.2%, the share of total investment in GDP in 2019 amounted to 42.1% [2].

At present, 2.8 thousand social, infrastructure and production facilities have been commissioned. There are 145 large production facilities, 167 large regional projects, more than 2,500 social and infrastructure facilities.

Significant growth in investment activity is directly related to the inflow and disbursement of foreign investment of \$ 13.3 billion, including:

- Foreign direct investment and loans - \$ 9.3 billion (including fixed capital - \$ 6.6 billion;)
- State-guaranteed foreign investments and loans - \$ 4.0 billion (including fixed capital - \$ 3.2 billion).

At the same time, the share of disbursed foreign direct investment and loans in total investment reached 37%, while in 2018 this figure was 10.5%.

According to a report by the United Nations Conference on Trade and Development (UNCTAD), global foreign direct investment fell for the third year in a row, reaching its lowest level since the global financial crisis. As of January 1, 2019, this figure decreased by 19%, while in 2017 - by 16%.

At the same time, according to the UNCTAD report on developing countries, a positive growth in foreign direct investment was observed in Asia, its volume increased by 5%[3]. At the same time, the growth of foreign investment in Central Asia averaged 8-10%, while in the Republic of Uzbekistan this figure was \$ 2.9 billion for the same period in 2019, including \$ 1.6 billion in fixed assets, which is 3.2 times more than last year. \$ 9.3 billion, of which fixed capital increased by \$ 6.6 billion. This has ensured the leadership of Uzbekistan in terms of growth among Central Asian countries [4].

China, Russia and Germany can be recognized as the main foreign partners in attracting foreign investment to the republic. At the same time, the total number of countries investing in the economy of Uzbekistan has exceeded 50. As a result, the share of large investor countries in total foreign direct investment and loans decreased to 34%.

It should be noted that the active growth of foreign direct investment and lending compared to 2019 increased by 2.5 times in the textile industry, 2.1 times in leather and footwear.

The growth rate of foreign direct investment and credit flows has also strengthened in projects of regional significance, with a total volume of \$ 4.8 billion in 2019, including \$ 4.2 billion in fixed assets.

In 2020 and beyond, work is underway to diversify their areas by actively attracting foreign direct investment and credit, implementing them in priority areas, such as the production of finished products in agricultural and industrial enterprises.

The specific features and factors that determine investment policy in the agricultural sector require a direct transition from quantitative to qualitative indicators, that is, to attract investment in areas that are highly productive and priority.

The cost of investment projects for the construction of new enterprises for deep processing of agricultural products, reconstruction and modernization of existing ones in 2016-2020 [5].

TABLE 1

Investment projects	Total cost of projects	By sources of funding:		
		own funds	bank loans	foreign investment and loans
Total projects) (180)	595 886,3	242 916,7	189 461,6	163 508,0
Including				
New construction (141 projects)	463 267,3	169 714,7	144 324,6	149 228,0
Reconstruction and modernization (39 projects)	132 619,0	73 202,0	45 137,0	14 280,0

According to the above, in 2016-2020, 138 fruits and vegetables with a processing capacity of 99,100 tons, 46 meat processing plants with a capacity of 16,500 tons, 79 dairy products with a processing capacity of 34,850 tons and other food products will be produced. It is planned to launch 153 new food processing enterprises with a capacity of 26,840 tons.

In accordance with the Investment Program approved by the President of the Republic of Uzbekistan on January 9, 2020 No PD-4563, in 2020 it is planned to invest about 233.2 trillion soums in fixed assets from all sources of financing; including foreign direct investment and loans - \$ 7.1 billion; state-guaranteed foreign investments and loans - \$ 2.7 billion.

In January-March 2020, the development of investments in fixed assets by type of economic activity in the Republic of Uzbekistan: 3182.5 billion soums in agriculture, forestry and fisheries accounted for 9.5% of total investments.

In January-September 2020, investments in fixed assets by type of economic activity in agriculture, forestry and fisheries amounted to 260.9 billion soums, or 0.9% of the total.

The development strategy of the Republic of Uzbekistan until 2035 provides for the allocation of \$ 67.9-83.0 billion to agriculture [7].

This indicates that the volume of investments in the agricultural sector of Uzbekistan has increased.

CONCLUSION

In our opinion, in the context of deepening and liberalizing economic reforms in agriculture, it is possible to achieve sectoral stability by ensuring the priority development of farms, namely:

-Production of high quality products through the efficient use of land and water resources of agriculture, equipping the material and technical base with modern equipment, the widespread introduction of high-yield crops and productive livestock;

-By attracting foreign investment, which expands the export of agricultural products.

To do this, attracting foreign investment in agriculture and investment activity can be based on the following principles:

-Continuous improvement of legal, socio-economic, organizational and institutional conditions that ensure the broad attraction of foreign investment in agriculture;

-Development of mechanisms for the organization, support, granting and implementation of foreign economic activity of agricultural entities, including farms and *dehkan* farms;

-Consistent implementation of preferential and incentive policies for foreign investors;

-Directing foreign investors' funds to industries, regions and directly to agricultural entities that ensure the sustainable development of agriculture and have a wide range of opportunities for the production of competitive products;

-Improving the system of comprehensive practical assistance and promotion of priority projects of the subjects.

The implementation of these principles will be an important factor in attracting direct investment, including foreign investment in agriculture, increasing the investment activity of the industry and, ultimately, its sustainable development.

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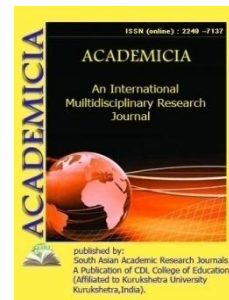
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DOI: **10.5958/2249-7137.2021.00910.1**

MICRO STRUCTURAL AND X-RAY ANALYSIS OF NITRO-OXIDATED ANTENED STEELS

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ABSTRACT

The article examines the structural and phase changes of surface diffusion nitride-oxide coatings obtained in the process of nitriding in a gas medium followed by oxidation in water vapor of ferrite-pearlite steels, as well as the effect of phase changes on corrosion properties. The combination of the process of gas nitriding in an ammonia medium followed by oxidation in water vapor (nitro-oxidation) consists in the fact that at the first stage of saturation, nitriding is carried out in a gas atmosphere, and at the second stage, the nitride layer is oxidized in superheated steam.

KEYWORDS: Ferrite, Pearlite, Nitriding, Oxidation, Diffusion Coating, Nitride Layer, Oxide Layer, Corrosion Resistance.

INTRODUCTION

During nitriding of metals and alloys, multiphase surface diffusion coatings are formed on the surface of the work piece, consisting of a nitride zone and an internal nitriding zone, which provides a wide range of physic mechanical and physicochemical characteristics of nitrided materials. In order to expand the field of application of nitriding, combinations of the process with other methods of surface hardening are used. At the same time, the intensification of the

process, regulation of the structure and structure, as well as modification of the phase composition of the surface nitride layer with the achievement of the required property, taking into account the specific operating conditions of the processed product [1-4], is achieved.

Although the combination of the nitriding process with other methods of chemical-thermal treatment is carried out in a parallel or sequential scheme, in all cases the formation of the surface nitride layer during nitriding depends on the potential of the saturating medium; compositions of nitriding gas and nitriding alloy. During nitriding, according to the “iron-nitrogen” phase diagram, a nitride layer is formed on the surface of the work-piece, consisting of ϵ -phase, $(\epsilon+\gamma')$ -phase and γ' -phase. Under the high-nitrogen ϵ -phase, there is a mixture, followed by a thin γ' -phase. The boundary advancement of the γ' -phase significantly increases the average nitrogen content in the zone of internal nitriding [5-6].

THE MAIN FINDINGS AND RESULTS

When the nitriding process is combined, of all known saturating media, the most dynamic are gaseous atmospheres, which make it possible to obtain any structural sets and a different range of depths of diffusion layers. To ensure the diffusion of nitrogen into the material, it is necessary that the nitrogen potential of the saturating medium be greater than the nitrogen content in the metal. At the initial stage of diffusion, the nitrogen concentration corresponds to the formation of a high-nitrogen nitride layer (ϵ -phase) with a change in the value of the nitrogen potential in the atmosphere; the phase composition of the nitride layer also changes. The final structures and phase components of the nitride layer are obtained after cooling the nitride layer [7-9].

The combination of the process of gas nitriding in an ammonia medium followed by oxidation in water vapor (nitro-oxidation) consists in the fact that at the first stage of saturation, nitriding is carried out in a gas atmosphere, and at the second stage, the nitride layer is oxidized in superheated steam. As a result of oxidation of the nitride layer, nitride, carbo-nitride, oxy-carbonitride layers and a zone of internal nitriding with an enriched γ' -phase are obtained, which are each responsible for certain corrosion or wear-resistant properties [10-12].

To improve the service characteristics of products made of low-carbon steels, the difference in the physicochemical properties of the structure - ferrite and pearlite in the steel matrix, especially in the surface zone, requires the need for chemical-thermal treatment to obtain diffusion coatings in terms of increasing their corrosion properties in atmospheric conditions and wear resistance under various conditions of friction. One of the ways to achieve this goal is to obtain an equilibrium structure of the diffusion nitride-oxide layer on low-carbon steel products.

Carrying out the process of gas nitriding in partially dissociated ammonia at temperatures closer to the eutectoid temperature for the “Fe-N” system accelerates the nitriding process and reduces the nitrogen content in the ϵ -phase due to its intense migration into the depth of the layer. In this case, the surface hardness slightly decreases, but the physical and mechanical properties of the surface layer itself do not decrease. The nitrogen concentration in the ϵ - and γ' -phases at a given temperature and the phase composition of the diffusion layer are determined by the nitrogen potential of the atmosphere [2].

By changing the parameters of the atmosphere, it is possible to regulate the structure and phase composition of the layer, by changing the ratio of nitride phases in the nitride zone and by forming an oxide film of Fe_3O_4 at the final stage of the process. The atmospheric potential is a

thermodynamic quantity and indicates the possibility of forming a layer of a given phase composition and a certain concentration of saturating elements. When carrying out the nitro-oxidation process in a production environment, it is very difficult to measure the partial pressure in the furnace. In this regard, the nitrogen potential is usually controlled by the change in the dissociation of ammonia in the furnace atmosphere [13-14].

By maintaining the nitrogen potential at the level of nitrogen solubility in one or another phase, a layer consisting of iron nitrides and alloying elements can be formed on the surface of metals and alloys, and it is also possible to form an γ' -phase (low nitride) or ε -phase with low nitrogen content.

METHODS

To develop a production controlled technology of the process and the theoretical foundations of the technology of the combined nitriding process followed by oxidation in water vapor for surface hardening of low-alloy steel, the dependences of the composition and structure of the nitrided and oxide layers on the chemical composition of steels and technological parameters of the process were studied. Investigated industrial steels 20, 45 and 40X after annealing with a ferrite - pearlite structure.

During nitrooxidation to obtain the required effective thickness of the diffusion surface nitride layer, nitriding is carried out at a temperature of 500-580⁰C with an exposure of 3-5 hours. Metallographic analysis of the treated steel samples was carried out on transverse sections using a Neophot-21 light microscope.

The qualitative phase X-ray diffraction analysis of the diffusion nitride and nitride-oxide layers was studied using a Dron-3 diffract meter using filtered cobalt $K\alpha$ - radiation. The general corrosion resistance of the treated samples was investigated in a 3% NaCl solution.

RESULTS AND DISCUSSIONS

During nitriding followed by oxidation, a combined diffusion layer is formed, consisting of a surface oxide zone, a carbo-nitride and oxy-carbonitride zone, followed by a diffusion sublayer - an internal nitriding zone (INZ). In all cases, at the first stage of saturation, predominant nitrogen diffusion occurs, and the structure and phase composition of the diffusion nitride layer is determined by the phase diagram for the "Fe-N" system.

Since during the interaction of ferrite and pearlite with the environment in separate phases, due to the difference in electrode potentials, anodic and cathodic reactions occur; which cause electrochemical corrosion, as well as the difference in plastic properties and hardness of the phases, sharply reduce the surface physical and mechanical properties during their operation.

From a theoretical point of view, on steels the main structures of which are grains of ferrite and pearlite, due to the difference in the rate of diffusion processes during nitriding, the formation of a nitride layer over the depth of the metal occurs unevenly. Therefore, in order to obtain a uniform controlled nitride layer during gas nitriding in an atmosphere of dissociated ammonia, subsequent oxidations of the nitride layer in water vapor were carried out to obtain a thin oxide layer.

During gas nitriding in dissociated ammonia at saturation above the eutectoid temperature (5910C) for the "iron-nitrogen" system, the resulting diffusion nitride layer, depending on the

cooling method, consists of a porous $\xi + \varepsilon$ -phase, $\varepsilon + \gamma'$ -phase, γ -phase and it is followed by a zone of internal nitriding (Figure 1, a). The high-nitrogen $\xi + \varepsilon$ -phase has a columnar structure and upon cooling it is easily oxidized by atmospheric oxygen and always forms a thin porous oxide film consisting of Fe_2O_3 on its surface.

Oxidation of a nitride layer obtained at a higher eutectoid temperature always leads to its oxidation along the wall of columnar nitrides and, due to the porosity of the formed oxide layer, the rate of the denitro-genation process will always be higher than the rate of oxidation. When the nitride layer is oxidized in these temperature ranges, the total thickness of the nitride layer decreases due to the dissociation of the high-nitrogen nitride.

A mixture of the $\varepsilon + \gamma'$ -phase in the nitride layer is formed during the cooling period, due to the difference in nitrogen concentration along the depth of the layer (Figure 1, a). The formation of the γ -phase is characteristic of the nitride layer obtained at a higher eutectoid temperature. Especially, the formation of the γ -phase occurs with a decrease in the carbon content in the steel matrix, since the presence of carbon in the matrix participates in the formation of a nitride layer of a carbo-nitride nature and upon cooling, some part of the γ -phase closer to the internal nitriding zone transforms into carbo-nitride or γ' -phase in a mixture with the zone internal nitriding.

In low-carbon steels, the zone of internal nitriding formed in a mixture with the γ -phase, during saturation, practically does not have a significant effect on any properties of the processed material (Figure 1, a). By choosing certain methods of cooling in the zone of internal nitriding in the boundary of the pearlite part, it is possible to obtain martensite, bainite, or depleted retained austenite in the ferritic part.

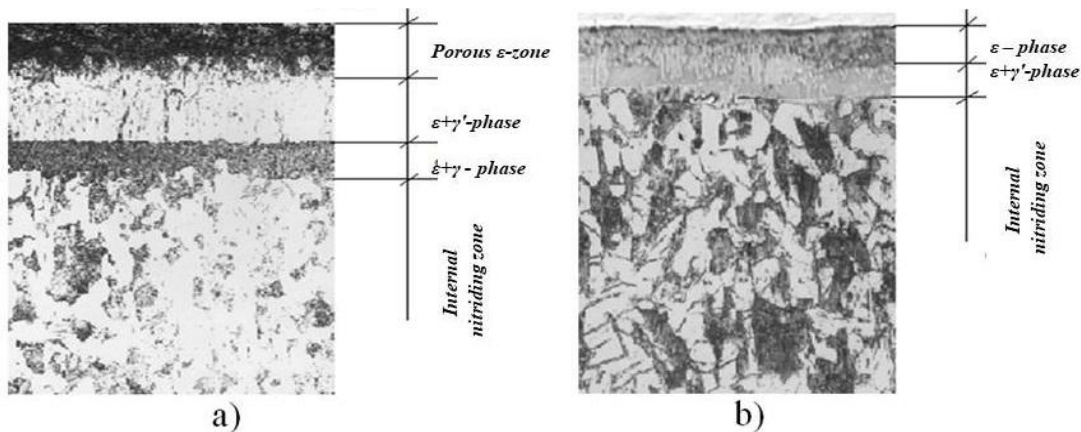


Figure 1. Microstructure of steel 20 after nitriding at a temperature of 620°C (a) and 580°C (b) in a dissociated atmosphere for 3 hours.

When nitriding below the eutectoid temperature (580°C), a denser structure is formed on the surface of steel 20 than the nitride layer obtained at a higher eutectoid temperature (Figure 1, b). The surface ε -phase has fewer pores, consists of a mixture of high-nitrogen nitride and carbo-nitride phases, and carbo-nitrides are formed by the diffusion of atomic nitrogen from the saturating medium and the simultaneous decarburization of the steel matrix in the zone of the nitride layer.

The mixture of $\varepsilon + \gamma'$ -phases forming behind the high-nitrogen ε -phase in the nitride layer, the forming during the cooling period has dispersed structures due to the uneven distribution of carbon in the steel matrix. Since the carbon content in ferrite is 0.02% C, and in pearlite 0.8% C. At saturation below the eutectoid temperature for the "iron-nitrogen" system, the γ -phase is not formed (Figure 1, b).

The composition of the zone of joints formed on low-carbon steels during processes of their saturation with nitrogen from the saturating atmosphere and carbon from the pearlite part due to its decarburization has a significant effect on the structure and phase composition of the nitride layer and on the performance characteristics of the hardened products. Determination of the composition of the nitride and carbonitride zones depending on the parameters of the saturating atmosphere in the range of certain temperatures is very difficult due to the different shapes and dimensions of ferrite and pearlite in the structure of the work-piece.

In the process of subsequent oxidation in water vapor of the nitride layer obtained at a lower eutectoid temperature (Figure 2, a), a thin oxide layer is formed on the surface of the nitride layer due to denitrogenation of the nitride layer (Figure 2, a and b).

A denser nitride layer for its further oxidation is obtained at a nitriding temperature below the eutectoid temperature with a stepwise change in the degree of dissociation of ammonia. Since at the beginning of the process it is desirable to withstand a low nitrogen potential due to the activity of the treated surface until the concentration of nitrogen in the diffusion layer is obtained within the formation of the ε -phase.

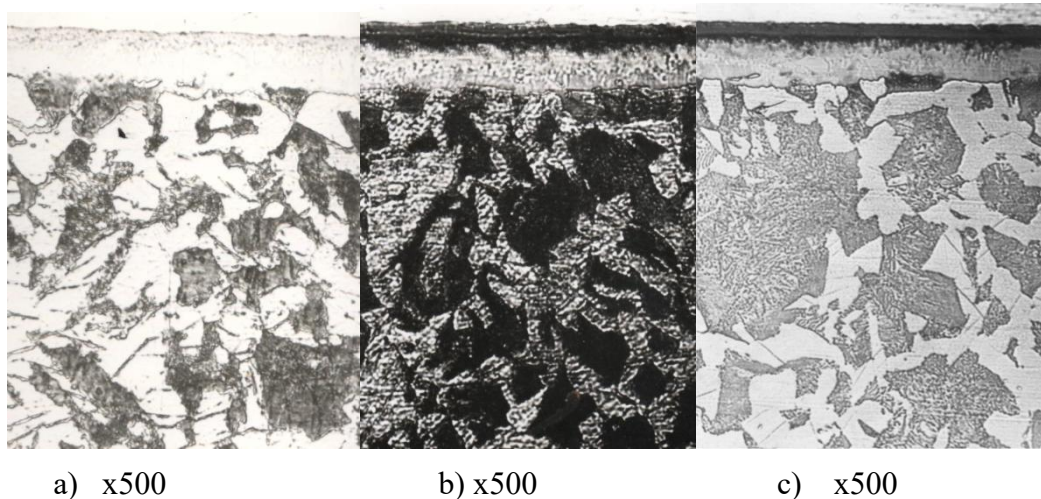
In the diffusion layer, after reaching the nitrogen concentration corresponding to the formation of a high-nitrogen nitride phase in an atmosphere of constant nitrogen potential, the process of decarburization of the matrix is accelerated in the opposite direction to the diffused atomic nitrogen, as a result of which the rate of nitrogen diffusion decreases. In this case, on the surface, the probability of the formation of molecular nitrogen and the accumulation of carbon from the matrix causes micro-porosity of the formed layer.

The subsequent increase in the nitrogen potential ensures a constant rate of nitrogen diffusion through the nitride layer. In this case, boundary diffusion of carbon from pearlite towards ferrite occurs due to the displacement of the atmosphere by nitrogen. The redistribution of nitrogen and carbon in the ferrite and pearlite zones favorably affects the formation of a carbonitride layer, both in the ferrite and pearlite parts of the formed surface nitride layer, giving them the same carbonitride character. As a result of such a change in the nitrogen potential of the saturating atmosphere during nitriding, it is possible to obtain a denser structure of a mixture of ε -phase nitride and ε' -phase carbonitride in the surface layer for its further oxidation (Figure 2, a).

After oxidation of the nitride layer in water vapor, an oxide layer forms on the surface of the nitride layer due to denitrogenation of the nitride layer, and at the same time diffusion of an oxygen atom into the interior of the nitride layer occurs.

When nitriding is combined with subsequent oxidation in water vapor during saturation of the nitride layer with carbon of the steel matrix, a carbonitride ε' -phase is formed, and then, due to the diffusion of oxygen in the carbonitride phase during oxidation, an oxycarbonitride ε'' -phase is formed [9, 12].

During oxidation with the achievement of the required density of the oxide layer counteracting denitrogenation and decarburization of the matrix under the oxide layer, depending on the concentration of nitrogen, carbon and oxygen, upon cooling of the nitride layer, mixtures of ϵ -, ϵ' - and ϵ'' -phases are formed, followed by $\epsilon'' + \gamma'$ -phases (Figure 2, b and c).



a - nitriding at a temperature of 5800C for 3 hours; b - nitriding at a temperature of 580⁰C for 3 hours; subsequent oxidation at a temperature of 5800C for 0.5 hour; c - nitriding at a temperature of 5800C for 3 hours; subsequent oxidation at a temperature of 5500C for 1.0 hour.

Figure 2. Microstructure of steel 20 after nitriding (a) and nitrooxidation (b and c).

The oxide film obtained on the nitride surface at a higher eutectoid temperature for the “iron-oxygen” system (570⁰C) has a micro-porous structure, and wustite (FeO) is also detected on X-ray diffraction patterns upon rapid cooling (Figure 3, a). With slow cooling, wustite is not detected on X-ray diffraction patterns, because when the processed sample is slowly cooled, most likely wustite decomposes according to the formula: $\text{FeO} \rightarrow \text{Fe}_3\text{O}_4 + \text{Fe}\alpha$.

The nitride layer located under the oxide layer has a heterogeneous structure due to a mixture of carbonitride and oxycarbonitride phases, due to the microporosity of the oxide layer. Since the denitrogenation process in a microporous oxide film remains long and with an increase in the thickness of the oxide film, the activity of carbon during decarburization will be greater than the diffusion of oxygen through the barreous oxide layer.

In order to avoid the formation of wustite and the formation of equiphase structures of nitride and magnetite monoxide (Fe_3O_4), the oxidation process must be carried out at a lower eutectoid temperature for the “iron-oxygen” system, in particular in the temperature range 500-550⁰C (Figure 2, c). In this case, the resulting oxide layer has a dense structure and consists of one oxide Fe_3O_4 , and the resulting oxide layer acts as a barre layer preventing denitrogenation, since due to the dissociation of the high-nitrogen ϵ -phase, a more uniform distribution of nitrogen, carbon and oxygen in the nitrided layer with uniform and constant the formation of the oxycarbonitride layer of the ϵ'' -phase at different durations of the oxidation process (Figure 2, b).

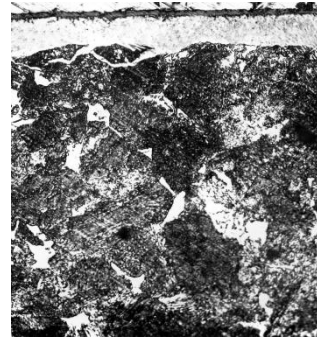
The study of the microstructure and X-ray diffraction analyzes of the nitrooxidation process on steels 45 and 40X also confirms the formation of a uniform oxide layer consisting of Fe_3O_4 monoxide and a mixture of a surface oxide film of a nitride layer in a mixture of an

oxycarbonitride ε'' -phase and γ' -nitride, it is possible to obtain a uniform nitride layer on the surface of ferrite and pearlite on annealed steels (Figure 3, a and b).

For surface hardening of parts operating in a corrosive environment, for wear at low contact loads, a nitrooxide layer is used; consisting of a developed nitride zone and a thin surface oxide zone, which provides better wearing-in of rubbing surfaces and corrosion resistance. Low-nitride layer consisting of ε' - , ε'' - and γ' -phases, therefore, for the formation of a carbonitride layer on the ferrite surface, it is necessary to set the oxidation time of the nitride layer based on the diffusion of carbon from the pearlite part to the ferrite part; to obtain a uniform carbonitride or oxycarbonitride layer under the oxide layer.



a) x500



b) x500

a - nitriding at a temperature of 580°C in an ammonia atmosphere with a degree of dissociation of ammonia $\alpha = 45\text{-}60\%$ and followed by oxidation at a temperature of 550°C for 0.5 hours. b - nitriding at a temperature of 580°C in a mixture of $0.75\% \text{ NH}_3 + 0.25\% \text{ H}_2$ for 3 hours and followed by oxidation at a temperature of 550°C for 0.5 hours.

Figure 1. Microstructure of steel 45 (a) and 40X (i) after nitrooxidation.

In the process of nitrooxidation, the formation and uniformity of the surface diffusion nitride layer is significantly influenced by the presence of carbon in the steel matrix. In this case, carbon is in a free form in the matrix during the decarburization of pearlite and directly affects the development of the nitride layer by the formation of carbonitride phases during the nitriding process and oxycarbonitride phases during the oxidation of the nitride and carbonitride layers.

For parts operating under fatigue conditions at elevated temperatures, a nitride layer is used - an oxide layer with a developed diffusion sublayer of the internal nitriding zone, and for tools operating under dynamic wear and shock loads on the surface, an internal nitriding zone is formed without a brittle surface nitride layer.

It is known that nitrides have a high affinity for oxygen and the thermodynamic assessment of the interaction of iron and its nitrides with oxygen proved that iron nitrides interact more actively with oxygen than iron.

The dependences of the time of appearance of the first foci of corrosion in a 3% aqueous solution of NaCl for samples with a nitride – oxide coating were studied. With an increase in the amount of γ' -phase in the nitride zone, the time until the first corrosion centers appear, reaching up to 450 hours. A further increase in the amount of γ' -phase is accompanied by a decrease in corrosion resistance. The presence of an oxide layer has a positive effect on the corrosion

properties of the layer. It should be noted that in the experiments carried out, the thickness of the oxide zone was 1-5 microns.

Subsequent oxidation of the 13-phase in water vapor at a temperature of 540-550 ° C for 0.5-1 hour on the surface can obtain a uniform oxide layer with a thickness of 1-3 microns. The obtained nitroxide layer possesses the best corrosion properties, the time of appearance of the first centers of corrosion on which is 1056 hours.

The most corrosive properties are possessed by a nitride layer consisting of a mixture of ϵ' -, ϵ'' - and γ' -phases with a surface oxide layer consisting of Fe_3O_4 . This asserts that during the oxidation of the nitride layer, it is important to grow the nitride sublayer with the formation of lower nitride ϵ' -, ϵ'' - and γ' -phases due to the high-nitrogen 16-phase obtained during nitriding at the first nitriding stage.

CONCLUSION

The research results show that:

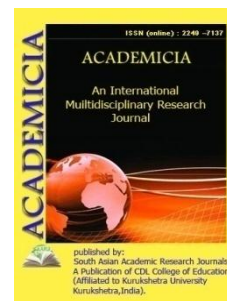
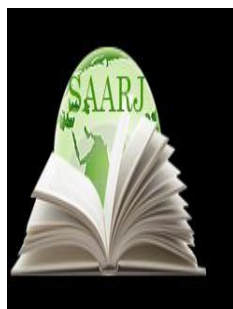
- The required structure and phase composition of the nitride-oxide layer is achieved under optimal processing conditions, with the production of low-nitrogen ϵ' -, ϵ'' - and γ' -phases and a surface layer of Fe_3O_4 oxide with a thickness of 1-5 microns.
- nitrooxidation of annealed steels with a ferrite - pearlite structure, it is possible to obtain a uniform surface diffusion layer with the required ratios of nitrogenous phases in the nitride layer;
- corrosion resistance depends on the ratio of nitride phases, the oxide layer consisting of Fe_3O_4 has the best adhesion strength.

Each obtained phase or phase mixtures are responsible for certain conditions of the physico-mechanical and physicochemical properties of the processed products, therefore, taking into account the operating conditions of the parts and setting the technological parameters of nitro-oxidation, it is possible to increase their reliability and durability.

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DOI: **10.5958/2249-7137.2021.00951.4**

DOCUMENTARY FILM IS AN IMPORTANT TOOL FOR ADVOCACY ACTIVITIES OF PUBLIC ORGANIZATIONS.

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ABSTRACT

This article discusses the fact that the documentary film is an important tool for advocacy activities of public organizations. In the article, the author analyzes the work being done in this area. A documentary is a television or film, cinematographic work, based on certain aspects, real events, connected with a single plot, filmed in a series, intended for display on the screen. Documentary films are widely used in the spiritual and educational activities of political parties, mass social movements, non-governmental organizations, public associations and foundations, the media, self-government bodies.

KEYWORDS: *Documentary, Public organizations, Advocacy, film, Screenplay, plot.*

INTRODUCTION

Under the leadership of President ShavkatMirziyoyev, a large-scale work is being carried out to further develop the national cinematography, to encourage filmmakers to create screen works that reflect our achievements during the years of independence and contribute to the upbringing of the younger generation. The meeting, chaired by the President of the Republic of Uzbekistan ShavkatMirziyoyev on December 29, 2017, focused on the analysis of the ongoing work on the development of the national cinematography and film industry and the solution of existing problems in this area. ShavkatMirziyoyev, President of the Republic of Uzbekistan, said that the struggle for different ideas and ideologies in the world, the competition between different forces to win the hearts and minds of people, especially young people, should make effective use of the unique potential of cinema. The priorities of modernization of the country, envisaged in the Action Strategy, require the improvement of cinema, as well as all industries and sectors, the

creation of new opportunities for the industry. To this end, the Resolution of the President of the Republic of Uzbekistan dated August 7 “On measures to further develop the national cinematography” serves as an important legal document on the consistent development of cinema and film industry in the country, strengthening its material and technical base, training highly qualified personnel. Documentaries made in recent years are a clear proof of this.

A documentary is a television or film, cinematographic work, based on certain aspects, real events, connected with a single plot, filmed in a series, intended for display on the screen. Documentary films are widely used in the spiritual and educational activities of political parties, mass social movements, non-governmental organizations, public associations and foundations, the media, self-government bodies.

At the same time, the ongoing processes of globalization, the priorities of modernization and renewal of our country require the improvement of cinematography, along with all other sectors and industries, the creation of new opportunities for the development of the industry. Rich history, national traditions, patriotism, life and ijodi; those who are actively involved in sponsorship in order to spread the ideas of charity; the brightest talented youth of our country. Documentary films about the rich national traditions of Uzbek families, especially about the devotion to the family, respect for parents (including the life and work of famous artists (Hamid Olimjon and Zulfiya, Said Ahmad and Saida Zunnunova, etc.)) 4 - civic institutions are an important means of advocacy.

The attention paid to the organization of the summer health season of our children at the level of modern requirements is bearing fruit. Spirituality and enlightenment, computer rooms, libraries, various clubs are organized in all camps. The most advanced pedagogical technologies and interactive methods are being introduced into the educational process. For this purpose, the Federation of Trade Unions of Uzbekistan distributes DVDs and banners of feature and documentary films on educational and enlightenment topics, such as “Youth is our future”, “Healthy life - the wealth of the nation” in all camps.

Public organizations will show films, television essays, social videos and reports about the sports of the National Television and Radio Company of Uzbekistan “Sport”, the state unitary enterprise “Uzbektelefilm”, the National Agency “Uzbekkino”, as well as non-governmental TV channels and film studios. The Federation of Sports Cinema and Television of Uzbekistan operates in our country.

Solving environmental problems in our country is an integral part of state policy. Non-governmental organizations are also actively involved in this process. In this regard, ecological cinemas are being established to provide the public with comprehensive information on environmental issues. New documentaries on measures to improve the environmental situation, combat desertification and drought are being shown in the Aral Sea region. The purpose of these ecological cinemas is to expand the ecological knowledge of the population. Such meetings with the participation of experts, non-governmental organizations and the media contribute to the development of the Environmental Movement in our country.

Along with a number of public organizations, the Forum of Culture and Arts of Uzbekistan Foundation makes a worthy contribution to the promotion of documentaries. This is evidenced by the fact that the Foundation traditionally conducts various projects, festivals, competitions, aimed at the further development of our national cinema. The Forum of Culture and Arts of

Uzbekistan regularly holds a traditional regional seminar for documentary filmmakers. The main purpose of the event, which is attended by filmmakers from Central Asia, is to exchange views and experiences of documentary filmmakers, to share innovations and achievements in the field, to acquaint film lovers with the current processes in the field. Within the framework of the seminar, along with the screening of new films made by filmmakers of our country and Central Asia, there will be conferences with the participation of artists, art critics, directors, creative dialogue.

It is obvious that the use of documentaries in the activities of civil society institutions is very effective. In the future, the task is to improve the quality of documentaries, to create a special film bank for these films, to open appropriate information and resource centers, to expand the film audience. All public organizations should be involved in these tasks.

In order to fully support the activities of local self-government bodies in Uzbekistan during the years of independence and strengthen the institution of the family, to inform the world community about the large-scale work carried out in 2013. It is planned to make a documentary about the history of the establishment and development of the mahalla institute, a feature film about the role of the mahalla in ensuring the unity and harmony of our people, peace and harmony in our society.

A regular seminar on "The role of the media in raising public awareness of environmental issues" is organized for editors of regional television and radio stations, members of the National Association of Electronic Mass Media of Uzbekistan. The main purpose of the seminar is to draw public attention to climate change, biodiversity, land degradation prevention, and to improve the professional skills of journalists covering this topic. The editors who participated in the seminar will talk in detail about the criteria for covering the environmental topic, the main principles in this area. Documentary films, broadcasts, social videos, films prepared by the participants of the seminar will be discussed in detail.

Advocates of spirituality - especially the advice of the chairmen of neighborhood assemblies on religious enlightenment and spiritual and moral education - taking into account the specifics of public policy in the social and legal protection of minors, the impact of information attacks on youth morale in the globalization process. they use documentaries about the tragic consequences of trafficking, missionary work, and alcoholism.

Under the leadership of President Islam Karimov, special attention is paid to honoring the memory of artists who have made an invaluable contribution to the development of our national culture, art and science, studying their activities and promoting their rich spiritual heritage among our people, especially youth. In particular, the film "Yunus Rajabi" tells the story of the artist's life, scientific and creative activity. The film "Inextinguishable Starlight" is about the famous scientist, pedagogue, scientist of Uzbekistan Tashmuhammad Qori-Niyazi. The film "Latif Fayziev" tells the story of the director's life, work and creativity, which made a worthy contribution to the development of our national cinema. The film "Every word was a melody" is dedicated to the work and activity of the People's Poet of Uzbekistan Turob Tola. The documentary "Book of Life" is dedicated to the life and work of Ozod Sharafiddinov.

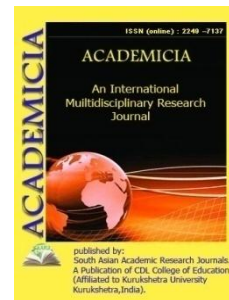
In recent years, the creators of the film studio "Karakalpakfilm" have made many documentaries. For the past five years, renowned director B.J. Boymirzaev's "Berdaq" (tells about the exemplary life of the great poet, his rich creative heritage), "Kissaxonlik" (reflecting the rich oral art,

traditions and values of the Karakalpak people), directed by Z. Abdumurodov's films "Aykulash" (which reflects the social activity of the folklore and ethnographic community of the same name) were judged by the audience.

The inclusion of dozens of documentaries made by Uzbek cinematographers in the UNESCO World Heritage List testifies to the fact that the modern culture and art of our country are also highly valued at the international level.

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DOI: **10.5958/2249-7137.2021.00952.6**

ANALYSIS OF FORMATION OF FOREIGN EXPERIENCE OF A STRUCTURAL APPROACH TO COORDINATION OF NON-STATE HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

Currently, non-state higher education has become an important part of the general education system of Uzbekistan, leading the training of highly qualified personnel, which has a positive impact on its condition and development. The non-state sector in the higher education system has reached a certain level of development and has earned recognition.

KEYWORDS: *Coordination of higher educational institutions, Education, Non-state higher education, Highly qualified work, Theory of management of educational systems.*

INTRODUCTION

The development of a network of non-state educational institutions makes it possible to partially solve such problems of the country's higher education as: bringing educational services closer to the place of residence; expanding opportunities to meet the needs of the population in higher education; the possibility of implementing new copyright programs and technologies; the formation of new economic approaches to the management of educational institutions; attracting additional funds for the development of higher education [1].

It should be noted that the process of the formation of the non-state sector in the higher education system is clearly ahead of the process of its reflection. The quantitative description of this system, the ongoing debate around it, only confirms its real and problematic development, but does not satisfy either academic interest or those who practically build this system, and feels an urgent need for scientific substantiation and support of their own activities.

The non-governmental sector of education has filled a niche that has arisen in the market for supply and demand for highly qualified labor, new in structure and content, oriented towards international experience.

One of the fundamental steps in the reform of higher schools was the transition from state to state-public and public-state management systems with various forms of ownership, creating potential opportunities for students to move along their own path in the system of lifelong education, with the right to choose various educational institutions, including non-state [2].

A unified educational policy has been consolidated, which is implemented within the framework of a unified system, and provides, on the one hand, for the implementation of specific educational functions by state and public organizations, and on the other, for the implementation of certain functions of these organizations in their interaction. With this approach, it is possible not only to divide functions between the structural units of an educational institution, but also to combine them, subordination, which contributes to the achievement of educational goals in all their diversity.

The main goal of educational institutions, including non-state ones, is the transfer of ideas, methods and technologies for the development of natural social and industrial processes. However, the traditional educational strategy in universities is based on the subordination of all participants in the educational process to uniform external standards, which seriously impedes the introduction of progressive innovations, prompt response to changes in the social environment [3]. The main goal of modern education is the development of a person's needs, and the ability to go beyond what is being studied, the ability to self-actualize creative potential, self-development and self-education throughout life.

The cardinal changes that are currently taking place in all spheres of life in Russian society are accompanied by a rapid increase in the number of professions that require in-depth training and focus on a specific area of professional activity.

B.S. Gershunsky wrote that everything starts with an idea, which gradually turns into a constructive hypothesis, a theoretical concept, an expanded target program, into a concrete plan of practical action. He considers education itself as a value, system, process, result [4].

Thus, the readiness of an educational institution for high-quality professional training of specialists depends on three components: the goals of training, the content of training and the organization of the educational process.

An analysis of the theory and practice of the functioning of universities indicates that the educational process in modern higher education suffers from a number of shortcomings. Students in the learning process are not able to cover the complex of the studied problems in unity; when solving problems of practical activity, they do not always understand the interaction of various factors that influence these decisions.

Analyzing the practice of organizing the educational process in non-state universities, we noted some of its regularities:

- 1) the educational process is carried out better in those universities where it is based on serious analytical work;
- 2) more effective is the result of management activities in those universities where the level of its feasibility is higher;
- 3) the higher the level of continuity of management influences, the more significant the effectiveness of management results;

- 4) the more stable the rhythm of management of the educational process, the higher its organization and effectiveness of the results of activity;
- 5) the interconnected and coordinated functioning of the educational process is ensured by the observance of proportions in the activity and structure of the controlling and controlled systems;
- 6) the organization of the educational process can only be effective when the management system has the knowledge and skills necessary to carry out management activities.

Obviously, it is necessary to develop conceptual approaches to the system of training specialists, which would harmoniously combine the possibilities of solving the problems of professional activity and the development of the personality of a professional who is able to realize himself in practice [5]. We believe that the development of pedagogical conditions for organizing the educational process is such an approach, the implementation of which will successfully solve these problems.

The pedagogical process, the synonym of which is educational, consists of the learning process and the education process. An analysis of the practical activities of non-state universities allows us to conclude that they are in dire need of scientifically based recommendations, primarily on the organization of the educational process. Despite the fact that many non-state universities were created with the aim of obtaining special higher education, most of these institutions are represented by the mechanical transfer of pedagogical systems (educational process) from a state university [6]. Therefore, the problem of organizing the educational process in non-state universities acts as a condition for improving the quality of training.

The objective complexity of each profession determines the presence of high requirements for his personality and activity, his cognitive, emotional-volitional, moral, activity spheres. As a result, optimization of the process of training specialists in a non-state university is one of the priority tasks of reforming the educational system.

One of the ways of optimization is the control process, understood as an impact on an object (process), which is selected from a variety of possible impacts, taking into account the goal, the state of the object (process), its characteristics and leads to an improvement in the functioning or development of this object, i.e. approaching the target. The existing practical experience indicates that the organization of management in any field of activity does not take place spontaneously, thoughtful management actions are necessary, the definition of the subject and object of management, the identification of their relationship [7]. The analysis of the philosophical, psychological and pedagogical literature showed that the theoretical foundations of management are perceived as an independent substance in development. Management theory that solves the problem of ensuring the effectiveness of the educational process is considered in the works of A.G. Aganbegyan, A.I. Anshichkina, V.G. Afanasyeva, D.M. Gvishiani, I.I. Shamova, S.V. Shekshni, foreign scientists - M. Weber, D. Carnegie, V. Stevenson. The problems of organizing the pedagogical process in educational institutions became the object of research by Yu.V. Vasilyeva, V.I. Zvyagintseva, Yu.K. Konarzhevsky, O. V., Levgerova, A. N. Orlova, M.M. Potashnik, I.K. Shalaeva.

In recent studies, various aspects of the management problem have been considered, and the issues of management organization have been studied. A systematic vision of the pedagogical process is reflected in the research

S.I. Arkhangelsky, V.G. Afanasyeva, Yu.K. Babansky, V.P. Bepalko; conducted pedagogical research in the field of education management; studied the management of the pedagogical process of educational institutions; analyzed the current state and development trends of higher non-state educational institutions.

Despite some progress in the development of higher non-state educational institutions achieved in recent years, the training of a high-class specialist is still an object of the educational process. Today it is becoming more and more obvious that there are a number of contradictions in the organization of the pedagogical process of a higher non-state educational institution:

- Between the need of society for the professional training of a specialist and the objectively existing social and pedagogical conditions that complicate the implementation of this process;
- Between the large volume of required professional knowledge of a specialist and the rapid "aging" of the information received;
- Between the constantly changing requirements of society to the level of professional training of a future specialist and his readiness to quickly and effectively adapt to the conditions of labor activity;
- Between scientific and theoretical knowledge and experience of legal training of students and the lack of developed conceptual foundations for organizing the pedagogical process in higher non-state educational institutions. The need to resolve these contradictions predetermined the research problem, which consists in identifying organizational and pedagogical conditions and substantiating ways to increase the effectiveness of the educational process in a non-state higher educational institution [8].

The aforementioned contradictions and problems determined the choice of the topic of our research: "Features of the organization of the pedagogical process in a higher non-state educational institution."

Purpose of the study: to develop and implement a model of effective organization of the educational process in a non-state higher educational institution.

Object of research: the pedagogical process in a higher non-state educational institution.

Subject of research: organizational and pedagogical conditions for the functioning of the educational process in a higher non-state educational institution.

In accordance with the problem, purpose, object and subject of research, the following tasks were set:

1. Analyze, on the basis of comparison with a state university, a set of initial provisions that form the theoretical basis for the organization of the pedagogical process in a non-state higher educational institution.
2. Determine the essence and structure of the pedagogical process in a higher non-state educational institution.
3. To develop a model for the effective organization of the pedagogical process in the preparation of a specialist in a non-state university.

4. To determine the pedagogical conditions for the effective organization of the educational process in the preparation of a specialist in a higher non-state educational institution.

In the course of the study, a hypothesis was put forward that the effectiveness of the pedagogical process in a non-state university for training specialists will significantly increase if the conditions and pedagogical capabilities of a non-state higher educational institution are taken into account in the management and organization of the educational process, namely:

-Reliance is made on the psychological and pedagogical characteristics of students, their goals and values;

-As a technological basis for training, the means of new information technologies and mass communication are systematically and holistically used;

-Compulsory computer literacy of teachers and students is provided;

-The organization of independent work of students and various types of control of its results are optimally connected;

-Is formed and rationally used the subject environment in the educational complex, through the implementation of the pedagogical process in the courts, prosecutor's office, customs, tax police [9].

The methodological basis of the study was: the theory of personal and professional self-determination, the theory of management of educational systems, studies of the features of educational activity, the theory of personality development, studies on the adaptation of a young specialist to professional activities, special studies on the organization of the pedagogical process in universities.

Culturological, axiological, personal-creative and activity approaches served as the methodological basis of the research.

The special methodology was a systemic and holistic approach to the knowledge and transformation of professional activity, the concept of a humanistic orientation to the organization of vocational education, the principles of the unity of theory and practice in the educational process of a higher educational institution.

The work used the provisions of the UZM Law "On Education", the Law "On Higher and Postgraduate Professional Education", the Order of the Ministry of General and Vocational Education of UZM "On Measures to Promote the Improvement of Teaching, Methodological and Academic Work in Non-State Universities", regulatory documents of the Ministry of Education, scientific and methodological sources, psychological and pedagogical literature on the research problem.

To solve the set tasks and test the working hypothesis, a set of research methods was used, including:

-Theoretical analysis of philosophical, sociological, psychological and pedagogical literature on the problem, regulatory documents; observation, questioning, creation of various pedagogical situations; analysis of the productivity of professional management activities; pedagogical experiment; method of mathematical processing of experimental data.

Preparatory and organizational - characterized by the study of normative, instructional and methodological documents, scientific and methodological sources, scientific, psychological and pedagogical literature and foreign sources in order to determine the specific features of the organization of the activities of a higher non-state educational institution, the experience of organizing the training of specialists in higher non-state educational institutions of economic legal profile; development of approaches and research methods [10].

Theoretical and experimental - clarification and adjustment of the tasks of the dissertation research. Revealing a complex of pedagogical conditions for increasing the effectiveness of the educational process of a higher non-state educational institution.

Theoretical - generalizing - completion of pedagogical research, theoretical understanding of the results obtained, analysis and generalization of research materials, formulation of conclusions and introduction of a model of organization of the pedagogical process into the practical activities of higher non-state educational institutions. Literary design of the dissertation research.

The most significant results obtained personally by the applicant; their scientific novelty and theoretical significance:

- A model of the organization of the pedagogical process of a higher non-state educational institution has been developed and tested, contributing to the improvement of the quality of specialist training;

- Within the framework of the developed model, a set of pedagogical conditions has been determined that most effectively affect the organization of the educational process and the training of specialists in a non-state university of economic and legal profile;

- Proposed and substantiated diagnostic procedures that reveal the effectiveness of the organization of the educational process in higher non-state educational institutions;

- Formulated scientifically grounded methodological recommendations for the organization of the pedagogical process in a higher non-state educational institution.

In addition, the approbation and implementation of the results obtained make it possible to develop fundamentally new approaches to further improving the system of professional training of students in higher non-state educational institutions [11].

1. The pedagogical process of a higher non-state educational institution is an integral, special, educational, educational system designed to form both professional and personal qualities of a student capable of fulfilling his educational, social and labor duties.

2. The theoretical model of the organization of the pedagogical process is an integrative unity of goals, tasks, defining principles, methods, psychological and pedagogical conditions that ensure the effectiveness of students' educational activities, based on conscious motivation for the chosen profession.

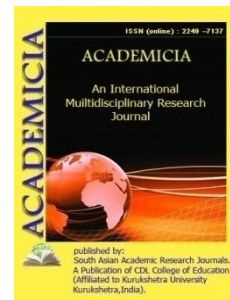
3. Features that determine the organizational and pedagogical conditions of the activity of a higher non-state educational institution provide a program-targeted and professional orientation of the educational process, form students' cognitive independence and stimulate educational activity.

4. The effectiveness of the work of the educational administration, special departments and the dean's office in the process of planning, organization, regulation and control ensure the performing and educational disciplines;

5. The variety of forms of independent work of students, the interaction of teachers and students in the learning process, the development of democratic, collaborative, benevolent interpersonal relations maintain a comfortable psychological microclimate, and ensure the effectiveness and quality of the educational process.

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DOI: **10.5958/2249-7137.2021.00953.8**

EFFECTIVE METHODS OF TEACHING AND LEARNING ARCHITECTURE AND CONSTRUCTION TERMINOLOGY IN HIGHER EDUCATION

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ABSTRACT

This article explores the use of various innovative methods in the process of teaching architecture terms in English, to improve the communicative competencies and communication skills of students of non-linguistic faculties of the university. The article discusses improving the level of language competence and cognitive activity of students, improving the quality of language training of specialists and their needs in learning a foreign language.

KEYWORDS: *Architecture terms, Non-linguistic, Communication skills, Cognitive activity, language competence, and learners' needs.*

INTRODUCTION

More and more demands are placed on specialists in mastering professional competencies. This encourages the teacher to constantly look for new means, ways and methods to optimize and intensify the educational process. In recent years, students have preferred engineering fields and profiles. The most difficult for students from the point of view of mastering and understanding the professional language are the directions "Architecture" and "Construction". For a student, mastering the engineering profession is a complex process. In a short time, he must master many special disciplines in a foreign language, learn to communicate with teachers and students in a professional environment. The formation of students' professional communication is based on the relationship of competence-based and interdisciplinary approaches in teaching architectural terms in English.

In the process of work, students are offered a classification of architectural basic terms by spheres, objects and subjects of activity (urban planning zoning, earthworks, architect, designer); types of buildings, structures and structural elements (central dome system, architectural order,

balustrade, cornice, capital, portico); painting (palette, light filter, glazing, tone); architectural styles (Gothic, Baroque, Renaissance, Rococo); urban planning (restoration, overhaul, master plan), etc.

The productive activity of students is an independent study of individual topics of the course; preparation of messages, reports and presentations; implementation of term papers, projects and studies. Practice shows that the formation and development of the communicative competence of students in architectural and construction areas is closely related to their deep knowledge of terminology and the ability to use it in speech situations of the professional environment. In this regard, from the above-mentioned types of independent work, we pay special attention to the compilation of an individual thematic dictionary of terms. The compilation of a glossary can be both reproductive and creative. Working with new vocabulary, the student not only thinks over the terms, comprehends and remembers them, but also activates them in their speech practice. The compilation of the dictionary begins under the guidance of the teacher. The student completes this task in the lesson or on his own at home, replenishing the dictionary with new terms and concepts. He can write down the translation of the term into his native language, give his own comments and examples, and insert the necessary pictures, drawings, diagrams, speech patterns for the use of this term in a scientific text. Some students practice keeping electronic dictionaries in the table forms with definitions and translations into several languages, as well as their pictures as illustrations, which are proved to be one of the most productive techniques in memorizing terms. (See Table 1)


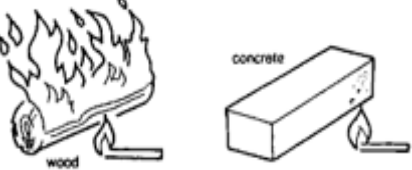
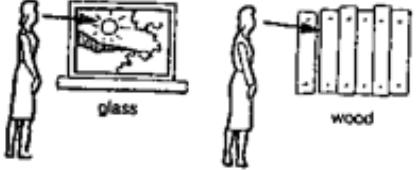
	Term and definition	Russian	Uzbek	Picture
1	Hollow brick- A brick that has holes through it which total at least 25% of its volume	пустотелый кирпич	ичи бўш ғишт	

Table 1. Self-study glossary

General English is bridge to develop ESP vocabulary, as it helps to comprehend the ESP context. Moreover, picture prompt is considered to be one of the efficient techniques to teach terminology. (See Table 2)

ESP term	General English	Picture prompt
Wood is combustible but concrete is non-combustible .	Wood can burn but concrete can't burn.	
Glass is transparent but wood or wall is opaque .	One can see through glass but can't through wood or wall.	

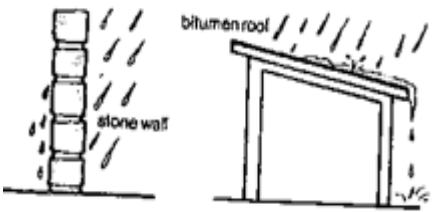
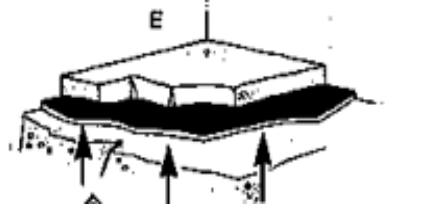

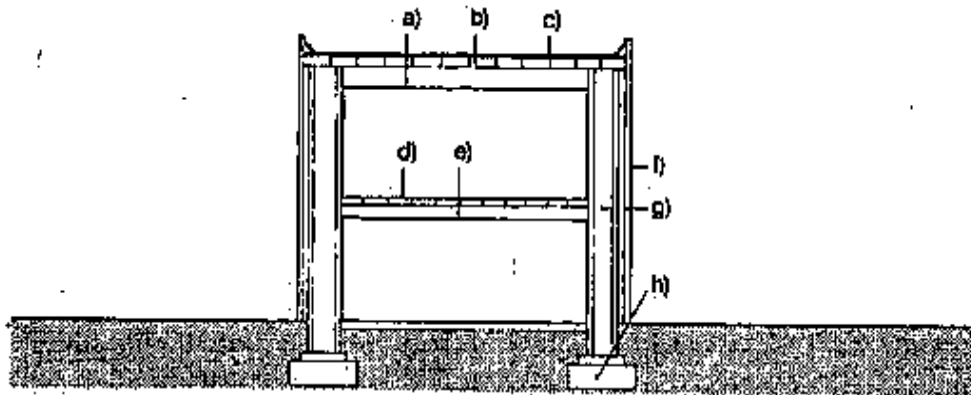
Stone is <i>permeable</i> but bitumen is <i>impermeable</i> .	Water vapor can pass through stone but not through bitumen.	
This means that polythene is <i>impermeable</i> .	The polythene membrane can prevent moisture from rising into the concrete floor.	
Rubber is <i>flexible</i> but concrete is <i>rigid</i> .	A man can bend a rubber tile but not a concrete tile.	

Table 2 Properties of materials

It's obvious that the general learner of English may not understand the section of a factory (Fig.1). However, the learner of construction specialty with background knowledge in L1 can easily give a description of this structure, its components and elements. This is a challenge for a language teacher to teach L2 for ESP learners without knowledge of that specialty.

**Fig.1 Structure of a factory**

The following type of self-study provides the learners to avoid misinterpreting the words as they can easily comprehend from the labels. (see Fig.2)

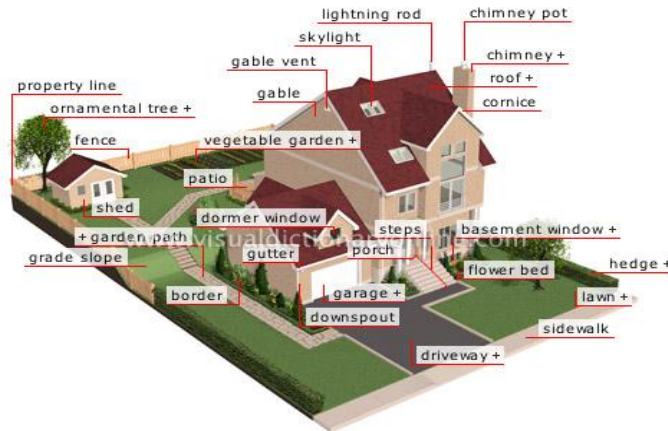


Fig.2 Parts of a house

“Engineering Drawing is an art interwoven with science.” Why drawing is so important?

A language composed of just written or oral words has some limitations that is the shape, size and other details of an object cannot be completely explained even by the use of most advanced word language. It can be effectively described by the “Language of Engineers”, so called engineering drawing, which, for engineers, is as important as grammar for an English teacher. To manufacture an object, if an individual has a group of skillful workers, all the latest machines, many precious tools, the raw material but there’s no sketch of what to manufacture, nothing can be done.

A designer prefers a picture to a written description of an object. The design team should make all the things clear. To design a Gear, one should define the type of gear, material, pitch, pressure angle, number of teeth, all dimensions including tolerances, outside diameter, details of mating gear and heat treatment specifications. The more the clues provided, the more accurate the gear quality and results will be. To be competent, the vision of the designer should be sharper than his pencil. (See Fig.3)



Fig.3 The interior of a house

Engineering drawing is the universal accent. It is spoken, read and written in a particular style. As in the case with any language, engineering drawing has also been devised according to certain

rules and has its own syntax; it has some definite rules and so can be easily understood across any piece of this universe. A complete drawing of a job is followed by giving an accurate shape to the raw materials, according to the sketch. If the engineer commits an error in the sketch, it is carried over to the practical work by others, resulting in the loss of time, material, labor and finally affects the production efficiency of the industry.

Vocabulary is of major importance for ESP learners, because knowledge of it and the ability to process certain vocabulary storage allow them to retrieve and properly comprehend information from professional texts after reading and/or listening, to express their thoughts both in oral and written forms when interacting and communicating with specialists (native and non-native speakers). The purpose of this article was to explore the use of various innovative methods in the process of teaching architecture terms in English, to improve the communicative competencies and communication skills of students of non-linguistic faculties of the university. The article discusses improving the level of language competence and cognitive activity of students, improving the quality of language training of specialists and their needs in learning a foreign language.

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DOI: **10.5958/2249-7137.2021.00954.X**

ANALYSIS OF THE FORMATION OF A FRIENDLY ATMOSPHERE WHEN USING EDUCATIONAL TECHNOLOGIES IN THE RUSSIAN LANGUAGE LESSONS FOR STUDENTS OF AGRARIAN UNIVERSITY

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ABSTRACT

The article discusses analysis of the formation of a friendly atmosphere when applying educational technologies in the lessons of Russian languages for students of agrarian universities. It reveals the essence of pedagogical methods as a pedagogical technology, and describes in detail the content of its components. The author extensively substantiates the relevance, expediency and effectiveness of the use of subject-language integrated learning in Russian classes, and summarizes the advantages and disadvantages of its use in teaching Russian at a university.

KEYWORDS: *Pedagogical methods and technologies, Technology, subject-language integrated learning, specialized training Russian, Agrarian universities.*

INTRODUCTION

English for specific purposes is considered as an approach to teaching and learning of English as a foreign language. However, in contrast to other pedagogical approaches, the entire course, its content and objectives are based on the specific needs of target learners. Especially, these facts called forth the need of a language for real communication, which conforms to the constructivist learning perspective supporting the idea that language learners should engage in activities fostering real life use of language rather than memorizing rules.

Russian is a world language; all people need to use there at an increasingly high level. A good knowledge of Russian is needed more than a choice. Globalization, science, technology, education make Russia proficiency in all branches of science. Teachers who deal with these spheres have to be prepared to come across with all these changes, challenges and difficulties in high educational establishments. Therefore, it is important to have a clear understanding of how

our universities are ready for the global demand and why our graduates are not reaching the appropriate level of the English language and ready to solve these kinds of problems.

The modern education system involves preparing students for the choice of professions while still in school, largely through specialized training in high school. The composition of high school students is differentiated in accordance with their interests, the area of subjects that they plan to study in depth, as well as the development of their professional orientation. While some have already chosen a future profession and a range of specialized subjects, others are still at the stage of selection, without a clear plan and definite interest in a specific subject and field of activity.

The general objective of our research includes analysis of the factors affecting the Russian language teaching and learning process. In our research, we are trying to determine the classroom conditions where the lesson procedure takes place and identifies characteristics of the lesson and behaviors of the students and surely, teachers' instructional competences with the help of pedagogical technologies. There are several factors that affect the Russian language teaching and learning process to establish how each of them affect the teaching process in our country. In done studies, it was mentioned that there are several factors, which affect the learning process of English as a foreign language.

Profile training allows you to organize the educational process of students in accordance with their individual abilities, to create a special educational trajectory that will allow each student to study a certain number of subjects in in-depth form.

There are many advantages of pedagogical methods and technology that have been connected with the use of integrated education, "Research indicates that using an interdisciplinary or integrated curriculum provides opportunities for more relevant, less fragmented, and more stimulating experiences for learners".

Other benefits that have been found are that it is student centered, improves higher level thinking skills and problem solving, and improves retention¹

More advantages that are specific focused on integrated pedagogical methods and technology in education. Several advantages in pedagogical methods and technology education include making students be active in their solution. It is required to be solvers, innovators, inventors, logical thinkers and critical thinkers, and technologically literate as Morrison mentioned. Studies done by many researchers have shown that integration of mathematics and science has a positive impact on student attitudes and interest in classes to motivate them to learn and to achieve results.

Integrated pedagogical methods and technology education often requires numerous materials and resources for students to investigate solutions to real world problems through designing, expressing, testing, and revising their ideas. Materials can include construction tools such as saws, measuring devices, and hammers; electronic materials such as computers, design programs, robotics kits, and calculators; and other materials used in design, which could include wood, Styrofoam, glue, cardboard, or construction paper. Through the use of these materials in design activities students can better understand technology. A broad definition of technology is anything that is human made that makes life easier. An engineers' job is to design technologies that can solve problems. For authentic learning to take place, students need to be given

opportunities to design processes or products concerning various types of mining engine technologies.

Integrated pedagogical methods and technologies in education is an effort to combine science, technology, engineering, and mathematics into one class that is based on connections between the subjects and real-world problems. However, in general, integrated pedagogical methods and technologies in education can involve multiple classes and teachers' do not have to always involve all four disciplines of pedagogical methods and technologies.

Pedagogical methods and technologies teachers need to develop not only to deep knowledge of the content that they teach but also to also specialized knowledge of how to teach pedagogical methods and technologies content to students, pedagogical knowledge. The training and support of teachers are essential to achieve the goal of quality pedagogical methods and technologies education. Paradoxically, many schoolteachers have limited background knowledge, beliefs, confidence, and efficacy in teaching pedagogical methods and technologies.

One of the urgent problems in specialized non-linguistic groups is the attitude of students to a foreign language and its place in the system of specialized training. Obviously, knowledge of a foreign language in modern market of competencies is a priority and in demand. It is not difficult to imagine that in-depth study of specialized subjects can push the English language into the background, significantly reduce the motivation of students to study it. One of the ways to increase it is to integrate it into the educational process of interdisciplinary communication with specialized subjects, where the language becomes no direct means of studying other subjects and mastering communicative competencies.

The specificity of the methodology lies in the fact that knowledge of the language becomes a tool for studying the content of the subject. At the same time, the language is integrated into the curriculum, and the need to immerse you in the language environment to be able to discuss thematic material significantly increases the motivation for using the language in the context of the studied topics.

After this comes the way out into speech, the stage at which the teacher can offer students a wide range of language exercises. Most often it is may be a problem statement that students must solve using their knowledge of the core subject, language skills and speech skills, as well as imagination, thinking outside the box. In addition, logical completion of this stage can be project activity, when students receive a new product through scientific methods in the course of research. At the same time, the work can be carried out both in groups and in pairs and individually.

This makes it possible to find similarities and differences, consider the problem from different positions, cultural, religious and ideological views. For example, in a socio-economic university, a subject-language integrated lesson of English can be considered topics such as political device in Uzbekistan and Great Britain or America and find similarities and differences in their legislative, executive and judicial branches. Such classes will undoubtedly broaden the horizons of students, immerse them in a natural language environment, and contribute to the formation of socio-cultural competence of mining students.

Thus, we consider the use of pedagogical technology in the Russian classroom in agrarian universities necessary and effective. This approach meets the requirements of Educational State

Standards of the Republic of Uzbekistan, forms integrated interdisciplinary communications is actively aimed at developing the skills and abilities of students, contributes to the formation of the necessary competencies. *Secondly*, subject-language integrated learning fits perfectly the educational process of mining students, where the main forces of students are focused on studying specialized subjects. Integrated classes become an additional source of knowledge and skills of students in a specialized subject. *Thirdly*, the development of all four language skills, the replenishment of the vocabulary with different layers of vocabulary, certain terminology, new language constructions, an abundance of language exercises and speaking contributes to a qualitative increase in the language level of mining students.

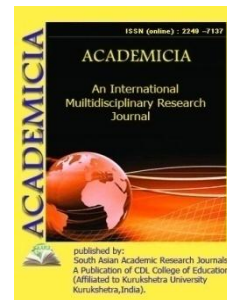
In addition, this technology is universal and suitable for use at any level, regardless of the profile, configuration and language level. It should also be noted that integrated classes are professionally oriented, especially for students who cannot decide on their core subjects and their future profession. Finally, interesting integrated classes will certainly increase the motivation of students to learn Russian, even despite the need for in-depth study of difficult subjects of the profile cycle.

In Conclusion, recent discussions have maintained that English and Russian offers opportunities to improve the process of language learning and language teaching. "Theoreticians and teachers claim that the learning environment created by increases the learner's general learning capacities, his/her motivation and interest". There is much discussion about the global spread of Russian as a medium of education. There have been major achievements over the last twenty years in how to teach Russian as a second/foreign language. Some approaches to subject teaching have developed radically, others less so. This is also the case with how teachers teach. The following suggestions should be taken into consideration in Polish bi-lingual education:

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DOI: **10.5958/2249-7137.2021.00955.1**

"DEVELOPMENT OF ORAL AND WRITTEN SPEECH IN THE STUDY OF THE RUSSIAN LANGUAGE IN AN AGRARIAN UNIVERSITY"

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ABSTRACT

The article substantiates the conceptual "development of oral and written speech while studying Russian language in future agronomists, describes a semiotic-situational approach as the basis of research, reveals the pedagogical principles of the process under study. The teaching of oral and written speech in the methodology has long been called the development of coherent speech. At the same time, coherent speech is understood as a process, speech activity, and a certain result of an act of communication, i.e. detailed answer of the student on the material of the academic discipline, oral and written presentation of the text created by the student, abstract, article in the wall newspaper, description, reasoning, report. a certain speech work, text.

KEYWORDS: Russian, student, agrarian university, oral, written.

INTRODUCTION

In connection with the adoption by the Republic of Uzbekistan of the Law of September 24, 2020 "On Education in the Republic of Uzbekistan", the state authorities of the subject of the Republic of Uzbekistan in the field of education ensure state guarantees of the rights of citizens to receive public and general education.

On the one hand, teaching students with Russian as a non-native language is a special area of methodology, specific learning conditions are created for such students, on the other hand, and all students of the Republic of Uzbekistan must go through the system of state final certification, not differentiated depending on the knowledge of Russian as a non-native language.

The main task of the language teacher is to bring the lessons of Russian as a non-native language closer to the lessons of Russian as a native language, and not as a foreign one.

As part of the introduction of educational standards of the second generation, much attention is paid to the development of the speech of students, including those who study Russian as a non-native language.

The primary task of every language teacher is to educate a person who owns the art of verbal communication, the culture of oral and written speech.

Students master the Russian language through speech activity, through speech perception and speaking. That is why it is so important to create conditions for the speech activity of children.

The weakest link in the general system of teaching the native language is the work on the development of coherent speech of students.

The teaching of oral and written speech in the methodology has long been called the development of coherent speech. At the same time, coherent speech is understood as a process, speech activity, and a certain result of an act of communication, i.e. detailed answer of the student on the material of the academic discipline, oral and written presentation of the text created by the student, abstract, article in the wall newspaper, description, reasoning, report. a certain speech work, text. Each of the speech works indicated in the program acts both as a subject of instruction and as a means by which communicative skills are formed and developed. So, by teaching to build a text of the type of reasoning-proof, the teacher helps schoolchildren to realize the features of this type of text, to master certain skills, and at the same time, all this work serves as a means of developing communication skills, human communication skills. That is why a clear understanding of the content of work on the development of coherent speech, its sequence and the optimal selection of methods and means of teaching corresponding to the tasks are of great importance.

Three main directions of the development of students' speech can be distinguished: mastering the norms of the literary language, enriching the vocabulary and grammatical structure of students' speech, teaching various types of speech activity.

For successful work in these areas, you can use various productive pedagogical technologies: student-centered learning, the development of critical thinking through reading and writing, gaming technologies, information technology. Such training involves not only equipping schoolchildren with educational information, but also the development of their intelligence.

The main goal of teaching Russian as a non-native language is the development of students' communicative activities. Therefore, the formation of the skills and abilities of verbal communication or communications is put forward as the most important goal of training. This is formed in all types of education: reading, speaking, and writing. And above all, communicative target attitudes play an important role here, requiring students to be able to express agreement, support what was said, join what was said, complement the interlocutor (agree, continue what has been said). When studying any language of the world, a person tries to learn his communicative activity. In educational activities, great importance is attached to communication between students and teachers.

Mastering computer technologies allows you to really individualize the educational process, enhance the positive motivation for learning, intensify cognitive activity, and enhance the creative component of the work of both the student and the teacher.

Information and communication technology is both a delivery medium and a control medium. Computer lessons will help to improve the level of teaching, enhance the motivation for learning, and activate students' cognitive activity.

The development of interest in the subject is also associated with the development of the individual abilities of students. There are "strong" students in the class who strive to get a high percentage of knowledge, skills, abilities, having a high learning potential and "weak" students. Given these features, you can use the learning technology. The essence of the technology is that the student is given the time that corresponds to his personal abilities and capabilities, which allows him to assimilate the material. In addition, "strong" students are given tasks of increased difficulty, which contribute to the development of cognitive interests.

If there are goals and motives for communication, then the act of communication within the framework of a speech situation will take place. The best technique for activating oral and written speech is an interactive technique, which is translated from English as interaction, where the teacher and student work to achieve one goal. For example, this includes various situational tasks with dialogical and monologist speech and the ability to express one's thoughts in the form of texts, creative, research works.

Game technologies: Learning will be successful if knowledge, skills, and abilities are learned in strict sequence, when each new lesson is based on the previous ones. But in the learning process, it is important not only knowledge, but also the impressions with which the child leaves the lesson. Techniques for learning proverbs, sayings, and poems help students' master aspects of the language.

With the help of such game techniques, you can consolidate new language material, or you can cheerfully and easily repeat the material you have covered.

Thus, the basis of communicative activity is made up of communicative skills, formed on the basis of linguistic knowledge, skills, and skills, That is, work on communicative concepts gives good results.

In conclusion, I would like to say that the main thing in a teacher's work is striving for creative search. Such lessons allow students to see the benefits of learning a subject, resulting in an increased interest and quality of education in the subject being studied.

In the university, in the process of educational activity, all functional varieties of speech develop, but speech as a means of cognition, preservation and transmission of information, speech as a means of organizing collective actions, speech as a means of self-awareness and self-expression, influence on comrades and adults is of particular importance. At this time, along with interpersonal communication, group communication is intensively developing. It is at school that students master book styles of speech. Comprehending the fundamentals of the sciences at school, children use the educational and scientific variety of book speech, when in the classroom they briefly or in detail answer the teacher's questions, make messages and reports (on the topics of the subjects being studied). The school also begins to develop a journalistic style of speech, the formation of which is associated with active participation in public life, the study of subjects of the humanitarian cycle. The latter is explained by the fact that in the social sciences, facts, phenomena, ideas, views are not simply communicated, but analysed from certain ideological

positions. The language of social sciences is characterized by a scientific and journalistic style of presentation.

The formation and improvement of students' speech requires purposeful work. In accordance with the current program, in the lessons of their native language, students receive special knowledge about speech

These general communicative (sometimes called communicative-speech) skills include:

- The ability to reveal the topic and the main idea of the created text;
- The ability to collect and systematize the material on the basis of which the statement will be created (this skill presupposes the ability to think over the content plan of the text);
- The ability to build a statement in a certain compositional form (speech genre), for example, in the genre of a non-fictional story, reportage, in the form of portrait sketches, etc.
- The ability to select the language means that are optimal from the point of view of the speech task and the conditions of communication;
- The ability to edit, improve what is written (the latter refers to the communicative skills of writing).

The need to form the above-mentioned communication skills is explained by the fact that without special work, schoolchildren do not master them properly. As shown by the research, the typical deficiencies of oral and written statements, students are:

- Expansion or narrowing of the topic of the statement, "departure" from the proposed topic; overloading the statement with details that are not relevant to the disclosure of the topic;
- The lack of an idea, the main idea of the statement or the inability to fully disclose it;
- Inability to select the material necessary for the statement and systematize it, violation of the sequence in the presentation of thoughts, repetitions;

Lack of connection between parts of the statement, the disproportion of its individual parts;

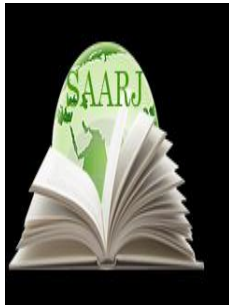
- Inconsistency of the content, compositional form and selected language means to the task and the addressee of the statement, the conditions of communication; unjustified violation of the stylistic unity of the text.

For the successful formation of communication skills, coordinated and purposeful efforts of all teachers are required, i.e. need a general program of work for the development of coherent speech, students at the inter-subject level.

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DOI: **10.5958/2249-7137.2021.00956.3**

AESTHETIC IDEAL AND AESTHETIC CRITERION

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ABSTRACT

The question of whether aesthetics determines the criteria of art, artistic creation, or when creating laws, new criteria, norms, aesthetics follows art has always worried thinkers. The theorist of classicism Boileau, from his point of view, recognized aesthetics as a science that presents its canons and laws to the artist, while others have shown that art is primary in the emergence of aesthetic norms. Of course, in the creative process it is impossible to adhere to only a scheme, a formula, but this does not mean that there are no normative foundations in aesthetics. In our opinion, in art and the creative process, adhering to aesthetic laws, norms and criteria, first of all, means creating artistry in works of art and ensuring that the works meet the highest aesthetic requirements. Thus, aesthetic norms are recognized boundaries, the crossing of which leads to a violation of the aesthetic level and perception. The ancient Greeks denoted disorderly and ugly by the concept of Chaos, order, harmony, harmony of the universe and the ideal were denoted by the word Cosmos. Where the lawful principle of beauty - the aesthetic norm - is preserved, there will always be beauty, while the ugly appears on the basis of a violation of aesthetic norms. For the art form in a work of art to become beautiful, order, high organization, perfect harmony, color, plastic and verbal construction are necessary. In the works of the classics, the logical development of the content requires harmony, balance of composition, a clear image, an accurate representation of volume, generalization of lines. Today, aesthetic criteria and norms play an important role not only in art, in all types of artistic creation, and even in the beauty industry, sports and medicine.

KEYWORDS: *Aesthetic criteria, aesthetic norms, harmony, order, quantity and quality.*

INTRODUCTION

Striving for the aesthetic ideal serves as the main factor in creating the newest aesthetic norms, beauty, and beautiful, sublime, amazement in aesthetics. The aesthetic ideal occupies an extremely important place in creating harmony out of chaos, creating an image in a work of art, the latest form and content, composition, genres and styles, in expanding the visual criteria of contemporary art and a person's desire for all-round beauty (human body, soul, face, plastic movement).

Vygotsky emphasizes: "Art, first of all, determines our character, organizes our behavior, it is an instruction into the future. Perhaps it will never happen, but throughout our life it is a requirement that makes us strive for a further goal" [1.230.] Since we are going to talk about the philosophical and aesthetic nature of aesthetic ideals in art, it should be noted: in art, the aesthetic ideal is in harmony with aesthetic criteria and their characteristics are technical: First, aesthetic values have been formed in the history of art over the centuries and on the basis of this ideals and criteria we value; secondly, we can observe that in art such aesthetic categories as the beautiful, the sublime, the comic, the harmony, the miraculous are expressed in the correlation of human aesthetic ideals; thirdly, the level of aesthetic taste is determined by the aesthetic ideal, the aesthetic taste largely depends on what the individual and society perceives as beauty and ideal.

Some factors that were the reason for the formation of the aesthetic ideal.

1. In art, in most cases, the aesthetic ideal begins with an idea, while idea proceeds from the aesthetic needs of each era. In the history of art, style creates its own criterion in the history of culture and is transformed into ideals, values, they are primarily the product of ideas created in accordance with the requirements of the time in a given society.

A person's thinking is always personal and individual, and it is a creative and constructive activity of the subject, which includes forecasting events, new ideas, assumptions and theories.

Ideas have their beginning and end. They also appear in a certain place and time, contribute to the development of society, exist in the minds and hearts of people, having lived their lives, having lost their strength and charm, they can turn into an historical memory. Aesthetic norms and criteria are also constantly changing and developing. For example, if we are talking about harmony, rhythm, beauty, style, we will see that each era in this respect has its own aesthetic criteria, views and taste. This means that a change in the ideas of each era leads to a change in the aesthetic ideals of that era and, on a par with this, to a change in aesthetic norms and criteria, aesthetic taste and aesthetic assessment.

Ideas serve good or evil, freedom or oppression, education or vandalism. Together with ideas, we see a similar parallel situation in relation to values:

2. Under the influence of social processes of representation, people's views about "values" change, which is associated with changes in living conditions, everyday life and the spiritual appearance of people in the process of development. In some cases, the decline in values is due to the fact that these values are incompatible with the ideals and tastes of the time. Different aspects are opposite aspects of all kinds of values. Positive and negative, contradicting each other, depending on the meaning and importance of the concepts of "good" and "evil", "truth"

and "injustice", "happiness" and "unhappiness" characterize aspects of life that are in conflict with each other.

3. Also in the emergence of the categories of science of aesthetics, as beautiful, ugly, sublime, base, tragic, comic ideas, values and their principle of opposition here occupy a worthy place. They are reflected in works of art.

Aristotle: "An artist," he writes, "selects certain people, they can be good or bad. They are better than us or worse than us, or they can be like us ... There is also a difference between tragedy and comedy: comedy is worse than the living, and the other tries to describe the best people." [2.9-10.] Farabi also dwelling on the art of poetry emphasizes: As for poetry, this is what is mentioned in the conversation to create a clearer picture, is used to enhance the subtleties. Here is an image (also poetic thinking) of the beautiful and ugliness, majestic and low or similar (life events). [3.80.]

Unlike ideology and values, aesthetics also explores, through these concepts, the experience of a person who develops aesthetic senses.

The opposite and the aesthetic ideal: The study in philosophy of dividing an object into opposite sides, the need to clarify their relationship is based on the fact that each thing absorbs the tendency of opposition. Opposition is the existence of all objects and phenomena in the material world, interconnection in the process of development, complementing each other, defining the unity of contradictions, a philosophical concept. This conflict between opposing forces, which is the source of progress, leads to the loss of the old and the emergence of the new.

In our opinion, proceeding from the concept of opposites in art, the origin of the aesthetic ideal is characterized by the following:

1. The history of eras.
2. in the internal structure of the work.
3. Psychic-sensual rational aspects of the artist and the work of art.
4. Specific features of the arts, etc.

1. Historical periods. The origin of the concept of opposition dates back to the ancient period. It is known that according to the teachings of the Avesta, all events in nature and human society originate from the opposition and struggle of two creators. One of these creators is Ahura Mazda, the god who created light, prosperity, well-being, health, peace and other good things. One of these creators is Ahura Mazda, the god who created light, prosperity, prosperity, health, peace and other goodness. The second Ahriman (Angra Manyu) fights against the good created by Ahura Mazda. The result of this struggle will end with the victory of light (ideal) against darkness.

The opposite is reflected in ancient Greek philosophy in the views of Pythagoras and Pythagoras. They explain the essence of events and phenomena in the universe by numbers. In particular, 1 is the basis of the universe of all things and phenomena in the universe, and 2 is the basis of contradictions in nature - beautiful and ugly, light and darkness, man and woman.

Changing the social ideal has always required a new creative approach. For example: the ideal of antiquity did not fit into the medieval religious and ideological ideal, or the ideal of the

classical period differed from the ideal of the Renaissance era, the hedonistic ideals of Rococo did not coincide with the high moral and political ideals that inspired the artists of classicism. Consequently, there were serious contradictions between classicism and romanticism, or the methods of classicism and baroque. Thus, the aesthetic ideals of a person are renewed in sync with social changes.²In the internal structure of the work. The principle of opposition was reflected not only in historical period's in general artistic issues, but also in the structure of a work of art, and terms appeared that express opposites. For example: collision, contrast, artistic conflict, dissonance and consonance. and others. They play an important role in creating an aesthetic ideal and harmony in a work of art.

3. Rational and psychological and emotional aspects of the artist and the work of art. All conflicts in a person's real life are reflected in a work of art. They are: 1. a conflict of characters; 2. Hero and environment; 3. internal psychological conflict. They are interdependent: one passes into the other, one generates the other, one manifests itself through the other, etc.

The Russian scientist L. Vygotsky noted that in a work of art, the opposite of feelings developing, they meet at the last point and at this moment there is a small pause, and here we feel the resolution of these effects, an event of renewal or bursting of emotions occurs.

The culmination is the apotheosis of emotions in the development of contradictions. Often the artist tries to fully reflect his aesthetic ideals, life positions and philosophical views. It is at this moment that "catharsis" occurs in the art of Aristotle. This is the Climax. This is an ascent to the highest point of the spring of the feelings of content, the achievement of the goal of the entire work - strengthening of inner feelings with a work of art.

4. Specific aspects of the arts.

Each art form has its own specific aspects of the opposite. For example, contrast in the visual arts From French means "sharp contradiction". In the visual arts, light and dark, white and black, warm and cold colors, and the presence of positive and negative imagery create contrast.

In the art of architecture, there is an alternative (opposite to each other). The two buildings are presented in the opposite dual location style. Among other forms of art, the conflict is especially evident in the performing arts. Aeschylus introduced the second actor into his tragedies, which allowed him to deepen the action in the tragic conflict and strengthen the behavioral aspects. Instead of the old tragedy, in which only one actor and chorus participate, a new tragedy appears on the stage, where the characters are revealed in the course of mutual battles. Even in the lyrics (in the art of music, poetry, etc.) there is an internal opposition (the opposite of feelings, contradictory details, reference to an imaginary object; life and death, kindness and sin; loyalty and betrayal, real thematic antinomies both in the past and in present, etc.).

So, at the end of the 4 option there is a contradiction;

1. As a result of conflicts and internal contradictions in art, movement and dynamics arise, an aesthetic ideal is created.

2. What is important, beautiful, which is the core of the aesthetics based on these contrasts? Becomes even more beautiful, one of the main aesthetic criteria of harmony appears.

We have considered above some of the criteria that led to the creation of the aesthetic ideal. In the history of aesthetic thought, many philosophers have studied the relationship of beauty to the ideal, or they consider beauty to be a standard, perfection, ideal.

Beautiful and aesthetic ideal: It is well known that the ancient Greeks defined the ugly, disorder with the word chaos, order, harmony, harmony of the universe and ideal with the word cosmos. The natural principle of beauty is an aesthetic norm, where beauty is always present. The ugly is based on the violation of aesthetic norms. There is a lot of evidence in historical sources that expresses these ideas.

In the work of Ananda vardhana (India, XI century), the famous "Dhvanyaloka" (Light of Dhvani) explains that the qualities that make the poem perfect and beautiful are clarity, power of thought, coherence, pleasantness, proportion, harmony, meaning, grace, sympathy, beauty, nobility. ... Despite this, the opposite qualities weaken the poem (superficiality, urgency, rudeness, indifference, obscenity, disgrace, evil) [4.].

So, a person models the criteria of beauty in his aesthetic ideal. A person, in accordance with the model of the ideal, in his consciousness evaluates the basic concepts of aesthetics, such as the beautiful, the sublime, the tragic and the comic, that is, in order to perceive the beautiful, the object must correspond to the aesthetic ideal of the subject.

Diderot states: "Although there is no absolute beauty, in our relation there are two kinds of beauty: real beauty and beauty in our perception" [5.117]. The concept of beauty is necessary for studying, researching the beauty of an aesthetic object that exists in nature, society or art, but interpreting the aesthetic nature of an event in objective reality; this also serves as a guideline for scientific interpretation. These aesthetic features of objective reality make up the beautiful: beauty, sublime, tragic, miraculous, interesting, etc. These features are present in art, in nature, and in society. When we say ideal, and we usually mean that a particular person or socio-historical event is perceived by others as a model, a high goal and perfection, which means that it must be exemplary, far superior to the present reality [6.200.].

The aesthetic ideal meets the aesthetic criteria. Aesthetic criteria and norms exist, they are manifested in harmony, rhythm, form, content, genre, style, composition, etc., but each of them also has its own criteria for ideal, skill and perfection

Beautiful and consciousness: The formation of artistic and aesthetic consciousness, worldview is one of the main imperatives of the formation of an artistic and aesthetic ideal and social and spiritual existence. This is confirmed by the thought of Ghazali "beauty is an object of love only to those who understand it."

The philosopher A. Sher says: Like all relationships, aesthetic relationships consist of two main elements: the object and the subject. But in this case, the object is determined by the subject: if the subject does not enter the aesthetic process, his attitude, no matter how beautiful or magnificent he is, will not take on an aesthetic form. Therefore, one of the two objects (object) is due to the aesthetic appearance of form and content, which are pleasant or delightful. Consequently, one of the two sides (object) is due to the aesthetic appearance of form and content, which are pleasant or delightful. The second (subject) - creates an aesthetic relationship with a combination of emotional and intellectual elements that help to perceive. [7.188.]

To understand the beautiful, the object must correspond to the aesthetic ideal of the subject in his consciousness and perception. A person's views on beauty are associated with the aesthetic ideal and taste in his mind. He compares every information about beauty that comes to him through human perception, first of all, he compares it with its ideal criteria in consciousness and he likes it, if it is high, he may not even understand it, if it is low, then he does not like it. The beautiful is, first of all, the main category of aesthetics. In each subject, "category" refers to its criteria. Categories (other Greek utterance, accusation) - important for philosophical thinking, the perception of general aspects of change, development, relevance and interdependence in the world; general concepts that form the basis of knowledge, representing uniqueness, similarities and differences, stability and change of things and events.[8.193.]

Each category in aesthetics expresses its relation to the aesthetic ideal. The categories of beautiful and ugly are associated with levels of quality between reality and ideal. The sublime of a person and the degree of his spiritual and physical strength make the category of the sublime an aesthetic value, for the sublime reflects the ideals of people and society. A person wants to imagine his life in an ideal state, but this vision, faced with reality, baseness, disgust and ugly, leads to the defeat of the ideal, which turns into a tragedy.

When laughter and smile become companions of the comic, if they want to overcome the opposite of human ideals and when a person experiences pleasure from it, because the emotional revelation of an ideal is overcoming evil and liberation from it. F. Schiller presents humorous contrasting reality to the ideal.

No matter how abstract the ideal is, the concept of the aesthetic ideal in art is especially associated with the "beautiful." In philosophy, the systemic principle requires the revival of the studied reality as an integral system, divided into separate elements and sides within the framework of universal categories and a system of laws. We have tried to systematize the ideal of beauty in the following way.

1. Recognition of the ideal of beauty as harmony.

Ancient Greek legend says that the goddess of beauty was named Harmony. Harmony is literally a symbol of beauty. Over the centuries, the expression has become synonymous with the correspondence of the name to the face, body, proportional, consonant, harmonious, perfect in all respects.

Although emphasizes the emergence of harmony from chaos, thinkers argue that harmony arises from contradictions. Many thinkers, for example, V. Shestakov, included harmony in the basic concepts of aesthetics - in categories. The scope of application of Harmony is huge. Harmony of form and content, harmony of the whole and parts, harmony of sounds, which is formed by a simultaneous combination of 3-4 sounds in music, harmony of colors, etc. There are many thoughts in philosophical sources on the philosophical and aesthetic essence of harmony. The concept of beauty in the Avesta comes from the divine point of view of justice, hospitality, proportionality, that is, the first primitive forms of the concept of harmony.

This is also emphasized in Eastern Chinese philosophy in the East; each fragment of the universe is like a pipe that produces a coherent melody, or a universal harmony of voices of different voices of Pythagoras, etc. In philosophy, "harmony" is the concept of a state of interconnectedness, interdependence at a certain stage of development of certain elements and

components of the system. [9.81.] It must be said, that every ideal of beauty in our system embodies harmony in one way or another.² To see the creation of the ideal of beauty and the reflection of this in literature and art. Ghazali calls beauty only that which is filled with all aspects of its perfection. Ghazali sees this beauty only in Allah.

Religion first of all promotes the ideal of beauty, is worthy of worship, love and unconditional obedience to God. For example, according to Islam, "true love is love for God. Why? Because, Allah, the Creator of all kinds of beauty, Allah, the Almighty, is perfect in all respects, Allah is Wise, Allah is all-knowing. Whatever you see, the highest of the most beautiful attributes is the most beautiful Allah. This is why Allah is the best of all! That is why a person can understand, be able to see, contemplate, Allah is the most beautiful of all! Allah's love is truth! "[10.24.]

3. Beauty and idea. In the teachings of Plato, beauty is defined as an eternal spirit, separated from the living, emotional and ever-changing world of things. He believes that beauty does not arise, it does not collapse, it acts outside of time and space.

The idea of absolute beauty is a manifestation of beauty, Hegel emphasizes. He considers an absolute spirit with an emotional shell, that is, beauty is only in that which shines. Art is a space of beauty.

4. The ideal of the beautiful in values. The complexity of the ideal lies in the fact that it is associated with values. Value is expressed in the form of the perception of the ideal in the object. In Hegel's words: "For an ideal to exist, the external form must correspond to the soul." That is, this is an approximate form, ideally suited for the soul of a living subject, then a person perceives the emotional and intellectual manifestation of his ideas as a spiritual value. [11.208.].

5. Viewing the ideal of beauty in classics, periods. The views of the Greek Greek thinkers were ideal both for the East (Farabi, Ibn Sino) and for the West, the thinkers of the Renaissance. Classicism sees the ideal of beauty in the reign of ancient Rome, the life of the emperor and the great commander. In our time, the standard of the ideal in all forms of art is the classical periods, classical artists and works of classical art.

Xozirgi davrda xam barcha sanat turlarida eng asosiy idealning etaloni classic davrlar, classic izhodkorlar wa classic sanat asarlari xisoblanadi.

6. The ideal of beauty combined with expediency and aesthetic taste. The aesthetic ideal is especially closely related to aesthetic taste. Aesthetic taste is not a definite aesthetic value or a set of values, rather it is a process of "production" that represents aesthetic value and develops norms of evaluations and criteria for the subject. The aesthetic ideal is a condition for the life of aesthetic taste; taste, in a sense, taste in a certain sense, a manifestation of the ideal in life; a change in the aesthetic ideal will inevitably lead to a change in taste. [12.198.].

6. The ideal of beauty in an orderly manner. Pythagoras states: Order is your sacred goal. Be firm to serve this purpose. Because order is a complex of everything. The existence of nature is based on order. Another important aspect of the norm is symmetry. Plotinus in the treatise "On Beauty" is interested in what specific situations are necessary and important for beauty and believes that the essence of primary beauty is symmetry. While some of the beautiful things, such as monochrome colors and musical notes, are not completely symmetrical: some symmetrical things, such as the face, can sometimes be ugly. Through the formal unity that he sees, beauty is perceived as unity and integrity [13.475.].

Democritus believes that beauty is in harmony, in the correct ratio of parts (symmetry) and he connected this with the concept of norms, sees the essence of art in imitation of reality (mimesis).

“The most important aspect of beauty is order, proportion and clear boundaries,” says Aristotle. [14.327.] another sign of beauty, according to Aristotle, is a limited number. Living things, such as inanimate objects, must also be easily quantified, says the philosopher, and the plot must also have an easily accessible lengthening.

Aristotle says that the things of the material world are the basis of the beautiful; the beautiful are manifested in the properties of order, consistency, clarity, harmony and integrity.

7. The ideal of the beautiful in the artist's talent. The artist idealizes perfection, beauty; he sees art as a means of reaching maturity. In general, the artist sees his search for the ideal as his destiny; he does not consider the ideal as a ready-made, unchanging thing. Each work creates a new ideal in the artist; otherwise all his works would be repetitive and similar to each other.

8. The ideal in relativity. For example: "Lovely girl", "lovely lyre", "lovely jug" - this is the only beauty that is unique to itself. None of them can be a common beauty for other things. The basis of their beauty is relative, which means that “even the most beautiful girl is ugly in relation” [15.295-296.].

9. The ideal of beauty in the form and content of its integrity and harmony. The beauty of art can be seen in the form of a work of art. After all, a real work of art is not just a factor in describing and challenging the beautiful, but it must also be beautiful from artistic to compositional construction: only a beautiful form can reveal the beauty of the content [16.209.].

10. The ideal of beauty as harmony with nature. Boileau emphasizes the need to imitate nature in poetry (art), saying that everything is natural. But not nature in its pure form, but ennobled, refined manner should enter art. In his opinion, a strict literary and aesthetic law must be observed in order to create an ideal artistic image for a work of art. Then the artist will discover true beauty for perception. Jung considers only natural beauty to be beautiful. A person connected with nature and having his own nature, he receives aesthetic pleasure only when he combines the external natural beauty of his nature with an internal vision of beauty. 11. The ideal of beauty in harmony with the human psyche and emotional perception; the beautiful, says Hume, is not a quality that exists in things themselves, it exists in the spirit of observing oneself without exception; the soul of each person has a different perception of beauty. Therefore, each perceiver should not try to force others to feel the state that he himself feels. ” [17.350-351.]

Diderot states: “Although there is no absolute beauty, there are two kinds of beauty in our attitude: real beauty and beauty in our perception.”[18.117.]. It is impossible to show how proportionality, benefit, expediency and perfection as the true causes of unshakable beauty. Because these reasons are related to rationality; But beauty is not the work of our mind. [19.138.] when the beautiful is perceived, all the senses are summed up and involved. So the beauty extends to all the senses at the same time.

12. The ideal of beauty as perfection. According to Farabi, the beauty of everything is that he reflects the fullness of his existence and is associated with the achievement of perfection. [20.113.] This classification can be continued, the ideal can be seen in styles, images and many

other factors of art, but most importantly, the pursuit of the ideal brings works of art to the highest artistic level.

The aesthetic ideal of art is the question of what will give it to a person in real life. The aesthetic ideal in art is, first of all, the motivation of the ideal person.

1. Motivation - a set of many reasons for being active.

Motivation is a set of psychological reasons that explain human behavior, his connection, orientation and activity. The origin of the aesthetic ideal is also closely related to the aesthetic needs of man. 2. Satisfies the aesthetic need of a person for beauty and at the same time it leads to the improvement and improvement of existence. Thus, art as a social phenomenon was one of the highest human needs - this is an activity aimed at meeting her needs for beauty and creating criteria for beauty, striving for the ideal motivates a person to live and work according to the laws of beauty. VS Slovyov says: "From an aesthetic point of view, beauty as an ideal image should lead to a real improvement in life." [21.31.]

3. The aesthetic ideal is chosen, modeled and evaluated by freedom itself. The aesthetic ideal finds the beautiful, the sublime or the miraculous more in art. First of all, through a work of art, the artist depicts reality through the prism of his ideal, materializes his ideals through the means of art and turns them into buildings, sculptures, novels, plays, paintings, fiction and other spiritual events. We choose our ideals through the images they represent, we cite them as a model for a certain period or for a lifetime, and In this case, our actions also take place through freedom.

4. The aesthetic ideal is based on the aesthetic experience of a person, personality and society. It is thanks to this experience that a person perceives the world aesthetically. For this reason, the aesthetic ideal acts as a criterion for determining beauty, harmony, sublime and other aesthetic features. A person chooses the beautiful or the sublime in accordance with this ideal, recognizes, evaluates, and rejects incompatibility as an aesthetic phenomenon.

5. The aesthetic ideal leads to the formation and development of cultural and moral norms in society. This is reflected in a person's habits, behavior, etiquette, rituals, relationships, and the emergence of new traditions, fashion and interests.

6. The ideal becomes a criterion, standard, template, canon of beauty, beauty, and these criteria imply their own norms... Stendhal said that in connection with this, with a change in the ideal of beauty, the form and content of art will change.

7. the most important thing is that the pursuit of the aesthetic ideal has developed a sense of norms, artistry and harmony.

In this rapidly changing world, the question naturally arises: what does the self-development of an ideal depend on, what is its transformation associated with.

Of course, with a change in the ideal, aesthetic norms and criteria also change. The philosopher scientist A. Erkaev says: "New aesthetic standards should serve the formation of true morality. The development of aesthetic norms is also based on the centuries-old artistic and creative experience of our people, the achievements of the peoples of the world, including the achievements of modernist methods. Providing them with new content is one of the prerequisites for building the spiritual foundations of independence. " [22.184-185.] If new norms do not

develop and change, art will also stop developing. Let's classify the main factors that contribute to the transformation of the aesthetic ideal:

1. New thinking, new ideas and, of course, social factors in society play an important role in our life.
2. Brilliant talent always creates criteria for new ideals
3. Innovation in the transformation of ideals, new technologies. They give artists new opportunities.
4. 4. Changes in the aesthetic needs and tastes of people can lead to a change in the criteria for the ideal. For example, recently the demand for short and laconic works has been growing. This is an example of social videos. There is a short plot composition, form, image with all the emotions. The need for poetry on social networks has increased, especially in photographing, now we can observe not only photographs, but also movements in it in order to increase its attractiveness
5. 5. Integration processes. Intersection and connections of different cultures and nations. In today's global network, this is becoming more and more natural.
6. Striving for excellence. The desire of the creators for a constant ideal, perfection, leads to the transformation of criteria.
7. The most important thing is to bring a person to the highest point of ecstasy, ecstasy and the point of ecstasy, surprise, singularity and, if necessary, euphoria, ecstasy, the desire to create a miracle in real life. We'll look at this in detail.
8. Today, surprisingly, the creation of oneself, oneself, oneself ... becomes the reason for the creation of new aesthetic ideals. Starting from the 20th century, the boundaries of new aesthetic ideals in art have been expanding so much, for example, the tallest buildings, the most unprecedented compositional solutions, colors, form and content, the use of new technologies (the use of new technologies in cinema to create films), unexpected designs, optical and kinesthetic art, 3D format, variety shows, etc. As a result of the psycho-aesthetic impact on a person, we believe that in the subject "aesthetics" a new category "surprise" becomes independent. In the past, it was only used as a factor of the sublime. "Surprise" is several times higher than ideal criteria, the creation of beauty more than beautiful, sublime more than sublime, interesting more than interesting, wonderful more than wonderful.
9. So, surprise is that a person's feelings are irritated, it is considered "appropriate" for the emergence of criteria for unforeseen situations, the transition to emotional surprise, going beyond the human ideal. According to Hegel, if the idea of beauty took shape in the classics, if the romantics did not fit the human soul into the image, then the idea and form of the amazing can be expressed as infinite.
10. Amazing new ideals are being created, new criteria, norms, their quality and quantity are changing.

Even today, in the era of the market economy, admiration is becoming a valuable mechanism, such as beauty. Not only in art but also in other industries attracting more people, at the same

time, new aspects of admiration and surprise are created to increase your competitiveness and make more profit

Creation of different brands, advertisements, logos, brand image, furnishing of exhibitions or shop windows, along with decoration, an attempt to surprise, is the basis for the success of the activity. All of the above is a factor contributing to the development and transformation of the ideal

The practical significance of the aesthetic ideal not only in art, but also in other areas. Today, the practical aspects of each science are important. The laws of art and aesthetics apply to all types of artistic activity. For example: Aesthetic medicine, rhythmic gymnastics, synchronized swimming, etc. In aesthetic activity, the creation of beauty is in harmony with art.

Artistry is the cornerstone of a work of art that takes it to the ideal level. Beauty, harmony, grace, a sense of the norm, a sense of rhythm and other aesthetic norms and criteria play an important role in its creation. Beauty, harmony, elegance, a sense of rhythm, rhythm and other aesthetic norms and criteria play an important role in its creation. The main aesthetic factors of artistry: image, form and content; conventionality of artistic creativity; aesthetic perception; versatility; harmony; beauty, etc. As the basic principle of artistic aesthetics, artistic activity reflects human existence, reality, realizes and perceives reality on the basis of specific forms of expression of a person's aesthetic attitude to the world, tries to portray his aesthetic ideal through artistic images.

Today, all types of aesthetic activity are rapidly developing and it is very important to cultivate beauty, grace, aesthetic taste, aesthetic appreciation and aesthetic ideal in almost all professions, but even in areas not related to art, the aesthetic ideal and criteria play an important role.

Take economics, for example. The study of the criteria of aesthetic taste, norms and aesthetic needs and ideals of society in the economy is a requirement of a market economy, the development of the proposed patterns of market equilibrium and marketing, to increase competitiveness, the development of commodity-money relations, as well as to improve the quality of life.

There is an auxiliary effect of aesthetics on all branches of the economy and they are as follows; product design, creativity, branding, etc. The aesthetic features include the conformity of the product form to its purpose, its color, spatial structure, harmony, consistency of all form elements, design compliance with modern fashion requirements, aesthetic taste and consumer ideal, etc.

In addition, fashion plays a special role in social life and the aesthetics of life. The development of fashion takes place in a spiral, in each new ring, old tastes and ideals that have been erased from memory are created in a completely new way, in an original way with new and unique elements. Fashion is the process of changing the aesthetic taste and ideal of society. Criteria and ideals of styles in the history of art can be traced in fashion: classics, romanticism, modern, baroque, gothic, eclecticism, etc. After all, fashion has the ability to reflect the level and originality of the mass aesthetic taste and ideal.

Or let's take tourism. The objects of tourism are considered to be the beauty of nature, cultural heritage and aesthetic values, folk applied art, town-planning architecture, etc. The main motive of a tourist for traveling is to discover new sides and criteria of the beautiful, sublime, amazing, interesting in national values, culture and art. Get aesthetic pleasure, cultural leisure. For this,

first of all, the creation of good advertising and brands will serve as an important incentive to attract tourists to the country. Artistic criteria and standards: form and content, plot, method, creative idea, brevity, harmony, chiaroscuro, composition, rhythm, selection of color combinations, will ensure the success of various exhibitions and brands. Their ultimate goal is to convince people that the product is "perfect". In this case, the ideal appears as "the most excellent", "the highest quality", "the most beautiful", "the best", "the newest". There are many such examples. Marketing relationships are purely psychological relationships between people based on live communication and people's tastes. The taste is in harmony with the ideal.

So today, not only art and artistic activity, even spheres where there is no artistic activity, require action on the basis of the laws of aesthetics, aesthetics. For this, in each activity it is necessary to use aesthetic knowledge, aesthetic taste and ideal. In general, when all professionals do their work at the "art" level, i.e., at an ideal level, which is the pinnacle of perfection, society will improve, because a person wants all aspects of his life to be beautiful and this desire applies not only to all professions, but to all of humanity as a whole.

We can conclude in our article that beauty is a value that has spiritual and material significance in public life, based on harmony, consistency, proportionality and expediency of events. From the earliest times, people have had an aesthetic need for beauty; a person's constant striving for the ideal will always be a constant renewal and development of the quality, quantity and standards of beauty. But no matter how people strive for novelty, they must know the classical criteria and values of the aesthetic ideal, which is the basis of all creativity and innovation. Thus, the aesthetic ideal serves to raise and socialize a person, creating the concept of "I" in an ideal person. The aesthetic ideal serves as a "criterion", "measure" in the understanding of truth and falsehood in relation to the beautiful. Each person in the mind has its own aesthetic ideal; it is natural that their degree may be different. The ideal of every person is his worldview, position in life, character, personal values, psycho-emotional and aesthetic taste. Even in modern psychology, web pages often perform various psychological visual tests based on artistic criteria: images, patterns, and shapes. They are often diagnosed with a mental, mental state, based on images of a person who is characterized by "best", "ideal". Therefore, the goal of aesthetics is to educate the aesthetic taste and ideal of a person, and the more a person's taste is developed, the higher his ideals will be and will be able to lead. High ideals create a person's interest in life, confidence in the future, optimistic feelings, from which society will also be stable.

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DOI: **10.5958/2249-7137.2021.00957.5**

OKKAZIONAL WORDS DEPENDENCE ON SPEECH (TEXT)

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ABSTRACT

This paper discusses scholars views on the specific properties of occasional words and the most important feature of occasional words, i.e., their dependence on speech as a unit of speech. An occasional word is a speech phenomenon that occurs suddenly, urgently, due to a specific speech need, based on a word-formation pattern that is rarely used, sometimes not yet known and does not exist, as an individual creation of the creator. The most important characteristic of such words is that they are closely related to the text and cannot be understood outside the text.

KEYWORDS: *Speech, Occasional words, Occasionalism, Emotional-expressive Paint, abnormality, Abnormal-rhythm, Expressiveness, Word-formation rules, Personal-creative artificiality, historical-modern adaptation.*

INTRODUCTION

An occasional word is a speech phenomenon that occurs suddenly, urgently, due to a specific speech need, based on a word-formation pattern that is rarely used, sometimes not yet known and does not exist, as an individual creation of the creator [1]. The most important characteristic of such words is that they are closely related to the text and cannot be understood outside the text [2].

According to EA Zemskaya, one of the characteristic features of occasional words is the specificity of the text, while others are distinguished from neologisms by the fact that they do not assimilate into the language and retain their novelty. The researcher points to the violation of language norms in order to ensure the emotional-expressiveness of speech as one of the reasons for the emergence of occasional words [3].

A. Mamatov studied occasional words in Uzbek linguistics from the point of view of their relation to the literary norm. He also distinguishes speech specificity as one of the main features of occasional words, and emphasizes that one of the main conditions in their creation is to give color to speech. The researcher points out seven signs of Uzbek occasional words. They are: 1) relevance to speech; 2) abnormality, 3) single use; 4) creation by the speaker or writers; 5) expressiveness; 6) follow the rules of word formation; 7) historical-modern adaptation [4]. The researcher does not take into account the nominative sign in this. In our view, occasional words are characterized by this sign, because they are also the names of things in existence - objects, events and actions. For example, a sandbox, a meadow, a cotton field, a football field, a winter camp, a hut, a joke, etc., either refer to a place or a person.

S. Muminov compares neologisms and occasionalisms and shows their peculiarities. He mentions the following as important features of occasionalisms: 1) the attitude of occasionalisms to the lexical layer; 2) individuality (occasional meaning); 3) a single-use, often emotionally-expressive, speech unit; 4) to serve for a clear artistic speech situation; 5) be motivated [5].

In her dissertation on "Occasional word formation in the Uzbek language" S. Toshaliyeva points out the following as specific features of occasional words: Occasionalisms: 1) speech phenomenon; related to text and speech situation; 2) abnormal-rhythm; 3) intended for single use; 4) personal-creative fabrication - related to word creation; 5) related to word formation and word usage; 6) based on the process of manufacture, method of manufacture, reason for use; 7) the usual and unusual relations connected with morpheme division and composition are clearly understood; 8) application and construction require a certain environment (microtext); 9) associated with certain linguistic-conscious perceptions and alterations; 10) appears as a method of verbal naming and text creation [6].

Although such words are used on an equal footing with other words (usual words that are a unit of language) in the speech process in which they are used, they differ from them only in their own peculiarities. One such important feature is the dependence on speech (text).

This sign is the most important sign of occasional words. In a given speech situation, there are speech units that are more necessary than a simple language unit in terms of content and emotion, that they are created in the text to which they belong, are used in that text, and live with it. Such words do not have to be accepted into the vocabulary of the language and pass into general use.

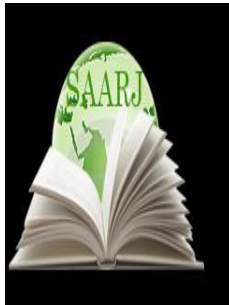
The units that make up the vocabulary of a particular language are stable words, and their dependence on the text is relative. Because stable words can be used repeatedly in speech alone, word-for-word, single-word sentences, and the like. The dependence of occasional words on the text is absolutely necessary in most cases, and they cannot exist separately, outside the text. In an occasional word derived from the text (e.g., uvadaband, kuzaytirmoq, damkash, sezim, nursiramoq, rangdosh), the lexical meaning has a probabilistic character and is clarified by the text, which allows the occasional word to be used alongside stable words in speech.

Consequently, while a stable word depends on the text, it itself predetermines and shapes it. In other words, a stable word is an active factor that shapes the text creatively. The occasional word, on the other hand, does not have the property of forming text on its own. For example: We are a spiritual organization — “Ranjkom”, that is, it is our job to offend others. (A.Oripov)

The word ranjkom in this text is incapable of any meaning without relying on a much broader text of stable words, and is absolutely incomprehensible.

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DOI: **10.5958/2249-7137.2021.00958.7**

THE PRINCIPLE OF OPERATION OF TRANSFORMERS

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ABSTRACT

In this article highlights of the principle of operation of transformers and the most common electrical devices in industry. The choice of a power transformer for operation in enterprises is based on the selection of power, as well as in accordance with the requirements for power reliability. To ensure uninterrupted power supply, in some cases, it is necessary to install several transformers. An alternating current is applied to the primary winding, which forms an alternating magnetic flux in the magnetic circuit. This is due to its closure on the magnetic circuit and the formation of coupling between the windings, inducing EMF.

KEYWORDS: *Power Transformers, Magnetic Induction, Efficiency, Operating Principle, Classification, Parameter.*

INTRODUCTION

Power transformers: definition, classification and operating principle

The most common electrical devices in industry and in everyday life are transformers. Their purpose is to transfer power within an uncoordinated electrical circuit between its various circuits. They are used in cases where it is necessary to lower or increase the voltage between the energy source and the consumer. Transformers are also included in the circuits of power supply units that convert alternating current to direct current. At the heart of the operation of transformers is their ability to transfer electricity between the circuits by means of magnetic induction.



Fig 1. Power transformers

Power transformers are electromagnetic devices designed to convert alternating current voltages while maintaining its frequency, as well as to convert the power supply system itself.

Design and arrangement of power transformers

The main part of each power transformer is its core with several windings, made of ferromagnetic material. As a rule, these are thin sheets of special transformer iron with magnetically soft properties. The sheets are laid in such a way that the shape of the rods under the windings in the cross section is close to the circle. To increase the efficiency of the device and reduce losses, whole sheets overlap the joints between individual plates.

The transformer winding is usually made of copper wire with a rectangular or round cross-section. Each turn is isolated from the magnetic circuit itself, as well as from neighboring turns. For the circulation of the cooler, technical voids are provided between the windings and its individual layers.

Each transformer has at least two windings: the primary (electric current is applied to it) and the secondary (current is removed after its voltage is converted).

Operating principle

The principle of operation of any power transformer is the phenomenon of electromagnetic induction. An alternating current is applied to the primary winding, which forms an alternating magnetic flux in the magnetic circuit. This is due to its closure on the magnetic circuit and the formation of coupling between the windings, inducing EMF. The load connected to the secondary winding leads to the formation of voltage and current in it.

Structurally, to obtain any voltage on the secondary winding, the necessary ratio of turns between the windings is used. The power transformer has the property of reversibility. In other

words, it can be used to increase or decrease the voltage. In most cases, a power transformer is used to solve certain tasks. For example, specifically raise or lower the voltage. In the step-up transformer, the voltage on the primary winding is lower than on the secondary.

Classification of power transformers

Depending on the voltage class and the total power consumption, power transformers are divided into the following categories:

By capacity:

Up to 100 kVA, up to 35 kV;

100 – 1000 kVA, up to 35 kV;

1000 – 6300 kVA, up to 35kV;

More than 6300kVA, up to 35kVA;

Up to 32,000 kVA, 35 – 110 kV;

32 000 – 80 000 kVA, up to 330 kV;

80 000 – 200 000 kVA, up to 330 kV;

More than 200,000 kVA, more than 330 kV.

Types of power transformers

Power transformers can be divided into several types, based on the following characteristics and indicators:

- Type of cooling. There are dry and oil transformers. The first version has air cooling, used where the requirements for ecology and fire safety are increased. The second option is a housing filled with oil with dielectric properties, in which the core with windings is immersed;
- Climate-controlled design: exterior and interior options;
- The number of phases. There are three-phase (the most common) and single-phase;
- Number of windings. There are two-winding and multi-winding options;
- Purpose: raising and lowering.

An additional criterion is the presence or absence of an output voltage regulator.

Power transformer elements

The design of the power transformer implies the presence of the following elements:

- Power inputs – devices through which the load is supplied. They can be located inside the product or outside. The inputs are insulated with various special materials, differ in the type of insulation and construction;
- Coolers. For high-power power transformers, an oil cooling system is provided. Cooling of the oil itself is carried out by means of radiators, a corrugated tank, forced ventilation, oil-water coolers or circulation pumps;

- Output voltage regulators are devices designed to change the transformation coefficient. They can be triggered both under the influence of a certain load, and without it (depending on the design). In fact, the regulators add or reduce the number of turns in the winding.
- Power transformers can be equipped with additional attachments:
- Gas relay-a device with a protection function. If the transformer is unstable, the oil decomposes into its components and releases gas. The gas relay either disconnects the transformer or alerts it with warning signals;
- Temperature indicators-sensors that measure the oil temperature;
- Dehumidifiers – devices that absorb the condensate formed under the protective cover, thereby preventing it from entering the oil;
- Oil recovery system;
- Automatic cooler pressure protection system;
- Oil level indicator.

Power transformer parameters

Rated power. For a transformer with two windings, the parameter is equal to the power of each of them. For the three-winding version with different winding power, the parameter is equal to the larger of the indicators;

- The rated voltage of the windings is a characteristic parameter for idle operation;
- Rated current-the indicator at which long-term operation of the device is allowed;
- Short-circuit voltage-characteristic of the total resistance of the windings.
- Short circuit losses;
- No-load current – losses of magnetic core material (reactive and active);
- No-load current loss;
- Transformation coefficient.

How to choose a power transformer

The choice of a power transformer for operation in enterprises is based on the selection of power, as well as in accordance with the requirements for power reliability. To ensure uninterrupted power supply, in some cases, it is necessary to install several transformers. The power of each device is selected in such a way that when it fails, other devices are able to take over the functions of this missing link, taking into account possible overloads.

Another important criterion is the availability of protection:

- From internal injuries. It is provided by devices that control the presence of gases, temperature, pressure and level of the oil cooler;
- Overload protection. The so-called differential protection is used when current transformers are installed on each phase.

Repair and maintenance

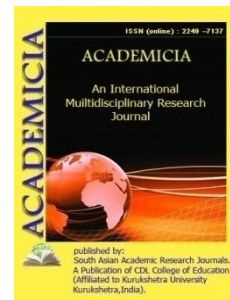
The reliability of power transformers directly depends on the quality and timeliness of their maintenance. Devices installed in the premises where the company's personnel work are subject to daily inspection with monitoring of the oil level, the condition of the absorber and the regeneration devices. In addition, the integrity of the housing and the main elements is checked. Transformers in the premises without personnel are inspected once a month, and transformer points-twice a year.

An unscheduled inspection of the power transformer and its protection systems is carried out in case of a sharp change in the ambient temperature, as well as in emergency conditions. The voltage control devices are also subject to periodic maintenance. The reason is the oxidation of the contact groups, which leads to an increase in their transition resistance. Before seasonal load changes (usually twice a year), the device is disconnected from the consumers and the power supply, after which the voltage regulator is moved sequentially to all possible positions. The procedure promotes the destruction of the oxide film.

Laboratory analysis of the oil is carried out every year during major repairs. If the oil does not meet the requirements for visual inspection (color) or according to the survey data, it is replaced or refilled.

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DOI: **10.5958/2249-7137.2021.00959.9**

THE AVAILABILITY OF NATURAL GAS AND THE COST OF BUILDING POWER PLANTS

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ABSTRACT

The construction of thermal power plants that run on natural gas requires relatively small investments-in comparison with power plants that run on other fuels, such as coal, uranium, and hydrogen. In this article highlights of the availability of natural gas and the cost of building power plants.

KEYWORDS: *Natural Gas, Power, Effective, Technology, Cost, Alternative Energy, Ecology.*

INTRODUCTION

Natural gas as fuel for power plants is available in almost all industrial zones of Russian cities. In 2010, the level of gasification in Russia averaged 62%. In cities, the level of gasification has increased by 6% in recent years, to 67%. In rural areas, the level of gasification has increased by 8% and now stands at 44%.

The construction of thermal power plants that run on natural gas requires relatively small investments-in comparison with power plants that run on other fuels, such as coal, uranium, and hydrogen.

The electric efficiency of a modern gas-fired power plant reaches 55-60%, while that of a coal-fired power plant is only 32-34%. At the same time, the capital costs for 1 MW / hour of the installed capacity of a gas-fired thermal power plant are only 50% of the coal, 20% of the nuclear, 15% of the wind power plant.

Gas is more cost-effective than other fuels and alternative energy sources.

The construction of a gas-fired power plant takes only 14-18 months. The construction of a modern coal-fired power plant will take 54-58 months. In order to erect a nuclear power plant (NPP), it will take at least 56-60 months.

Gas is the most affordable and cost-effective solution for electricity producers and consumers who count money.

It is likely that someday alternative energy sources will replace fossil fuels, but this will not happen soon. For example, in order for wind energy to account for 10% of the world's energy consumption, between 1 million and 1.5 million wind turbines are needed. In order to simply place these wind turbines, you will need an area of 550,000 square kilometers. This is equal to the area of the Khanty-Mansi Autonomous Okrug or the largest European country — France.

The problem is not only in the area: alternative sources are not the best solution from a business point of view. Alternative energy sources are still economically untenable. The most cost — effective type of fuel today is gas. Gas allows you to get cheaper electricity, in comparison with alternative energy.

Gas and ecology

Gas is a significantly cleaner fuel than any other hydrocarbon energy carrier. When the gas is burned, less carbon dioxide is released compared to other traditional sources, such as coal. This, accordingly, has a much smaller negative impact on the environment. A modern gas-fired power plant has practically no harmful emissions into the atmosphere, and in this sense its emissions are similar to those of conventional gas stoves. The misconception of many people is the erroneous opinion about supposedly absolutely clean alternative energy sources. Wind, geothermal and hydroelectric power plants also cause their own damage to the environment, and sometimes considerable.

For thermal power plants, the transition from coal to gas contributes to a sharp reduction in carbon dioxide emissions into the atmosphere. Gas has a greater calorific value than coal. In order to get an equal amount of energy, you just need to burn more coal. Gas-fired power plants are more efficient in terms of efficiency: with the same amount of heat generated during burning, gas-fired CHPP produces more electricity.

As a result, the replacement of coal-fired power plants with gas-fired thermal power plants reduces CO₂ emissions by 50-70%. Gas is an environmentally adequate fuel.

Gas reserves — will they be enough for our children and grandchildren?

You can often read that the gas reserves are exhausted, but this is not the case. There is enough gas not only for our century. The gas will not run out during the lives of our children, nor during the lives of their grandchildren. According to the International Energy Agency, at the current rate of gas production, the already discovered reserves of this fuel will be enough for 130 years of production. We are talking about gas reserves, the production of which is possible and cost-effective at the current level of technology. The volume of gas reserves is estimated at 400 trillion. cubic meters.

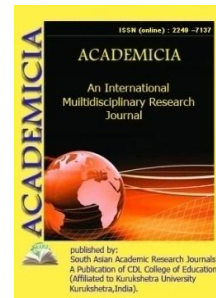
The recoverable reserves of unconventional gas (such as dense rock gas, shale gas, and coal-fired methane) are still at least 380 trillion. cubic meters. As technology develops, their extraction becomes more and more real. Thus, the gas reserves already discovered will last for about 250

years. At the same time, exploration methods are constantly being improved, which makes it possible to increase reserves. To date, the United States, the world's largest consumer of energy, is provided with reserves of unconventional gas for 100 years to come. China, the second largest consumer, also has similar gas reserves.

Gas-the solution to the problem of energy shortage in the XXI century.

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DOI: **10.5958/2249-7137.2021.00999.X**

COMMUNALISM IN DOMESTIC NOVEL

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ABSTRACT

A Married Woman is a domestic novel by Manju Kapur. She is a notable Indian author who accentuates ladies' life in her books. She cries against sexual orientation, segregation and supporters for sex correspondence for an even society. Her second novel, A Married Woman is a genuine portrayal of the life of an Indian wedded lady. The tale contemplates Astha's battles to migrate herself opposing the male centric standards. Astha emerges from the male centric limit by partaking in the public issues. She reclassifies herself by rising above man centric limit and recovers her singularity by turning into a fruitful painter. Through the representation of her character Astha, Kapur distinctively shows the conceivable outcomes of lady's liberation from conventional servitudes by fusing different issues in her day-to-day existence. The paper is an examination of the writer's endeavor to revamp the tale of a wedded lady from 'an insider's perspective'. It examines the complex issues of the novel featuring the brutal real factors of a wedded lady as reflected in the novel. The goal of the investigation is to locate the unconventional attributes of Kapur as an author. It additionally targets finding the legitimacy of the author's contentions and ideas with respect to Indian culture and its ladies' lives. Manju Kapur is one such Indian lady author who manages a few issues in her books. Her second novel A Married Woman is a striking novel engraving her greatness in scholarly world. It contemplates the battles of Indian wedded ladies in their undertaking to reclassify themselves.

KEYWORDS: Domestic novel, liberation, legitimacy, man centric, sexual orientation.

BIO-NOTE

Komal Yadav is a Research Scholar from New Delhi-110043. She is post graduated (2020) and NET qualified in English Literature (2020). She belongs to a middle-class family. She was awarded by Khaira Gaon Sudhaar Samiti in 2017. She had a keen interest in Basket Ball and played in various schools and stadium on the behalf of Sri Krishna Public School. She also published and presented her papers in various National and International Webinars. She currently resides in New Delhi with her family.

INTRODUCTION**DISCUSSION ON THE TITLE**

Through the representation of the hero of the novel, Astha the author profoundly investigations Indian ladies' dilemmas, servitudes, bargains and forfeits, self-destruction and endeavors to declare their characters. The epic clearly portrays the multi-layered and multi-shaded existence of an Indian wedded lady. Specifically, the novel gives a definite record of Astha's battle to attest her selfhood. It is in the Bildungsroman structure as it records Astha's excursion from adolescence to adulthood archiving her change. It shows how Astha creates as an effective painter and individual outperforming different obstacles in her manner to progress. It describes Indian customary mores that relegate a fixed picture to Indian ladies and the battles of Indian ladies to undercut that generalization. Astha's folks carefully follow the codes and leads of Indian Hindu family in sustaining up her. They would prefer not to face any challenge that will imperfection her character. Her schooling, her character, her wellbeing, her marriage, these were their weights. She was their future, their expectation so they monitor her cautiously. In one of the occurrences where Astha's mom discovers Astha's sentimental dreams which she communicates in her diary her folks become much stricter in preparing her to be an ideal spouse. They bring her books of good and scholarly substance and demand her to understand Gita, Vedas and Upanishads with the goal that she gets temperances of convention and right lifestyle choices. They train Astha in such a manner to befit her to her future jobs.

Astha assimilates each exercise through her blood and skin to satisfy her folks' desire. After her marriage with Hemant, she is in the deception that she can satisfy their fantasy. She proclaims herself to be the most honored animal on the planet. She has all that each hitched lady wishes to have - a wealthy family, strong and modern parents in law, a caring spouse and two kids a girl and a child. In any case, sooner than later over the span of her wedded world she understands that she has optional situation in her family. Each choice is to be taken by Hemant. Her assessment in the family matter is practically irrelevant. She is treated as a teddy bear, a toy that needs to follow Hemant's directs. She has the ladylike persona looked by wedded ladies in their wedded life as pronounced by Betty Freidan in her age making book *The Feminine Mystique*. Like each wedded lady Astha likewise attempts to characterize herself comparable to her better half, her youngsters and family. She looks for her personhood in her purported wonderful family. She looks for a friendship with her significant other with a desire for acquiring fulfillment in her life. Be that as it may, she is baffled by her subordinate and enslaved position in her wedded world. On numerous occasions, through different activities and exercises Hemant helps her to remember her minimized position. She can't guarantee anything of her own in her wedded life. She lives as a sad remnant of Hemant. Her reality is outlined to homegrown issues. Distinction has no room in her life. Regardless of whether Astha wants to delete this non-presence and break

this reliance for a daily existence of a freed being she can't vocally communicate her inclination as a slight tumult against the fixed standards implies destroying her easily running wedded life.

Manju Kapur shows her ability in the specialty of characterisation. Her heroes are round characters having their own eccentricities that bring an energetic, exuberant and interesting personality to them. Astha, in *A Married Woman* also shows changes a lot as a part of her character as per the changing existence. She, however introduced as a normal Indian spouse at the underlying phase of her wedded life, builds up her character speaking to herself as an Indian wife who grasps both conventional and modern-day esteems in her day-to-day existence. Regardless of whether she maintains the conventional estimations of her family she can't thoroughly smother her inclination for selfhood. She can't disregard her desire for self-distinguishing proof for long in playing out her commitments to the family. By and large she shows her fomentations against the man centric standards and endeavors to move herself. Astha perseveringly plays out her obligations to the family yet doesn't have any desire to live as an accommodating and self-destroying lady bargaining her individual wishes and maintaining glorification.

“In this rapidly progressing world they [women] are redefining their proper place. They have revolted against their exploitation, victimization and marginalization. They are questioning the sexual politics in which they are always victimized. They are busy reshaping themselves in a more humanistic mould, emphasizing thereby the need for a thorough re-examination in depth of marriage and man-woman relationship for a better understanding and sharing of mutual love and respect.”

Kapur presents Astha as the model of the New Woman, a picture of current lady that numerous Indian essayists both male and ladies depict in their works. She is the encapsulation of the difficult lady who opposes male predominance and looks for ladies' liberation from customary servitudes. In Astha's excursion of self-acknowledgment the creator gets an alternate shade the plot of the novel. As referenced above Kapur shows her adaptability in the treatment of complex issues in her works. She interlinks the sub-themes with the fundamental topics in this manner getting consistency the surface of the novel. Kapur compares changed sub-themes with the main subject in this novel as well. Through such medicines of the sub-themes, she dives into the mental and philosophical substances of human brain. One of the significant issues in the novel is the Babri Masjid issue. The questionable issue that has been as of late settled somewhere near the summit court of the nation gives an alternate shade in the novel. The petulant issue pulls in concerns from the nation as well as from the world. It requires numerous a very long time to give a decision looking into the issue of Ramajanambhoomi and Babri Masjid. To arrangement a particularly touchy issue in an incredible detail by the writer is important. This is one of the components in the novel through which Kapur shows her dynamism as an essayist.

The author investigations outlook of each Indian with respect to the destruction of the mosque in the nation to give a socio-strict note in the novel. Her introduction of opposing viewpoints among Hemant and Astha with respect to this exceptionally touchy issue gives us a stage to examine assorted perspectives. Astha voices for compassionate qualities through her perspectives and acts with respect to the destruction of the masjid. She joins meeting, walks and fights to show her fortitude for an assembled country. Her dissent against communalism gives us an unadulterated understanding with respect to humanities, its qualities and convictions. Astha plays out her obligations of a wedded lady attempting to satisfy all the assumptions for her

family, yet she, as a resident shows her individual sentiments and feelings towards the country by communicating her socio-political and strict mindfulness for the improvement of the general public. She approaches rising above her exacting and occupied familial obligations, jobs and duties to battle for the secularism of the nation. She alongside the Sampradayakta Mukti Manch weeps for the respectability of the country. They look for equity for the heartless executing of Aijaaz and his group who battle for secularism of the nation. As a piece of her commitment to the battle against communalism Astha catches the call of the country by painting the pictures of the fights in her material. She crosses the fixed worldview of a wedded lady by taking an interest in the public issues. She attempts to reexamine herself through her familiarity with socio-strict issues by going past her homegrown jobs. Astha wants to get free beyond her home.

Simultaneously, she is limited by her obligation as a "great" mother, girl and the other homegrown jobs she epitomizes. Hemant, nonetheless, downgrades her commitment for the solidarity of the country. He helps Astha to remember her obligations as a spouse. Rather than empowering Astha's inclination for the country he rather regards her as an unreliable spouse. He even ridicules at Astha's strict mindfulness. Hemant underestimates Astha's work as well as that of the Sampradayakta Mukti Manch as well. Astha looks for that comfort in her female bond with Pipee. She finds an alternate world in her connection with Pipee. There is love, regard and common comprehension in this relationship. There is joy of a closeness that was finished and total, communicated through psyches as much as bodies. The unity and fulfillment that Astha looks for in her wedded life is accomplished in her female bond with Pipee. Regardless of whether Astha wants to live with Pipee she is caught by her obligations and duties to her family. Her failure to leave her family stops her relationship with Pipee. Her hesitation with respect to her connection with Pipee fulfills the finish of her reality. She can't spurn her duty as a mother to satisfy her individual longing. This is a proof of Manju Kapur's giving more significance to day-to-day life than the individual one. She makes Astha tired in her relationship with Pipee. Astha sidelines her individual cravings and sexual longings in playing out her bigger duties. It very well may be said that Kapur maintains Indian familial qualities with sexual orientation value. She makes her champion emerge from the worldview of man-controlled society looking for her personality in this way turning into an effective painter without relinquishing her obligations of a spouse and a mother.

Another magnificence of the novel is the utilization of images in the novel. Images are utilized by famous authors to communicate their thoughts in the base words. Manju Kapur uses images in the entirety of her books. Her development in dealing with images in her composing upgrades the excellence of her composition. Kapur shows her dominance over the utilization of images in this novel as well. Kapur's utilization of images is one such strategy. In the novel, Astha is contrasted with a teddy bear that follows the directs of her better half. The political distress of the nation due the shared uproars can be viewed as an image of Astha's internal agitation in light of the chains of jobs and duties that limitation her will. Another strategy Kapur uses in the novel is the utilization of letters. Kapur presents her philosophical thoughts in the novel through letters. In the greater part of her books, she utilizes letters as a medium to communicate her philosophical thoughts and contentions. If there should be an occurrence of Difficult Daughters it is through the letters of Harish to Virmati she presents her ideas with respect to schooling. In Custody Shagun communicates her troubled existence with Ashok in her letters to her mom implying that she laments for wrecking her family.

In this novel Kapur shows profound viewpoints through the letters of Astha's mother to Astha. Kapur depicts Hemant as a striving industrialist. Through the term of Hemant and his dad Kapur shows the materialistic voracity of person. As opposed to this Kapur presents otherworldly existence of Astha's mom. After the end of Astha's dad her mom lives in an ashram spurning every single common longing and giving to the desire of the God looking for internal harmony. Astha considers her move as an extreme method to bargain in her existential battle as she has no child to secure and watch her in her mature age. In any case, her mom sees it as a mechanism of acquiring salvation from common longings and insatiability. The philosophical thoughts passed on through one of the letters of Astha's mom. In this manner, Kapur presents her philosophical thoughts in the novel. Through letters she passes on her contentions with respect to human covetousness and how to control it for a tranquil life.

Strict issue is exceptionally touchy. It is worried about sensations of numerous individuals. Religion is subsidiary to the ethos, convictions and character of the individuals and that of the country on the loose. So, the examination of strict issues of the country gives us a provocative knowledge to contemplate on the veracity of its authority. Kapur through different occasions digs into the unpredictable strict circumstances of our nation and features its muddled ideas. In the midst of this discussion and circumstance Kapur incorporates the lesbian relationship in the plot of the novel. The female connection among Astha and Pipee gets an alternate taste the novel. The lesbian scene in the novel is introduced rather than the hetero connection among Astha and Hemant. Astha in her hetero connection lives at the fringe. Her reality is observed and screened by her better half. She can't guarantee anything of her own in the relationship. Along these lines, Kapur delivers a scope of issues in the novel giving assortment in its surface. She is skilled in keeping up consistency in the plot of the novel by causing these differed issues to rotate around the life of Astha and interlinking them with the main topic. Depicting Astha's existence with a numerous of issues creates her all genuine and lively, so every Indian wedded lady can characterize herself with Astha's life. It clearly explains the muddled mind of an Indian wedded lady. To put it plainly, it tends to be inferred that the novel genuinely checks Kapur as a fruitful essayist. The creator intensely clarifies the harsh man centric codes that urge Indian wedded ladies to carry on with a daily existence of penances and bargains and the plausible answer for the revolt of ladies against the sex one-sided standards.

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DOI: **10.5958/2249-7137.2021.00911.3**

BIOECOLOGY AND USEFUL PROPERTIES OF PAPAYA OR MELON TREE

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ABSTRACT

In this article, information on the bioecology of the Papaya plant and the nature of the treatment of certain diseases in the human body, as well as their prevention, is presented. From the fruit of the papaya and vegetative organs, more than 100 different products and preparations are prepared. In order to grow papaya in room conditions, it is possible to reproduce it vegetatively, mainly with the help of seeds and a pencil, and various recommendations are also given.

KEYWORDS: *Vital Form, Alkaloid, Kanserogen Substance, Milk Juice, Rosehip, Sepal.*

INTRODUCTION

Plants and animals are one of the main components of the life shell of the Earth-the biosphere, which occupies a special place among natural resources. When plants and animals are used wisely, they can become a source of renewable and unlimited products. The specific stable balance in the biosphere in many respects is due to the presence in it of Biological Diversity of plants and animals.

"After the creation of the universe of spirits and bodies, the Lord created three children: a mineral, a plant and an animal, and then a man in the end" (20) plants and animals are considered the genophones of the planet, and each species has its own place in nature. In the biosphere, the circulating movement of substances takes place only with the participation of living organisms. This process can also be seen on the example of the circulating action of ugle rod (CO₂) in the biosphere. Without the products of plants and animals, human life can not be imagined.

If you look at the history of farming, along with the domestic ozocabop technical plant species, which are characteristic of each country, they are imported from abroad, and from the account of cultural crops, which are of great importance for different branches of the nation's economy, where they are climatized, their types and varieties are increasing. At the pace of modern life, pressure and tension in the work often occur, health indicators can worsen. We at the first signs of diseases are accustomed to drink without paying attention to the chemical composition of the drug. We often forget about natural remedies that are effective and safe. Today we will talk about an exotic fruit that has become a real gift to health.

Main part

The Papaya plant belongs to the family of papayadots (*Carica papaya*, Caricaceae), 4 categories of this family and about 30 species are common on the Earth's surface mainly in areas of tropical and subtropical climate of America and Africa.

Papaya has a unique vital form, somewhat similar in appearance to trees, though, but its almost unbroken stem, which grows erect, is not wooded. The height of the stem reaches 4-6 meters. The inner part of the young stem, sprouted from the seeds of the papaya, consists of soft porous tissue. As the plant grows larger, the tissue inside its stem is destroyed, the hollow tube passes into an empty position, and the thick intertwined fibers on the outside of its stem perform the task of keeping the stem upright, giving it consistency.

The leaves are simple, long bandaged, with a bud on the body part of the STEM and are located like an umbrella. The leaf plate is cut into slices or fingers with a barbell.

The heels will develop from the flower buds in the Leaf armpits, hanging downwards. The length of the male heels on which the daggers are located reaches 1 meter. The wreath is complex, the saucer is small, and from the basis it is added and grown. It consists of 5 petals, on which the petals grow with the addition of a tube. Pollen was observed to be 10 pieces, in some flowers 5 pieces, sometimes even less. The Seeder has 5 fruits, not grown with the addition of stalks. Flowers actinomorpha. Node top. In the papayas, 5 different types of flowers were observed. In the first type, all flowers consist only of seeds (ginesiy), the pollen is not developed at all. With the addition of the petals did not grow. Flowers of the second type are only pollen-bearing, they are small compared to coniferous flowers, the petals in the inflorescence formed a long tube, and more than half part was added and grown. Inside it there are 10 dusters. And the Seeder is reductioned. The flowers of the third type are of two sexes. There are 5 of them are pollen-growers and Seed-Growers. And on the fourth and fifth heels it is possible to observe cases of transition from two genders to one genders, that the pollen was from 2 to 10 soles, that the Seeder did not develop well, or in a normal civilized form. The flowers of papaya are mostly pollinated from the outside. In days when there is a wind, it is pollinated with the help of wind (anemophil), and in times when the air is calm, with the help of insects (entomophil). Self-pollination was also observed in the flowers of the genus. Bunda pollen and seeds are grown in the pollen without blooming, and they are fertilized. The fruit develops from the flowers of the sprouted seedling. The fruit is similar in appearance to the fruit of zucchini or melons.

The length of the fruit is up to 70 cm, the width is up to 40 cm. The weight of each fruit is 6-7kg. In cultural varieties, the weight of the fruit is 1-3 kg. The outer layer of the fruit has a yellowish-green or golden color. The fruit of the yellow-maple color is more juicy than the fruit of the pale yellow-maple color. The inside of the fruit will be empty, only the part stuck to the fruit peel will

be desired layer 2-2, 5 cm thick. It has a bluish tint. In its fruit, up to 300-700 seeds are formed. Papaya grows mainly from seeds. Inside the fruit of some cultural varieties there will be no seeds.

The composition of Papaya fruit also includes milk juice of white color. Articular milk tubes, which cover the inside of the fruit, are located a lot, especially on the outer layer of the fruit.

In order to obtain milk juice from the fruit, when slicing its unripe green fruit with a knife or a sharp razor, the white milk juice in it decomposes, and due to the water shine in it, it thickens in the fruit peel. Picking it up is used for different purposes. Its composition of milk juice contains all sorts of alkaloids. Therefore, the raw fruit is poisonous. From one hectare of papaya it is possible to harvest 400kg of papatin per year. The composition of Papaya fruit is determined by the presence of glucose, fructose, organic acids, ketchup, protein, vitamins C beta-carotene, vitamins B1, B2, B5, mineral substances K, Ca, R, Na, Fe. In 100 gr of its fruit consumed contains 26-34 calories. When the Papaya fruit ripens, the milk in it passes into a liquid state similar to the glaze water and loses its poisonous properties. The composition of milk juice includes such protolitin ferments as phenopapain, proteinase papain, proteinase "SH", which in terms of their physiological properties are similar to gastric juice. Therefore, the fruit of this plant is of great importance in improving digestion, being used as a dietary food. In addition to the raw fruit of milk juice, it is found that it is contained in the leaves and stems of the plant. If you take a piece of meat that is difficult to ripen and wrap it in a papaya leaf, it will immediately become soft and cooked.

Local residents of the US State of Florida also use the plant leaf in washing laundry with the name "negretan soap", putting it in laundry water. Papaya is also used in sharpening beer drinks, giving aromatic aroma in cheeses. From the drying of milk juice is used in the treatment of gastrointestinal diseases and eczema. Preparations from papain, xenopapain, peptitases and other types of flour, obtained from which the milk juice is processed, are widely used in medicine.

The original homeland of the papaya is South America and southern Mexico. In the XVI century, the Spaniards and the Portuguese distributed it to countries with a subtropical and tropical climate. The wild type of melon tree is not found. It is believed that this cultural species originated due to the fact that many species of carica genus grow in America.

Currently, more than 1000 varieties of this plant are grown worldwide. In addition to tropical Africa, the melon tree is cultivated in Brazil, Mexico, Nigeria, India, Indonesia, Sri Lanka, Pakistan, East Africa, Australia, in the countries around the Mediterranean Sea in the subtropical climatic areas of the Black Sea of the Caucasus, and now it is grown in some greenhouses even on the territory of our republic. Melon tree is a plant that quickly comes to fruiting. Papaya, grown from seeds in Indonesia, blossomed after 3 months in the first year. Papaya basically gives a good harvest in 2-5 years. When it is well cared for, it will last 5 years, and then it will dry up. In tropical conditions, it yields throughout the year.

From the fruit of papaya and vegetative organs, more than 100 different products with a name, preparations are prepared. Its fruit can be eaten both in moderation and dried and crushed. Local people eat papaya's fruit grown in tropical and subtropical climates, mainly in the morning breakfast. In addition, from its fruit is used in the preparation of various salads, pies, juices and confectionery products. The STEM is used in the preparation of rope and other fibrous things

from the thick fibrous fiber in the body. The most important aspect of papaya is its medicinal properties.

At present, it is no secret that various diseases have arisen due to the increased content of various carcinogens in a comprehensively polluted environment. It has been found that it is a unique product, especially in the Prevention of various cancer diseases, when treating the spine.

Below we explain the mysterious features of papaya on the circle of healing effects:

- The substance found in the fruit, seeds and leaves of papaya is given in the results of scientific studies of scientists of Great Britain, America and Japan about the property of stopping the growth of cancer cells. According to their data, it was observed that the substances obtained from papaya decreased and stopped the growth of cancer cells of the breast, liver, pancreas after 24 hours;
- Prevents and heals the accumulation of salt (osteocondrosis) in human organs and tissues;
- Heals spine osteochondrosis;
- Gives a good result in the treatment of arthrosis of the joints;
- Heals the disc hernia between the spine;
- Prevents diabetes;
- Used in the treatment of liver diseases;
- Prevents anemia (anemia);
- Normalizes gastric juice.
- Smooths skin, smooths;
- Protects skin from the appearance of wrinkles;
- Organic acids contained in the fruit prevent hair loss;
- Heals eczema, wounds, packaging, cutaneous, sepals;
- Papain in its composition has a good effect on digestion;
- Helps constipation;
- Reduces pain and fever;
- Increases the tone and strength of the body;
- Relieves of anemia and fatigue;
- Immunitetni kuchaytiradi;
- Prevents gastrointestinal diseases;
- Reduces excess weight;
- It also has substances that treat eye diseases;
- Used in the treatment of diseases of caries, pulpitis, periodontitis, stomatitis;

- Used in the prevention and treatment of diseases caused by colds and scar formation of sexual organs;
- helps relieve symptoms of weakness, excessive sleep and excessive sweating;
- Has the ability to drive away vomiting and worms.

Papaya is famous for vitamins C, A and E - the most popular and common antioxidants:

- Vitamin C cleanses poisons, heart diseases, oncology and inflammatory processes, strengthens the immune system to fight seasonal viruses;
- Vitamin A heals and heals the skin, protects the eyes, promotes the health of the lungs, prevents the accumulation of cancer and kidney stones;
- Vitamin E is useful for bladder and prostate cancer, Alzheimer's disease, inflammatory diseases and metabolic disorders.

Other plant antioxidants are also found in papaya: zeaxanthin, lutein and lycopene. Especially lycopene: 100 g to 2000 ME, other valuable substances: folic acid, potassium, calcium, chlorine, iron, phosphorus, silicon and sodium.

Useful properties of papaya:

- It strengthens the immune system, helps fight diseases in the body due to its anti-inflammatory properties.
- Papaya fruits benefit those who adhere to the body mass index. Mono-there are many different diets that include diet.
- The benefits of papaya are very important for the circulatory system: the amount of cholesterol decreases, the blood vessels are cleared, and the probability of thrombosis decreases.
- For external use, skin burns, insect bites, skin irritation from eczema are indicated. Masters of beauty use the juice as a means of scraping, and for smoothing the inflammatory processes of the skin.
- Speaking about the Prevention of caries and reducing bleeding, dentists claim that there are many benefits to regular consumption of papaya fruit pulp.
- If there are cases when it is impossible to apply, slices of well-ripened berries can be offered to children from the age of two, it is quickly absorbed and has a tonic effect.
- Abroad, "melon" helps to remove toxins from the body.
- Slows Retinal aging.

Men who eat 100-200 g of papaya per day contribute to the duration of sexual life and the onset of sexual activity.

The smell of fruit is similar to the smell of forest raspberries. Lack of smell and excessive stiffness, as well as uneven coloring indicate that papaya is not mature, this fruit can be poisoned. Papaya can be left to ripen at home, but the taste is already lost.

When cut, we blind the juicy pulp, in the middle a cavity consisting of seeds. Meat is close to melon according to taste. The seeds themselves do not usually eat, but the locals use them to prepare a seasoning similar to black pepper.

Due to the composition of the papaya, its properties are diverse, which can be of benefit to different systems of the human body. Papaya seeds contain palmitic and oleic acids - these acids help prevent cancer. Papain natural ferment is contained in papaya, which contributes to the digestion of protein foods. The benefit of papain is that it breaks down the fibrin protein, which is present in cancer cells. Plantain papain inhibits the emergence of tumors and metastases in the early stages.

But in addition to describing the useful properties of papaya, it is permissible to pay attention to some of its negative effects.

Important! Unripe papaya fruit is a danger for a pregnant organism, if a pregnant woman eats several pieces of such papaya, this will lead to bad consequences (interruption of pregnancy or bleeding).

According to reports from the internet, in order to grow papaya in room conditions, it is possible to reproduce it vegetative, mainly with the help of seeds and a pencil. The seeds, separated from the well-ripened papaya fruit to reproduce from the seeds, mix the soil, sand and well-decomposed gooseberry mixed soils prepared from the Leaf at the beginning of March, moisten it in its norm, and put it in the pot and plant seeds into it. In each pot, 2-3 seeds are sown to a depth of 3cm. It is desirable to soak the seeds for 1-2 days before planting. After the seeds have sprouted, one good seedling is left, the rest is plucked. There are two types of papaya that can be planted: Hawaiian and Mexican types.

The fruit of the Hawaiian type is slightly smaller, length 10-20 cm, Weight up to 0, 5 kg. The height of the plant is 1-1, 5 m. it is convenient to harvest the harvest. The fruit is sweet and aromatic smelling. The fruit of the Mexican papaya type is large, about 40 cm long, weighs 4,5 kg. The height of the plant reaches 6-10 m. It is more convenient to grow a Mexican type. Under the pots planted Papaya, the temperature is desirable to be 27-30 C. After sprouting seeds planted in the spring are transplanted 2-3 times a year into the canvases of the other, that is, 5-6 m larger in diameter than the previous one. Papaya is a warm-loving and light-loving plant. Therefore, low-temperature conditions adversely affect its growth, and the taste of its fruit becomes less juicy. In summer, it is more likely that the plant will absorb moisture, so it is necessary to moisten its growing soil more often in the amount of moisture, meeting the demand for water, even by spraying water on the plant. But if a lot of water is given to his growing canvas, the root can rot.

To reproduce the papaya with the help of a pencil, a pencil is taken from a plant for one or two years. The thickness of the cuttings should be about 1,5 cm. Cuttings are prepared by cutting into Length 10 cm. Since there is a lot of water in the composition of a clean cut pencil, it can be kept in a dry place for 1-3 days, after reducing the water contained in it, it is possible to pass it to the canvases in an environment where the sand particles are larger and grow roots. After the seeds of papaya or those grown with the help of a pencil reach 12-15 CM, the plant spacing is 1, 5 m for growing it in greenhouse conditions, and the range is 1m.

CONCLUSION

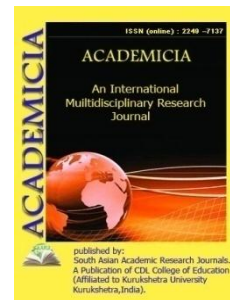
There are no contraindications to the use of papaya. Therefore, if you keep eating papaya fruit, you will have a prevention of the above diseases. In the future, we hope that the melon tree will also become one of the useful plants grown in our republic.



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DOI:10.5958/2249-7137.2021.00912.5

INTERPRETATION OF NATIONAL IDENTITY IN THE CHINESE TRANSLATION OF THE NOVEL “NAVOI” (IN THE EXAMPLE OF WANG JENG JONG’S TRANSLATION)

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ABSTRACT

The article discusses the extent to which the translator of the novel “Navoi” in Chinese, Wang Jeng Jong, has preserved the original national identity. In China, for example, such vibrating devices have long been used to put a child to sleep. The first swings in China carved the dried wood inside the tree so that it could fit a child, and laid the child in carved wood and shook it. Therefore, the translator must “preserve the spirit of the original when translating works, so that the golden powder of art in them shines in the translation” [2]. There is also a special symbolic meaning in the text when the father puts the dagger under the baby pillow. The dagger is a symbol of courage. There is a belief that a child holding a dagger under his pillow will not be afraid, and a dagger will protect him from various troubles.

KEYWORDS: Translation, National Spirit, Value, Symbol, National Reality

INTRODUCTION

In Uzbek novels, Oybek writes “The novel “Navoi” has a special significance as an artistic-aesthetic, historical-cultural phenomenon. How did I write the novel “Navoi”? Recalling the time when he began to write a novel in his article: “About 1936-37 I wrote a short poem – “Navoi”. But this exercise was just a sketch drawn in the creation of the image of “Navoi”. Then, in 1942, I went to the great canvas and wrote the novel “Navoi”. I collected a lot of historical facts, materials, analyzed them, and began to feel and think deeply to bite the core. I was so immersed in this work that the work plan of the novel was not on paper. He was in my heart, in my memory, occupying my whole being. I always thought of Navoi as I walked. I tried to fully understand his deep, subtle, philosophical thoughts. Finally, I began to write this material, which was collected in the heart, stored in the heart.” [1], which is probably why this historical novel,

written with the author's "gathered in the heart" and "the great excitement of the soul", became the literary property not only of the Uzbek people, but also of other nations through translations.

Hao Guang Jong (1999) and Wang Jeng Jong (2001), who translated this historical-biographical novel into Chinese, relied mainly on the translations of Russian translators M. Sale (1945) and P. Slyotov (1946). In the introduction to the book, Wang Jeng Jong noted that he was familiar not only with his Russian translations, but also with the Uzbek version. These translations play an important role in the development of Uzbek-Chinese translation.

THE MAIN FINDINGS AND RESULTS

In the translation of historical novels, such as the novel "Navoi", the translator must be well acquainted with the history, religion, language, customs and cultural life of the nation in order to convey to the reader the spirit of that period, preserving the national and spiritual identity. Therefore, the translator must "preserve the spirit of the original when translating works, so that the golden powder of art in them shines in the translation" [2]. We know that the preservation of national color in literary translation is one of the important tasks of translation and literature. Although the Chinese translator Wang Jeng Jong did not fully use the original in the translation of the work, he tried to preserve the historical and national color, to convey the national traditions and customs as in the original. Translator Vanderauvera Ria writes: "Translation is like processing a text. Because it is a special case that shows a slight difference from the source text. His demand is to make a significant difference from text to text, but to retain the meaning and content" [3].

The Chinese translator tries to preserve Oybek's philosophical-lyrical style in the course of his work. "The spring sun shines in the clear turquoise of the sky over the majestic dome of the Gavharshod Madrasa in Herat ..." the novel begins. Wang Jeng Jong Oybek strives to "breathe in an atmosphere of style: "春天的太阳在深邃的蓝宝石苍穹中，在赫拉特城“古海尔夏德”“经学院浑然雄伟的圆顶上方闪耀光芒..." [4] (Chūntiān de tàiyáng zài shēn suì de lánbǎoshí cāngqióng zhōng, zài hè lā tè chéng "gǔ hǎi'ěr xià dé" jīng xuéyuàn húnrán xióngwěi de yuán dǐng shàngfāng shǎnyào guāngmáng...)

"The spring sun shines on the dome of the dark blue sky, on the glorious dome of the Gavharshod madrasah in Herat ...". The translation of the sentence does not cause much difficulty for the translator. Finds and uses the appropriate Chinese equivalent of each word. Since Gavharshod Madrasa is familiar to Uzbek readers, but unfamiliar to Chinese readers, the translator will not limit himself to a single sentence, but will give specific information about Gavharshod Madrasa at the end of the page.

To what extent was the translator able to maintain the national color in the novel during the translation process? In response, we try to analyze some sentences.

"The old man hid his eyes in his dark eyebrows and held his breath. Then he hesitated and said:

- You've put me in a difficult situation, young man. What can I do?"
- "I came to you out of desperation", said Togonbek in a pleading voice. "When I was a baby, thank God my father put this knife in my cradle, under my pillow". He has always been with me since he recognized my name.

- “Good boy, I know.” This one piece of steel saved you from all sorts of troubles; this knife is associated with the rarest memories for you. That's why you hold dear. But I don't think I'll do it for every customer ... No, I'll give it to a guy like you. He prefers a good knife to a beautiful mistress, himself a *barlas* prince!
- Togonbek's hopes were dashed. He held out his hand to the blade. But the old man did not want to lose this precious thing. A month later, he dug into his pocket, hoping to buy it at a cheaper price, he said:
- “Well, son, it's not the husband's business to repeat the young man's words”.
- Tugunbek took five dinars, put them on his belt, said goodbye and got up [5, p. 35].

老头儿把双眼深藏在浓眉于，一时改坑气，然后犹豫地说：

“社士，你让我为难，不知怎么办才好……”

“我是迫不得已才到您眼前的，”托汉别克稍带展求的口吻“我还是要儿时，过世的父亲就把这把首放在我摇床的枕命运不济找不到钱，你再把它卖掉。你会凭良心作价的下。从记事起我一直带在身边。

“好一个壮士，我知道，这块钢曾保护你渡过种种大难。这如上首对你来说，是最珍贵的记忆连在一起的，因此你珍爱它。但你不要以为我会高价卖给随便一位买主...不，我会卖给一位像你一样喜爱上首的壮士，他得把好的上首看得比心爱的恋人还宝贵，他该是白尔拉斯部落的官家子弟！”

“托汉别克很失望，他伸手去取上首，但老丈可不想放手这件宝物，他抱着一个月后也许就能低价收购的希望，手伸进口袋：

“好吧，我的孩子，拒绝壮士言，不算男子汉。”

托汉别克把五个第纳尔缠在腰带里，站起身来与店主告别。[6] The old man hid his eyes between his dark eyebrows, paused for a moment, then said hesitantly:

Man, you put me in a difficult situation, what can I do ...

Here the translator used the word *two eyes* instead of the word *eyes*. Defined the word. It is important to specify words in Chinese oral speech.

I am coming to you because of my impossibility, Togonbek said in a pleading tone:

My father, who died when I was still an infant, had put this dagger under the pillow of my swing. I have been carrying it with me ever since I recognized my name.)

In this sentence of the translation, the emphasis is mainly on "my dead father", which means that Togonbek's father died in infancy. The original meaning is unclear. In fact, it is given as follows:

“ - When I was a baby, thank God my father put this knife in my cradle, under my pillow. He has always been with me since he recognized my name”.

In the same sentence, the translator used the word swing instead of the word cradle, which is our national value. When we say swing, Uzbeks mean a device that looks like a swing, hanging from a rope. Such swings have been used by almost all nations and still are. In China, for example, such vibrating devices have long been used to put a child to sleep. The first swings in China carved the dried wood inside the tree so that it could fit a child, and laid the child in carved wood and shook it. Later, baskets decorated with various patterns were made of bamboo wood or thin twigs and tied to the ceilings of houses with ropes. The translator used 摇床-yaochuang words.

摇- vibrating 床- bed when literally translated. The translator could also use the 摇篮 word “vibrating basket” closer to the meaning of the word cradle. In our opinion, it would be appropriate for the translator to leave the word cradle as it is and explain to Chinese readers the cradle and the Uzbek tradition of placing a dagger under a baby pillow. The cradle is a national reality. There is no exact equivalent of this word in other languages. After all, as Goethe said, “In translation it is necessary to go to a place where it is impossible to translate, only then can a foreign people, a foreign language, be fully understood”.

CONCLUSION

There is also a special symbolic meaning in the text when the father puts the dagger under the baby pillow. The dagger is a symbol of courage. There is a belief that a child holding a dagger under his pillow will not be afraid, and a dagger will protect him from various troubles. In addition, this dagger is inherited from his ancestors. The dagger owner follows in the footsteps of his ancestors and becomes as brave as they are.

“No, I'll give it to a young man like you”. He prefers a good knife to a beautiful mistress, himself a barlas prince! 但你不要以为我会高价卖给随便一位买主...不, 我会卖给一位像你一样喜

爱と首的壮士, 他得把好的匕首看得比心爱的恋人还宝贵, 他该是白尔拉斯部落的官家子弟! (Dàn nǐ bù yào yǐ wéi wǒ huì gāo jià mài gěi suǐ biàn yī wèi mǎi zhǔ...bù, wǒ huì mài gěi yī wèi xiàng nǐ yī yàng xǐ'ài to shǒu de zhuàng shì, tā dé bǎ hǎo de bǐ shǒu kàn dé bǐ xīn'ài de liàn rén hái bǎo guì, tā gāi shì bái ěr lā sī bù luò de guān jiā zǐ dì! Dàn nǐ bù yào yǐ wéi wǒ huì gāo jià mài gěi suǐ biàn yī wèi mǎi zhǔ...bù, wǒ huì mài gěi yī wèi xiàng nǐ yī yàng xǐ'ài to shǒu de zhuàng shì, tā dé bǎ hǎo de bǐ shǒu kàn dé bǐ xīn'ài de liàn rén hái bǎo guì, tā gāi shì bái ěr lā sī bù luò de guān jiā zǐ dì!)

Here the translator translated the word barlos as bai er la si, in a transcription method, and to the word barlos (白尔拉斯是帖木儿帝国时代起过重大作用的马总别克部落之一。一年者) [7], - Barlos are one of the Uzbek tribes that played a very important role during the reign of Timur's empire. Translator) left a comment at the end of the page. To the Chinese reader, without this little commentary of the author, the meaning of the word “barlos” would have been misunderstood, and the translation would not have been complete.

Tugunbek took five dinars, put them on his belt, said goodbye and got up.

托汉别克把五个第纳尔缠在腰带里，站起身来与店主告别。(Tuō hàn biékè bǎ wǔ gè dì nà ěr chán zài yāodài lǐ, zhàn qǐshēn lái yǔ diànzǔ gào bié) The word "belt" is translated in Chinese as “腰带 - yaodai”, which means "belt". In the explanatory dictionary of the Uzbek language:

Belt - a piece of fabric with or without flowers, sewn at the edges, in the form of a rectangular scarf, tied at the waist; crooked, crooked.

Belt - A wide band of cloth, usually made of leather, which is fastened to the waist over a garment; belt Soldier's belt [7].

It is clear that the author of the sentence was referring to the fabric belt. From time immemorial, our ancestors used to wrap money in cloth and tie it around their waists. In the translation, however, the translator was a bit confused and distorted the meaning. Naturally, a Chinese reader, like an Uzbek reader, is surprised that money cannot be kept in a cell. In our opinion, if the word equivalent that reflects the national reality in the play does not give the exact meaning of the word, it is better to leave the word alone.

“Yesterday, Dildor gathered the women next door and gave them a wedding: the old woman was frying pancakes. Despite the burning of his hands, the puppet that had exploded in the cauldron was thrown over the boy in a handful, and between his fat, clogged legs, they rolled small loaves of bread, which were specially covered, like the bottom of a bowl” [5, p. 281].

刚刚学会走步。昨天晚上迪尔达把女邻居们请到家里，办了小型“托衣”。姨妈在锅里炒了小麦，女人们并不怕烫手，双手捧起劈里啪啦作响的麦粒，从孩子的头顶上方撒出去；把特别烤制成小碗底大的圆饅从孩子的档下滚过去，他那两只小腿犹如香肠一般，胖乎乎的。

(①托衣，喜庆活动，泛指有庆祝意义伴有歌舞的宴会。此处为庆贺婴孩学会走路举办的“托衣。”—译者) [8, p. 291] (Gānggāng xuéhuì zǒu bù. Zuótiān wǎnshàng dí ěr dá bǎ nǚ línjūmen qǐng dào jiālǐ, bànle xiǎoxíng “tuō yī”. Yímā zài guō lǐ chǎole xiǎomài, nǚrénmen bìng bùpà tàngshǒu, shuāngshǒu pěng qǐ pīlípālā zuò xiǎng de mài lì, cóng háiizi de tóudǐng shàngfāng sā chūqù; bǎ tèbié kǎo zhì chéng xiǎo wǎn dǐ dà de yuán náng cóng háiizi de dǎng xià gǔn guòqù, tā nà liǎng zhī xiǎotuǐ yóurú xiāngcháng yībān, pàngūhū de)

(① Tuō yī, xǐqìng huódòng, fàn zhǐ yǒu qìngzhù yìyì bàn yǒu gēwǔ de yànhuì. Cǐ chù wèi qìng hè yīnghái xuéhuì zǒulù jǔbàn de “tuō yī.” Yī yì zhě))

(Last night in Di er (Dildor phonetically translated - G.N.) he called the women next door and made a small wedding, his aunt roasted the wheat. Rolled small loaves between the child's legs).

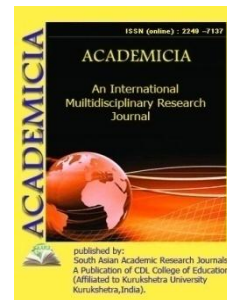
Here the translator conveyed the author's opinion fully and clearly. The original meaning and the national spirit in the text are fully preserved. He translated the word “wedding” as “托衣- tuo yi” and left a comment on the word at the end of the page. Chinese readers will learn from the commentary that there is a special event (wedding) in the Uzbek nation that celebrates the first steps of a child, and wedding traditions.

In the process of approaching the text of the work, the Chinese translator tried to fully preserve its original subtlety, epic scale, and most importantly, feeling the spirit of the author. While

recreating the novel “Navoi” in his own language, Wang Jeng Jong managed to combine his feelings and the author's “inner world.”

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DOI: **10.5958/2249-7137.2021.00913.7**

REFLECTION OF GENDER FEATURES IN THE LANGUAGE OF SHAROF BOSHBEKOV'S DRAMAS

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ABSTRACT

The article discusses the advantages of the factors of creative approach in the analysis of works of art, which are important in the formation of logical and figurative thinking. The play is about women's perseverance, patience, endurance, and life at that time. It tells about the life of the writer and the history of his eternal works, the processes associated with the events of today's work. At the same time, some criticisms of Sharof Boshbekov's life have not gone unnoticed.

KEYWORDS: Amir Temur, Sharof Boshbekov, «Iron Wife», Drama, Woman, «Door Of Destiny», « Gavroshs Of Old City», Language Features

INTRODUCTION

MOTHER, WOMAN! Mankind has not been able to find a definition for this mysterious and wonderful creature since he knew himself! Just as every soul renews the feeling of Love, so the descriptions of the Woman are renewed each time. But there is one divine truth that will never change: Allah has endowed her with the high status of a mother. It is no coincidence that Mother Earth, Mother Nature, Mother Tongue, Mother Earth are not emphasized as sacred and revered. Neither the great saints, nor the scholars, nor the sages sought the likeness of the Woman. For thousands of years, the cultural level and spiritual maturity of any society has also been determined by the way it treats women. Respect for women is a characteristic of the peoples of the East, including the Uzbek people. The unique words in the hadith, «Paradise is under the feet of mothers,» «Do goodness to your mother, to your mother, and to your mother, and then to your father,» show this endless respect. The more the nation honors women, the more it honors itself. There is a saying among our people, «The minister of husband is the wife.» Here, the woman is seen as a close like-minded person of her spouse, a person with her own ideas and opinions, a

wise, intelligent person with the ability to lead. It should be noted that during the reign of Amir Temur, the status of women was high.

A descendant of the khan, Saraymulkhanim was the eldest of all the harem princesses and was deserved the rank of «great lady» or «Bibikhanim». Saroymulkhanim was one of the people who had the opportunity to appeal to Amir Temur in writing on this or that issue, without the right to participate directly in the work of the congress, the council of the state and the country's administration. Given that only foreign rulers usually have the right to address a letter to the head of state, it is not difficult to understand how high status of Saroymulkhanim was in the palace.

Respecting and honoring women and mothers, Timur's and Temurid values were enriched with new content during the years of independence. Our country has created ample opportunities for women to actively participate in public administration, education and entrepreneurship. In the laws adopted after the independence of our country, women's rights began to be considered as an integral part of human rights. For example, in particular, the recognition of Article 46 of the Constitution of the Republic of Uzbekistan: «Women and men have equal rights» testifies to the legal guarantee of the full participation of women in all spheres as active members of society. Joining of our country to universally recognized international human rights documents, including the 1995 Convention on the Elimination of All Forms of Discrimination against Women, also indicates serious attention to the issue of women in our country. .. Islam Karimov said about the influence of the family and women on the formation of social and moral qualities: “If we look at the history of our people, the most valuable traditions are: honesty, truthfulness, honor, humility, kindness, diligence for all human qualities are formed first and foremost in the family. When it comes to family, first of all, the image of our Mother is formed in front of our eyes. After all, the first factor that ensures the sanctity of the family is the purity, wisdom, kindness, loyalty of the mother and all women.

The main part: Sharof Boshbekov is the author of great works about such women's courage. In all the works of the author, a special emphasis is placed on women. In a number of plays by the playwright, such as “Iron Wife”, “Released Horses from tushov”, “Door of Destiny”, “Gavroschs of Old City”, “Who Knocked on the Door”, the writer describes the peculiarities how an Uzbek woman is. He revealed it through his own works. Particularly, in his drama “Iron Wife”, the playwright reveals the chastity of a woman with the following examples. M: “They said: “*Ras*”, “*duva*”, “*vzali*” Qumri said in Russian with pronunciation mistakes.

Kuchkar. What?

Qumri. “*Vzali*” said again in Russian with pronunciation mistakes

Kuchkar. “*Vzyali*”, uneducated! (he also said in Russian with pronunciation mistakes) (166)

In this sentence, it is clear that Qumri is also an ordinary rural woman.

Each author must have his own signature. What does it look like? An author's signature is a unique description, style, and language of a subject, event, or object. For instance everyone sees a tree and describes it in their own way. The writer has always tried to create his own style. **Nobody can stop you in this case because of being like a tractor! (Qumri. P. 2)** A woman is always weak than a man. She can not be equal with. When a man is angry, he can't behave himself. There it is said that Qumri was not able to tie her husband that is Kuchkar. When a man gets angry, he looks at his wife and threatens to say divorce. The woman takes offence and

begins to pick up her things. It is in this drama that when he says that he is going to say divorce, the Qumri looks at the Kuchkar and says the same thing. **Now nobody asks their husband to say divorce (Qumri. P. 2)** As soon as she hears this, the Qumri immediately begins to pick up his clothes. **Come on, son! (Qumri. P. 3) (After that he noticed his wife who is preparing to leave). Where? (Kuchkar. P. 3) What did you say yesterday? (Qumri. P. 3) What do we mean? (Kuchkar. P. 3) (Crying). You said everything ... (Qumri. P. 3)** A woman's heart is so delicate that she cries even for something insignificant. Qumri is also tired of her husband drinking alcohol for 16 years. A woman does not want to see her husband drinking alcohol. This is one of the characteristics of a woman. Qumri replied when Kuchkar asked her to untie his hands. **I can't untie it, Dadasi (means my children's father/ uzbek women call their husband) Don't be upset with me (Qumri, p. 4)** As the playwright describes that the woman uses the word «dadasi» in reference to her husband out of pity. The word «dadasi» comes as a motivation and makes Qumri feel sorry for her husband. It also shows that a woman is good-natured in any difficult situation. I wonder why a woman is ashamed, laughs, angry, happy when she looks at her husband's eyes? The playwright's «Released Horses from tushov» features female characters such as Zumrad and Aunt Halima, and the author reveals their character. **You had better get into trouble instead of writing a poem (Aunt Halima. P. 216)** In this sentence, Aunt Halima speaks sarcastically to Tesha. Although Aunt Halima is much older than Tesha, Aunt calls you. The reason is that Aunt Halima used «you» ironically.. Older people used words like emerald and tirmizak in their speech. Older people use words like zumrasha and tirmizak for children in order to punish in their speech. The playwright used these words as a peculiarity in Aunt Halima's speech. What «a Sultan»! Driktor (she said it in uzbek with pronunciation mistakes), zumrasha! (Aunt Halima. P. 216) You'll pay, tirmizak! (Aunt Halima. P. 217) The words tirmizak and zumrasha, which are used in these sentences, come as a motivation and indicate that the aunt is an angry woman. In the following sentence, it shows how kind and polite she is: **The animal did not eat. I crushed it with ayron (made of sour milk) Saltpeter melts well in the ayron, aylanay (old uzbek people uses to pet the young) I put it instead of water. It's been a while since I've had a cup of tea, and when I go out, I see fourteen of them are going to die. (Aunt Halima. P. 217) [2: 217.]** Aunt Halima uses motivations in her speech and they indicate the unique qualities of Uzbek wife.

Dramaturgy is a bit more complicated. For example, the story can be easily described as «skin of nsomebody shivered like an ant walking.» But in order to express this in the play, the ant must walk on the character's skin and the audience must see it. This is just a complication. There are many other considerations. It can be said that no writer can be a playwright. Or oppositely: any playwright cannot be a writer. This idea is also true. It is impossible to write a play without some experience and preparation. How old was the writer Said Ahmad when he wrote The Brides' Rebellion? The writer must sense from the inside what he is writing. While writing, the writer played the role of each character and staged the play from beginning to end in his mind. Later, when the play was staged, it did not turn out as well as he had imagined. He tried to say every word. The word should not break the actor's language. There is also the possibility of acting. Whether he is a great or average actor, his potential is limited. This should also be taken into consideration. For instance you wrote a great drama. But if the protagonist cannot be played by an actor, then the play will have no value. Our people know very well who Sharof Boshbekov is and what works he has created. The most famous work that introduced the writer, of course, is «Iron Wife». This work, which was published in the end of 80s of the last century, has become a

well-known event in Uzbek literature. The play, staged at the Fergana Regional Theater, won first place in the international competition. It was translated into more than 20 languages, it has been staged in theaters in Russia, China, Poland, Belarus, Azerbaijan, Czechoslovakia and many other countries. Sharof Boshbekov is a courageous writer who speaks the truth, sees the complexities of life with great intelligence. Some high-ranking officials did not always like what he wrote, and he was repeatedly «banned» during his life. In the 90s, all performances were removed from theaters. The author's drama «Door of Destiny» also reflects the characteristics of a woman. *Something is burning... Woe is me! It's bad! Why don't you turn off the gas after you have heated the food ?! (Woman, p. 33)* The woman is very sensitive. In this sentence, a woman feels and speaks to a man. Even the «Iron Wife» was also banned. In recent years, it has been «blacklisted» on television. But difficulties and injustices did not dampen his will. Although he suffered from stroke, he continued to work. Twenty years ago, the Hero of Uzbekistan, the great writer Said Ahmad said to Sharof Boshbekov: «Aren't you still a 'people'?» I mean, did you have a People's Writer title? Titles do not determine the career of a writer. Sharof Boshbekov already has a strong place in the hearts of the Uzbek people. Many words and phrases in his works have become folk proverbs and sayings.

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DOI: **10.5958/2249-7137.2021.00914.9**

INCREASING FINANCIAL LITERACY OF STUDENTS: PROBLEM AND SOLUTION ANALYSIS

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ABSTRACT

This article focuses on improving the financial literacy of student youth. Sociological surveys were conducted to identify problems in increasing the financial literacy of young students. Based on the results of the sociological survey, specific proposals and recommendations for improving the financial literacy of students were presented. It is also recommended that teachers use innovative technologies in the classroom to increase the financial literacy of students.

KEYWORDS: *Student Youth, Teacher, Financial Literacy, Sociological Survey, Innovation, Pedagogical Technology, Information And Communication Technology, Digital Economy, Budget, Money, Market, Poverty, Economic Development, Prospects, Labor Law, Income, Expenses, Daily Life, Family, Parent, State.*

INTRODUCTION

It is as if we are lagging behind in some of the things that are being done today. In particular, raising the financial literacy of young people is becoming more urgent as a requirement of the times. This is explained by the fact that in our country 2020 is called the Year of Science, Education and Development of the Digital Economy. The priority of developing the digital economy in our country is to ensure the rapid growth of the Uzbek economy, to keep pace with the times, to accelerate the integration of our country in the international arena and, as a result, to make Uzbekistan a democratic, economically developed country. Improving the financial literacy of young people, who are the main subjects of these processes, which make up the majority of our population, will, of course, make a small contribution to the development of the country's future digital economy.

MAIN PART

Sociological surveys were conducted to identify problems in increasing the financial literacy of students. In the sociological surveys Jizzakh Law College 3rd stage 5 groups of law 177 people (154 participants), 4 groups of social security lawyer 130 people (108 people), 1 group of archival science 31 people (27 people), a total of 338 students, of which the total number of participants was 289 students (85.5%). Their average age is 17-18 years.

The questions prepared for the sociological survey covered three sub-topics, which are;

1. The concept of financial literacy
2. About budget and spending
3. about money, the market and the prevention of poverty.

Students answered questions on financial literacy as follows. Does a person need financial literacy to live a prosperous life? When asked, "What do you think?", 23 percent of them said no. If your parents are rich, you don't need financial literacy, 58 percent Yes. Because a person should have less money, 7% Togrishi, I have no idea about it, 12% answered that I will get it when I become an adult in the future. If you had a small income, would you save it? When asked, 3% of students don't, because I'm still young, I think when I'm married, 62% Yes, of course, this will serve to ensure my future well-being, 23% spent more of my income for today I would be. For example, I would buy a book, flow, and be organized, and my knowledge would make my future great, 12 percent would use my income for things I need for my daily life, but it is too early to save because we are cared for by parents, they wrote. The next question was who will ensure your future economic security? Of these, 13 percent are provided by my parents and 11 percent by the state. Because the citizens are under the protection of the state, I provide 70% of zoom. Because this is my life, 73 percent of which I provide. I had a lot of dreams for the future, and some participants answered in two.

Summarizing the answers, 64% of the participants have already developed their understanding of financial literacy. They have the ability to act independently in such relationships. 16 percent need parental support in financial relationships. 11.6 per cent were more likely to think about the future, while 7 per cent showed a sense of dependency.

Would you like students to manage their Oz funds independently about budget and funding? When asked, 54% of them still manage their finances on their own. But I haven't heard any criticism from adults about it yet. So I'm running right, 27 percent would definitely want it if I had less money. I don't have much money right now, 12 percent Yes, of course. So it is now. I manage my little funds independently. My mother helps me in this and 7% of them answered that independence is achieved in our family only after higher education. To the question "Do you manage your small budget according to the plan?" 9% answered that I don't pay much attention to it, 2% don't care because I am still young, 29% say I don't have a small budget, 60% of course I calculate income and expenses. Let's say you have 1,000,000 soms. How would you decide to spend it and save it? - 30% of students

I would give it to my parents. I would ask for it to be added to the family budget, 61% would have been decided based on the income and expense plan, 18% would have been a gift from the

store to everyone, 9% would have been a raw fantasy. Because I don't work. Neither my parents nor anyone else gave me that amount of money, and they showed little response.

This means that the responses of college students show that an average of 59 per cent of them combine education with hard work. They have the concepts of money and budget. 41% are only engaged in education. That's why 28 percent of them said they had little money. 6% of students showed no interest in these processes at all. 7 percent of students wrote that they need the help of adults, parents in this regard.

Money, the market, and poverty prevention were addressed with the following questions. When asked if participants should give money to a student or a child, 40 percent of them said yes. Because their daily needs can also suddenly go out, 34 percent "What does a student or child need money for? If our parents bring everything from clothes and food?!", 15 percent Needed. It saves money and spends it wisely from a young age, after all, you don't have to give 11 percent. Because people of this age do not know how to spend money properly. What do you mean by supply and demand in the market? 8% of them do not work in the market. Maybe that's why I don't know, 37 percent of the demand is made by the consumer, the supply is shaped by the sellers based on the demand, 40 percent is that you can demand what you want from the market. Vendors, on the other hand, offer you to buy fewer items, 43 percent of which are Twin Concepts of Demand and Offer. Without them, the market would not be able to have children, some participants marked two or three answers. Today's problem "What do you think should be done to prevent poverty?" 24 percent of them need to work in a well-paying job. The higher your income, the better off you will be, and 61 percent of your income will have to be spent wisely. You also need savings. This will ensure prosperity in the future, with 11 per cent of the State's citizens must always be protected. I think he should give more in less time, 47% should try to live well. It is necessary to increase financial literacy from a young age, and some participants gave two answers.

When the students' opinions on money, the market and poverty prevention were organized, 79% of them had positive and correct views, and 33% chose correct and positive answers, even though the concepts were not yet formed. Ninety percent of the participants felt the need for state and parental support in this regard. They linked the results of human activity more to the care of the state and parents.

In general, as a result of sociological surveys, 63% of students have already formed concepts and views on financial literacy. The reason is that they combine education with hard work. Thirty percent of students do not have practical skills in financial literacy. They formed more theoretical concepts. 7% of students are indifferent and indifferent to these processes, and they do not lack a sense of dependence.

RESULTS AND DISCUSSIONS

Based on these findings, it became clear that in order to increase the financial literacy of college students, they should be divided into 3 categories.

Type 1. They are students who are effectively exercising their right to work without being deprived of education.

Type 2. They are just young students who are learning and looking to the future in the knowledge they have acquired.

Type 3. They are young students who cannot imagine their lives without the help of their parents and the state, who do not have feelings of belonging to the motherland and the state.

So, now we need to use innovative technologies to increase the financial literacy of these 3 categories of students, taking into account their level of preparation, mentality and mood. At the same time, we must first try to ensure the participation of Category 3 students in the final stage of the technologies used in the classroom or in extracurricular activities. Because many methods of implementation of technologies, methods teach the student to make independent decisions. Second, theoretical training should be organized in conjunction with practice. At the same time, theoretical knowledge can be strengthened through didactic games. This process encourages Category 2 students to enter into employment relationships in the community. This, in turn, will help them to develop life skills in financial literacy. Third, travel lessons or thematic roundtables with the participation of banking professionals and entrepreneurs should be organized for organizations that have achieved great success in entrepreneurship. These activities encourage Category 1 students to move forward and innovate, Category 2 students to apply their theoretical knowledge in practice, and Category 3 students to start the movement for a less prosperous life today through the formation of passions.

To do this, the teacher must work tirelessly and create conditions for the use of innovative technologies in the classroom. The teacher, using a little innovation, develops new, modern methods and skillfully applies them in the teaching process, which certainly does not leave any student out. At the same time, the conditions of the auditorium should be adapted to it, it should have access to a TV, electronic board or computer, projectors, Internet access. An auditorium is appropriate if it is equipped to accommodate students working in small groups. The visual aids and tools used by the teacher in the classroom should be colorful and modern.

CONCLUSION

So, in general, the main, central link in financial literacy is the person. Improving the financial literacy of the younger generation of college students is a requirement of the times. Because the main purpose of this process is explained by the fact that the future economic development of the country depends on improving their welfare and quality of life. The thinker Abu Rayhan al-Biruni said that the ladder of time is infinite, and that successive generations will ascend step by step. He emphasizes that each generation will pass on the accumulated experience to the next generation, which will gradually develop and enrich it.

However, for this to happen, young people need to have sufficient knowledge and skills to use the scarce economic resources, events and situations that may occur, and the conditions that may arise, in a way that is beneficial and effective for society. Most importantly, every young person should be able to make short-term decisions and organize the long-term financial planning process properly. In this regard, special attention should be paid to the social significance of financial literacy of students. This is because the financial knowledge and skills of the student youth ultimately determine the success and sustainability of the economic life of the whole society. The financial illiteracy of today's youth has a negative impact not only on their personal well-being, but on the entire financial sector. For example, when citizens do not have a clear idea of their low income and expenses, or plan incorrectly, creditor debt arises, and illiteracy leads to an increase in the number of financial pyramids and frauds. Globally, this could lead to a financial crisis in the country's economy.

In order to prevent such crises in the future, the need to increase the financial literacy of young people, through them, the nation as a whole, is once again relevant. Because tomorrow's youth today will at least be parents. So that they can fulfill their parental responsibilities in raising the financial literacy of their little ones.

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DOI: **10.5958/2249-7137.2021.00915.0**

OYKONIMS (THE NAMES OF PLACES) AND SOME NOTIONS ABOUT THEIR LEARNING (IN THE EXAMPLE OF BUKHARA TOWN)

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ABSTRACT

This article deals with oykonims (the names of places) and their characteristic features, some notions about learning of oykonims of Bukhara region. They are situated in a faraway places of the region and is widely spread around of Bukharacity. Nowadays these places are on the border of Bukhara town. Bukhara town was founded on the 26 th of September in 1926. In conclusion, it is important to mention that the names of these places became more perfect due to the intelligence and the experience of our ancestors.

KEYWORDS: N.Khanikov, S. Korayev, M.Mirakmalov, Kh.Toshov, Bukhara Town, Losha, Safedmuy, Toshmachit, Khujarabot, Tuksaboy, Bogdasht, Foshun, Begijugi, Oqrabot, Khujamushkin, Jonbobo, Guloyon, Malikon, Leylak, Choydori, Urtarabot, Patput, Shekhlar, Toytepa, Asaka, Chandir-Chuqurrabot, Khomkhuron, Khushun, Novmetan, Alotkhona, Khumin, Udurgi.

INTRODUCTION

Bukhara region is famous with its ancient settlements of people. They are situated in a faraway places of the region and is widely spread around of Bukharacity. Nowadays these places are on the border of Bukhara town. Bukhara town was founded on the 26 th of September in 1926. The territory of it is 1.32. thousand square kilometers. The population is 170 thousand people, they live in 40 villages and in mahallas. There are more than 250 big and small villages there. The centre of the town is Gala Osiyo city. Former Losha village is also included there.

Nowadays former Losha village consists of 4 villages and mahallas. Mahallas like Gulshanobod, Dilobod, Zafarobod, Bog'dasht consist of the villages like Losha, Safedmuy, Toshmachit, Khujarabot, Tuksaboy, Bog'dasht, Foshun, Begijugi, Oqrabot, Khujamushkin, Jonbobo, Gulobyon, Malikon, Leylak, Choydori, Urtarabot, Patput, Shekhlar, Toytepa, Asaka, Chandir-Chuqurrabot, Khomkhuron, Khushun, Novmetan, Alotkhona, Khumin, UdurgiLosha, Diosiyo, Urtarabot, Patput, Shekhlar, Toytepa, Asaka and Chandir-Chuqurrabot.[3, 9-10 p.].

To the number of villages the factors such as bordering with Bukhara City increasing of population in the city, better conditions of infrastructure of buildings have a great effect on it. As a result of it during the years in places of villages there appeared block of flats. According to some facts, during 30 years modern city landscape took the places of 12 village settlements.[4, 5 p.].

At present time, it is very actual to prepare some articles about learning their names, preserving them and learning their history. "The features of the nature of the place, the most important historical, social and political events which occurred in the life of the society during centuries, the names of professions of the people, the name of the person who founded the place for the first time or the name of the tribes who lived there—are reflected on the theetnonyms-the names of city-villages" – was written by a famous scientist S. Korayev[5, 50-57 p].

Oykonims are considered as the most valuable monuments among the toponyms by their historical and linguistic features [1]

Oykonym means the name of the city, village, ovul and town. There is a proverb that " The name doesn't disappear even if the lake dries"

Losha, Safedmuy, Toshmachit, Khujarabot, Tuksaboy, Bog'dasht, Foshun, Begijugi, Oqrabot, Khujamushkin, Jonbobo, Gulobyon, Malikon, Leylak, Chardori, Urtarabot, Patput, Shekhlar, Chaqmoq, Toytepa, Asaka, Chandir-Chuqurrabot, Khomkhuron, Khushun, Novmetan, Alotkhona, Khumin, Udurgi, Diosiyo, Urtarabot, Patput, Shekhlar, Toytepa, Asaka, Chandir-Chuqurrabot.

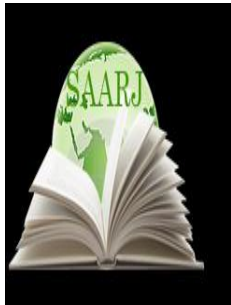
- Orooykonims: appeared near the ancient river: Chuqurrabot, Urtarabot.
- Hydronyms: Chordori (the name of (water container) the well.
- Antroponyms: Jonbobo, Safedmuy, Chaqmoq (pirs and saints)
- Etnonyms: Shekhlar, Chandir, Begijugi, Alotkhona, Khujamushkin, Khujarabot.
- Toponyms connected with people's professions: Diosiyo, Patput.

In conclusion, it is important to mention that the names of these places became more perfect due to the intelligence and the experience of our ancestors. To learn them from scientific-practical view-point and explain them to the youth is the most actual task of present day.

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DOI: 10.5958/2249-7137.2021.00916.2

LEGAL AND ECONOMIC BASIS FOR IMPROVING THE MECHANISM OF FINANCIAL INCENTIVES FOR INNOVATIVE ACTIVITIES IN INDUSTRIAL ENTERPRISES

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ABSTRACT

The article examines the legal and economic basis for the formation and improvement of the mechanism of financial incentives for innovative activities in industrial enterprises. The mechanism of financial incentives for innovative activities of industrial enterprises, on the one hand, will be an integral part of the country's innovation system, on the other hand, the activities of all other elements of the innovation system will be closely linked with its effectiveness. The point is that fundamental scientific ideas whose purpose is not to make a profit cannot be applied directly to economic activity. But they are the starting point or source of future innovations. Therefore, businesses and companies will be cautious in funding fundamental research.

KEYWORDS: *Financial Incentives, Industrial Enterprises, Economic Liberalization, Innovative Economy.*

INTRODUCTION

In the context of economic liberalization, Uzbekistan pays great attention to the formation of an innovative economy, further development and improvement of the regulatory framework for innovation, strengthening the mechanism of integration of science and industry. Since 2017, with this in mind, the system of targeted state support for research and development in higher education institutions and special institutions and organizations is being radically updated.

The state innovation policy is being transferred to the center of investment policy, the innovative content of investments is becoming a priority. The purpose of the financial elements of innovation policy is to accelerate the formation of the national innovation system of the country, to stimulate specific measures and mechanisms to ensure its economic development in

accordance with the chosen development strategy, to develop and implement a system of priorities. This policy will create new opportunities for the formation of scientific and technological potential of the country in line with the dynamically developing market economy, meeting the requirements of the country's resource potential and sustainable development strategy.

The mechanism of financial incentives for innovative activities of industrial enterprises, on the one hand, will be an integral part of the country's innovation system, on the other hand, the activities of all other elements of the innovation system will be closely linked with its effectiveness. In this sense, the effective functioning of the innovation system is expressed as a result of the operation of the mechanism of financial incentives for innovation. Accordingly, this mechanism is formed in accordance with the structure of the innovation system.

In our country, work has been done to create and improve the legal and regulatory framework for the development of scientific and practical research and innovation, as well as to stimulate the application of modernization, technical and technological renewal of production, including:

- Resolution of the President of the Republic of Uzbekistan dated August 7, 2006 No PP-436 "On measures to improve the coordination and management of the development of science and technology" [1];
- Resolution of the President of the Republic of Uzbekistan dated July 15, 2008 No PP-916 "On additional measures to encourage the introduction of innovative projects and technologies in production" [2];
- Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 20, 2009 No 144 "On additional measures to encourage the implementation of innovative projects in production" [3].

Adoption of the Resolution of the President of the Republic of Uzbekistan No. PP-436 of August 7, 2006 "On measures to improve the coordination and management of science and technology development" innovative scientific and technical programs and the solution of pressing issues of economic development has created certain opportunities for the effective use of existing scientific and technological potential [4].

An important step in improving the financing of innovations was the Resolution of the President of the Republic of Uzbekistan dated November 1, 2017 No PP-3365 "On measures to further strengthen the infrastructure of research institutions and the development of innovative activities."

According to him, in order to ensure the implementation of the tasks set out in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021, as well as to further improve the activities of research institutions, strengthen their material and technical base and create favorable conditions for innovation;

- A comprehensive program of measures to strengthen the infrastructure and develop innovative activities of research institutions for 2017-2021 has been approved, including:

- In 2017-2021, a set of measures to strengthen the infrastructure of research institutions and the development of innovative activities has been identified;

-The parameters of the estimated volume of financial costs for the implementation of the Program in 2018-2021 and the program for strengthening the material and technical base of research institutions in 2018-2021 were adopted.

The resolution of the president of the republic of uzbekistan dated may 5, 2018 no pp-3697 "on additional measures to create conditions for the development of active entrepreneurship and innovative activities" a number of structural problems were noted:

First, there is no systematic analysis of the market of advanced and modern innovative developments, technological projects-startups and innovations, taking into account the existing resource base and potential of the regions;

Second, the work on attracting investments to innovative projects-startups, promoting and coordinating the activities of talented entrepreneurs who are actively implementing innovations in the field of production and services is not carried out;

Third, in the field of innovative development, especially in the field, the business environment remains low, as well as the lack of entrepreneurs with the necessary skills to develop and promote innovative and successful technology projects-startups;

Fourth, there is no database of innovative ideas, developments and technologies, the practice of creating new resources and transferring experience to business structures remains underdeveloped;

Fifth, the mechanisms to support the market of innovative developments are poorly developed, the coordination of the effective use of innovative ideas is not established, and the quality of innovative developments does not meet market requirements;

Sixth, insufficient attention is paid to the involvement of graduates of technical higher education institutions and talented youth in the field of innovative developments, technological projects-startups, as well as the creation of business incubators;

Seventh, the promotion of innovative entrepreneurship among the population is not carried out effectively, technical and psychological barriers to attracting to the development and promotion of innovative products and services remain.[5]

According to the resolution, measures have been identified to create more favorable conditions for innovative activities. In particular, at the suggestion of the Ministry of Innovation Development of the Republic of Uzbekistan, centers of innovative ideas, developments and technologies were established in the Republic of Karakalpakstan, regions and the city of Tashkent to develop, test and master innovative projects, transfer and commercialize the results of innovative activities.

In order to further expand the commercialization and introduction of innovative ideas and technologies in production, as well as increase the efficiency of innovative organizations, on September 11, 2018 the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 721 on measures to further support innovation. The resolution stipulates that the Fund for Support of Innovative Development and Innovative Ideas will co-finance research startups on the basis of grants or interest-free returns, which provide for the introduction and commercialization of local scientific developments, and serves to expand its resources.[6]

No. PP-3365 of November 1, 2017 of the President of the Republic of Uzbekistan "On measures to further strengthen the infrastructure of research institutions and the development of innovative activities", "On additional measures to improve the mechanisms of innovation in industries and sectors of the economy" 2018 7 Resolution No. PQ-3698 of May 9, 2019 and No. PQ-4546 of December 9, 2019 "On measures to further reduce bureaucratic barriers, the introduction of modern management principles in the activities of government agencies and organizations." Also, in order to improve the regulatory framework for the formation and implementation of the state order for research, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated March 9, 2020 No 133 "On measures to further improve the regulatory framework for research and innovation" accepted.

Regulations on the state order for research work with this resolution; Regulations on the procedure for selection and financing of startup projects; On Scientific and Technical Councils under the Ministry of Innovative Development of the Republic of Uzbekistan. [7]

The charter was approved. Adopted by the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan on April 7, 2020 to strengthen the legal framework for innovation in our country.

Particular importance is the Law of the Republic of Uzbekistan "On Innovative Activity", approved by the Senate on June 19, 2020. It states that "state support and encouragement of innovative activity is carried out in order to create the necessary legal, economic and organizational conditions for innovative entities, to finance innovative projects and new developments" (Article 10). Article 4 of the Law sets out the basic principles of innovative activity, Article 10 the directions of state support and encouragement of innovative activity, Article 16 the rights of innovative subjects and Article 17 the obligations of innovative subjects create appropriate legal conditions for innovative activity in industrial enterprises.[8]

The fact that Article 18 of the Law clearly defines the types of innovations on a scientific basis is also important in the financial management of innovative activities:

"Product innovations - innovations aimed at the development and introduction of technically and technologically new or improved products (works and services);

Process innovations - innovations aimed at the development and introduction of technically and technologically new or improved production or training methods, as well as the transfer of technology;

Marketing innovations - innovations aimed at the introduction of new or improved methods, including changes in the design and packaging of products, the use of new ways of selling and providing products (works and services), the formation of new pricing strategies;

Organizational innovations - innovations aimed at the organization and conduct of business, the creation of jobs and the introduction of new or improved methods of external relations.

At present, the current stage of socio-economic development of our country necessitates a radical reconsideration of the role and place of innovative activity in the economy and the social sphere. Innovation is based on the technology of various industries and the foundations of high-tech industries, which are the leaders of all-round development in the country. Such an approach is a necessary condition to support the competitiveness of the product in terms of market relations

and to create a new competitive advantage. In terms of the well-being of the population, innovations serve to increase the opportunities and the level of human capital formation. It is clear that financial incentives for innovation are focused on achieving these results effectively.

The traditional direction (scope) of state support for scientific activity is the funding of fundamental research. The point is that fundamental scientific ideas whose purpose is not to make a profit cannot be applied directly to economic activity. But they are the starting point or source of future innovations. Therefore, businesses and companies will be cautious in funding fundamental research. Through the launch of the national innovation system, the financial and technological resources of companies, institutes, universities and other institutional units will be integrated through legislative and economic incentives. In the current situation, such integration is the basis for ensuring sustainable economic growth, improving the welfare of the population, the national economy can have a competitive advantage.

The following areas of state support of the national innovation system and innovative activities of industrial enterprises can be noted:

- Direct funding from the state budget;
- Allocation of loans to innovative entities from the budget;
- Establishment of venture funds with public funds;
- Identification of opportunities for the application of accelerated depreciation in the tax legislation;
- Simplification and reduction of the process of patenting of inventions and discoveries;
- Additional incentives and extension of resource-saving patents;
- Organization and development of a network of technopolises and technoparks.

The formation of a national innovation system requires, first of all:

- Training of managers for the organization and management of innovation, bringing the standards of local production management to the level of international standards in the organization of innovation activities;
- Development of financial mechanisms (leasing, investment insurance, venture financing, etc.) that adapt world experience in the development, financing and implementation of innovative projects to the economic conditions of the country, depending on the level of risk;
- A well-developed network of information services, including a database of innovative projects and information systems, information on the situation in the capital and money markets, recommendations on the feasibility of investing in certain projects;
- Engineering services, product standardization, technological processes, certification of goods and services.

In recent years, Uzbekistan has introduced the necessary mechanisms for the introduction of modern information technologies in governance, the regulatory framework to support the development of innovation, tax and customs regulations, technology transfer and the formation of an intellectual market, preferential lending and financing to stimulate the transport system. serves for rapid strengthening.

The need and cost of the necessary financial resources should be calculated at each stage of the innovation process in relation to the available capacity and sales volumes. A different approach to cost distribution is required at different stages of the production cycle and at different capacities of production capacity. Considering that costs are entirely innovative will result in lower efficiency and appropriate decision-making. How the issue is resolved will depend to some extent on the innovative and creative thinking of the company's management. This is especially true for industrial enterprises in our country, where there is a frequent shortage of financial resources.

Also, the selection and approval of the main option of financing innovation depends on the nature and characteristics of the innovation, the expected impact on the current state and future of enterprise development, compliance with standards, resource, scientific and technical capabilities of the enterprise.

Innovative activity is considered to be an activity that includes all scientific, technological, organizational, financial and commercial measures that lead to the emergence of technologically new or significantly improved products or processes, including investment in new knowledge completed in the last 3 years. 192 business entities per year innovative products, works and services. Of these, 91 were completed in 2018 and 106 in 2016-2017. In addition, during 2016-2018, products, works and services were innovatively improved by 30 organizations and enterprises.

Innovative activity in the region is also carried out in the small business sector. Innovative by 181 small businesses products, works and services were performed, of which 84 were performed in 2018 and 95 in 2016-2017. In addition, during 2016-2018, products were improved by 25 organizations and enterprises. Innovative products, works and goods worth 643385 million soums were performed in Namangan region. In particular, the volume of innovations mastered for the first time in 2018 amounted to 155678 mln. soums, for the first time in 2016-2017 the volume of disbursed 390313.1 mln. soums, the volume of improvements for 2016-2018 amounted to 97893.9 mln. soums.

In Namangan region in 2018, the sources of funding and expenditures on technological, marketing and organizational innovations will amount to 136723.1 mln. soums. From them at the expense of own means of the enterprise and the organization 120604.5 mln. soums, at the expense of foreign investments 12456.4 mln. soums, 288.4 mln. soums from the budget. soums, 3141.0 mln. soums at the expense of loans of commercial banks. soums and 47.1 mln. soums from other sources. soums were spent.

In 2018, 136723.6 mln. soums were spent. Innovations are mainly of a technological nature. In particular, technological innovations have been introduced by 60 businesses in the region. The total number of introduced technological innovations is 109. 100 of them were carried out by business entities on their own. Expenditures on technological innovations (capital and current expenditures) totaled 134051.7 mln. soums. Of which 120346.8 mln. soums and 13704.9 mln. soums. soums of process costs.

Of course, the main part of innovations in Namangan region is assessed as innovation at the level of local conditions and opportunities. However, it is undeniable that these changes have a positive impact on the socio-economic development of the region and create the conditions for future innovation on a global scale.

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DOI: **10.5958/2249-7137.2021.00917.4**

INTERNATIONAL EXPERIENCE AND GLOBAL TRENDS IN TOURISM

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ABSTRACT

In the modern world, tourism is one of the most massive, lucrative and intensively developing sectors of the world economy. Historical and cultural heritage can and should be one of the priorities for the development of large and small cities. Increase should be seen as a tool for managing labor migration. To promote the development of tourism in cities, it is necessary to actively encourage entrepreneurship, create a favorable investment and business environment, formulate a tourism marketing strategy.

KEYWORDS: *Tourism, Economy, Geographical, Historical Place, Historical Artifacts, The Organization And Development Of Tourism.*

INTRODUCTION

From the first days of independence, our country has begun to organize the national economy in accordance with the geographical location and mentality, and to develop reforms in accordance with the requirements of the times. The reforms were first continued in the manufacturing sector and then in the service sector. It should be noted that in the service sector, the banking system, the insurance system, trade and marketing, in a sense, in the field of education. The benefits provided to commercial banks are that they have been exempt from basic taxes for several years. They had a good opportunity to modernize the material and technical base. Such achievements are undeniable, of course. However, it should be noted that there is a tourism sector in the national economy, which costs less, but you have the opportunity to earn a higher income. Among the Central Asian countries, our country has the opportunity to become a leader in the organization and development of tourism. There are a lot of buildings, structures and historical relics left by our ancestors to their descendants. This is confirmed by the following quote: "Uzbekistan has a huge potential for tourism and recreation, with a total of 7.4 thousand cultural

heritage sites, 209 of which are four museum cities - "Ichon-kala in Khiva", "Historical center of Bukhara", "The historical center of the city of Shakhrisabz is located in the territory of the city of Samarkand and is included in the UNESCO World Heritage List." All these historical artifacts are objects that directly serve to increase the flow of tourists and the development of tourism. In short, the tourism industry is one of the sources of opportunity to earn high socio-economic income at low cost. Nevertheless, we have not paid enough attention to the development of tourism in accordance with the requirements of the time since the early days of independence. But the CIS countries have paid enough attention to this area. As a result, it has achieved unprecedented success. This is evidenced by the following statistics: "According to the National Tourism Administration of the country, in 2018, Georgia's tourism revenues will reach 3 billion. Exceeded the U.S. dollar. The number of tourists visiting Georgia in 2018 increased by 14.9% compared to the previous year and reached 8.7 million people. What is the positive trend in the field of tourism in Georgia, which is already free of the former Soviet Union? However, the territory of Georgia is smaller than the territory of our Navoi region. 65-70% of the existing land area is mountainous. Its population is slightly larger than the population of our Fergana region.

We are convinced that the number of historical buildings, religious scholars and places where they have settled is several times less than ours. Let's take another look at the above quote, which shows that for every Georgian living in Georgia, there are 2.35 tourists (8.7 million tourists: Georgia's population is 3.7 million). With this figure, Georgia is one of the top 10 countries in the world in terms of tourism services. In our opinion, at the right time, that is, from the first day of independence, the Georgian government and leading economists have focused on the organization and development of tourism. As a result, it is making enviable achievements in the field of tourism. Over the past two years, the Republic of Uzbekistan has begun to pay close attention to tourism, as in all sectors and industries of the national economy. Modern normative documents serving the development of tourism have been adopted. In particular, the Presidential Decree No. PF-4861 of December 2, 2016 "On measures to ensure the accelerated development of tourism in the Republic of Uzbekistan" was adopted. Also, the State Committee for Tourism Development was established on the basis of the National Company "Uzbektourism". In addition, all enterprises serving within the National Company have been transformed into unitary enterprises that can provide services in accordance with the requirements of the time. In addition, dozens of normative documents regulating and coordinating tourism have been adopted, which focus primarily on the development of outbound tourism. An open door policy is being pursued with neighboring countries that are close neighbors, religious and mostly allied. In addition, tourists from a number of foreign countries are given the opportunity and freedom to enter the country without a visa for a month. In the field of tourism, the tourism environment, developed on the basis of timely adopted and implemented regulations, is dramatically improving. As a result, there is an opportunity to sharply increase the number of tourists visiting our country.

As a proof of our opinion, we pay attention to the following figures mentioned in the media: "From 2010 to 2017, the volume of exports of tourism services doubled and amounted to 546.9 million US dollars in 2017 and 1,041 million US dollars in 2018. In 2018, the export of global tourism services increased by 4% and the number of international tourist visits increased by 5% to \$ 1.4 trillion, reaching 1.4 billion. , Exceeded 2.69 million. In 2018, 5.3 million foreign tourists visited the country. As a result, in 2019, exports of tourism services increased by 26.1%

compared to 2018 and amounted to \$ 1.3 billion, and the share of the sector in the export of services increased to 39.3%. At the end of 2018, the number of tourism organizations increased to 950, and the number of hotels - from 661 to 900. In addition, the development of tourism and the improvement of infrastructure serving tourists and the provision of services that meet the requirements of the times. Diplomatic corps abroad have also been instrumental in promoting the sector. As a result of these actions, the share of revenues from tourism services in GDP has been growing for a short two years. The number of tourists has also almost doubled. Of course, positive work is being done in the field of tourism. ” In short, there are many measures taken in the future in relation to the achievements in the field of tourism. One of them is the need to introduce international standards in the development of tourism in accordance with the requirements of the time, to approach the issues of increasing the country's export potential through tourism through research. In this regard, the following measures should be taken in the near future. In particular: - In order to gain practical skills from the experience of Georgia, it is necessary to jointly organize and hold an international conference on tourism; - Following the example of the advanced achievements of the Turkish state in the field of tourism, which is both a language and a religion, it is necessary to positively address the issue of increasing the number of foreign tourists to the country in the future; - In order to prolong the days of tourists in the country, it is desirable to sharply increase the number of swimming pools for them. Because most tourists love to swim in hot countries; - It is necessary to sharply increase the enrollment of foreign students in the field of education in the country. They live like tourists for at least 4 years of study. There is a great opportunity for parents and close friends to visit them during their studies. This means that the number of additional tourists will increase without further promotion. We are confident that if the above-mentioned scientific recommendations are taken into account at the governmental level, in the near future, the achievements of Turkey and the Republic of Georgia in the field of tourism, as well as Uzbekistan's opportunities will expand.

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DOI: **10.5958/2249-7137.2021.00918.6**

BIOGRAPHICAL APPROACH AS A SCIENTIFIC AND THEORETICAL PROBLEM

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ABSTRACT

The article deals with the study of the issue of biographical approach in world literature, the possibilities of the biographical genre, the creative personality, the creative "I" and the biographical "I". In the historical and literary process, the issue of biographical approach in Russian literature has been widely discussed, and the views of scholars on this issue have been studied. Any work of art is a product of individual perception and creative activity. Figuratively speaking, the author is likely to leave a "fingerprint" in the text of the work, which is not noticeable at first glance, but different from others.

KEYWORDS: World Literature, Author Or Text, Biographical Approach, Biographical Genre, Literary Personality.

INTRODUCTION

In the history of literary and aesthetic thought in world literature, in the field of philosophy, aesthetics and psychology, the scientific-theoretical study of the problem of harmony between the psychology of creativity, the writer's laboratory, the creative personality and artistic creation has a long history. The creative personality as a scientific problem has been studied to some extent in world literature, and specific principles have been developed. Any work of art is a product of individual perception and creative activity. Figuratively speaking, the author is likely to leave a "fingerprint" in the text of the work, which is not noticeable at first glance, but different from others. This "trace" embodies a number of features present in the author's personality. A special biographical approach to the creator is required to study the specific "traces" in this way. According to the historical-comparative, biographical, psycho biographical, historical-cultural methods widely used in literary criticism, the problem of the creative personality is studied as a literary-aesthetic category of literary criticism, approaching the phenomenon of harmony between the creative "me" and the human "I".

"Biography" is a Greek word meaning "life", "I write" - a biography, "life history", "destiny in writing". Literary critic Abdugafur Rasulov connects the term "biography" with Alisher Navoi's attitude to this word: "The great Alisher Navoi revered the word" hol "and used it very effectively. "Hol" is an Arabic word. The more the merrier, the more the merrier. Alisher Navoi used such combinations as "hasbi hol", "status adosi", "status mood", "pleasure state", "distressed state". "Hol" actually means spiritual life, spiritual movement, like "biography" [1.22]. The scientist argues that the biography is the manifestation of a person's spiritual life and mental states, his personality through nature.

In the biographical genre, documentation, no space for texture, strict adherence to certain rules in the depiction of space and time, adherence to gradualism are required. So, the artist who intends to create a work in the biographical genre must take into account these aspects. The use of artistic text in biographical works is limited. The reason is that the author relies solely on documents in this genre. "The author of a biographical story is a slave to factual material. A biographical story is built not only on facts, but also on perceptions - on the basis of emotions that appear in an absolutely legitimate way on the basis of a dramatic description of events. The facts can be incredibly easily forgotten, but the emotional excitement once experienced will never be forgotten." [2.97] It is understood that in the analysis of a work created in the biographical genre, it is important not only to follow the numbers, but also to understand the author-human mental state, experiences and the situation in which he lives. A biographical work is a historical-artistic documentary work dedicated to the life and work of a particular writer. An author who intends to write a work in this genre must have a deep knowledge of the historical and literary process, the socio-psychological climate of the period, literary traditions and criteria. A biographical work is a documentary example of a work of art in which the image of a historical figure is created through the imagination and understanding of the author.

The study of the creative-human biography is based mainly on the biography prepared by the author. Sometimes the incompleteness and irregular scattering of sources about a writer causes a number of problems in the work. It should be noted that the scarcity of sources encourages the researcher to reflect on the text. "The author's biography and analysis of his works are rarely successful." [3.85-86] Continuing the above idea logically, M. Lotman says: "The interaction of two works - that is, the analysis of the author's biography and his work - can rarely find a successful solution [4.28]. The problem is, first, that numbers and documentaries are a priority in biography. Second, the creator is also a living soul, his freedom of thought and relations is unrestricted, stability cannot be demanded from him, it is impossible to fully comprehend the personality of the writer and the world of creation. Therefore, the ability to combine the two phenomena requires a great deal of responsibility on the part of the researcher, and it is important to find a vivid image of the creator among the sources. In the creative man (meaning the writer - S.T.) the creative "I" and the biographical "I" form a mutual point. When the creative "I" is considered on the basis of creative originality, creative uniqueness, aesthetic ideals and poetic criteria, the biographical "I" takes the next place. Biographical "I" plays a key role in a deeper understanding of the creative "I". It should be noted that the absoluteness of the biographical approach in the study of the work is far from the idea that the author and the protagonist are the same. It is not correct to look for a biographical element in every work, to focus the analysis on this factor. In recent years, literary criticism has focused on the creative personality as a result of a comprehensive study of the human person, his way of thinking and the spiritual world. After

all, it is not justified to exaggerate the biographical or personal "trace" of the author in the analysis of the work, to pay too much attention to it.

The basic principles of the biographical approach in world literature were developed and applied to science by Sh. Saint-Byov, A. Morua. In the West, it has become a tradition to synthesize a work of art with its author's nature, talent, psychological state, and an individual approach to the creative process. Since the creative-human personality is full of mysteries, it is difficult to regulate his biography on the basis of strict rules. Therefore, in Russian literature, the author's biography was considered a "genre that does not obey the rules." One of the main problems of the biographical method is the integration and study of various parts of human life in a biographical work. It is more accurate to call the biographical genre an inter-genre genre.

In the early 1920s and 1930s, the "biographical approach" to Russian literature was dominated by the West. At the same time, many scholars have differing views on the concept of "text or author." In the former Soviet Union, since 1933, a creative group led by Gorky has been publishing the series *The Lives of Wonderful People*. At the time of publication of the series, the Russian press publishes a number of controversial scientific articles. In 1939-1940, the "Adabiyot Gazeta" held a large-scale discussion on the biographical genre. As a result of the biographical approach to the creator-man, the content of the genre expands and a biographical novel begins to appear. Since the full principles of the genre have not yet been developed and are new, various controversies arise. What type and genre do biographical novels belong to, and is there a need for this genre in literature? the criteria of the biographical genre are developed due to the objection that. [5. 36-42].

M.O. Gershenzon, a scholar who studied Pushkin's work in depth, states that "Pushkin, as a poet, is completely true in the essence of his simplest and simplest words, and in each of his poems there is a personal autobiographical confession, you just have to listen to him and believe in him." [6.53.] Proper interpretation of the biographical lines in the poet's poem ensures the success of the work. Feeling and understanding the feeling and confession of the artist to the artistic expression, along with the understanding of the poet's creative concept, serves to determine the theoretical and methodological value of the biographical method. BV Tomashevsky sarcastically accepts such comments about Pushkin's poetry as "the truth of the world" and interprets this study as an approach of a psychobiographical nature in the narrow sense [7. 9.]. Scholars approach the issue from an artistic-aesthetic and socio-cultural perspective, proposing to blur the line between a work of art and a personal biography. Some theorists, however, object to this, claiming to be representatives of antibiography. In particular, representatives of the formal school B.M. Eichenbaum [8. 36], V.B. Shklovsky [9.143.] object that fiction and real life are not one and the same, it is not an acceptable way to look for any biographical elements in a work of art. A.A. Potebnya, on the other hand, believes that the study of a work of art on the basis of a biographical context should cover such issues as the personality and psyche of the author [10.616.]. Each scholar has focused on different aspects of the biographical approach in his or her views.

Representatives of the formal school try to confirm their views with the views of the representatives of the "psychological school". None of us has the right not to be distracted by the events of BM Eichenbaum's life, that is, "verbal statements do not reflect the true anguish of the human heart or be deceived by the author's words in his diary and memoirs" [8.43]. Analyzing the work of the Russian poetess A. Akhmatova, B. Shklovsky argues that "we must separate the

laws of real life from the laws of literature" [9.143]. In general, the problem of the creative personality and the literary hero determines the historical-cultural, literary-aesthetic, socio-psychological value of the problem as a scientific-theoretical problem.

V. Commenting on the formal school, Zhirmunsky concludes that "the creative style is reflected in issues such as his aesthetic views and tastes, which in turn are integrated into his biography" [11.213.]. Scholars have argued that no matter how controversial, a biographical approach, the study of a writer's life in relation to his work and protagonists, would provide the basis for new scientific and theoretical conclusions. M. Bakhtin in the study of the work in the biographical genre highlights several factors, 1. The author-man to look at the individual as an individual creature, and this feature ensures its originality; 2. The principle of historicity should be followed in such work; 3. It is necessary to study the author in connection with the conditions of his time, the principles of literary criteria; 4. The researcher should not confuse the author-creator (at the time of the work) with the author-person (historical period and society, socio-political), although there are several similar situations in life [12.216.]. In the study of the creative personality, the scientist prefers to formulate the problem on the basis of a holistic system and to study it in relation to its own period, as required by historical poetics. The study of the creator on the basis of the principle of historicity plays an important role in understanding the general picture of the period and the social factors in the life of society. The creative work serves as a link between history and the future. In the process of writing a work, the writer must be able to summarize the units of time, such as yesterday, today and tomorrow, in terms of space and time.

V. Zhirmunsky notes that in studying the biography of the artist it is necessary to consider three problems:

1. Personal biography of the writer, his attitude to creativity.
2. Social biography of the author.
3. Literary biography of the author, his views on literature. [12.133.]. The scientist distinguishes the personal, social and literary biography of the artist and suggests a special study of it. Hence, in the process of studying the creative biography, it is necessary to observe the three problems as a whole. The problems posed by the scientist complement and clarify the other, creating a holistic view of the creator.

In Uzbek literature, Professor Fitrat first tried to reconstruct the author's biography based on his work. The scholar Ahmad Yugnaki, Ahmad Yassavi, poets of the Yassavi school, Muhammad Salih, Turdi and Mashrab, as well as Abdurahman Saadi's "Imam Ghazzali" and Wadud Mahmud's "Fuzuli Baghdadi" have developed a unique method of creating a scientific biography. These studies emerged as a result of a holistic view of the author's personality and creativity. A number of researches devoted to the creation of a creative scientific biography of modern Uzbek literature have been created, and works in the spirit of enlightenment, created in a biographical way, have been published. At the request of the ideology of our independence, efforts have been made to restore the "biography" of our national literature. Socio-political changes at the beginning of the century, the Jadid movement, the establishment of the Bolshevik regime, political repressions in the 30s and 50s, the policy of the long-ruling Soviet government had a significant impact on the lives and works of Uzbek writers. Therefore, the biographies of our writers who lived and worked during the Soviet era were studied on the basis of new principles.

If we focus on the roots of the biographical approach in Uzbek literature, it goes back a long way. The history of the life of the Prophet (peace and blessings of Allaah be upon him) is called Siyarat. When the word "siyarat" is translated from Arabic, it means "a person's life history, way of life", or "biography". The science devoted to the study of the life of the Prophet (peace and blessings of Allaah be upon him) is called As-Siyratun al-Nabawiyah, and the scholars who specialize in this science are called the scholars of Siyarat. [14.188.] There are many books on the history of Islam in the history of Islam, and biographical works on the lives of saints and prophets in the Middle Ages tell the story of the genre.

Amir Temur's "Temur's Statutes", Zahiriddin Muhammad Babur's "Boburnoma", Muhammad Salih's "Shaybaniynoma" are also among the unique sources of biographical character. In the rarest examples of our classical literature, the science of poetry has been systematically improved. Alisher Navoi's first prose works "Khamsat ul-mutahayyirin", "Haloti Pahlavon Muhammad", "Holoti Sayyid Hasan Ardasher" were arranged in Turkish. managed to create. Or Alisher Navoi's "Nasoyimul-muhabbat" gives detailed information about the life and work of 707 sheikhs. Alisher Navoi spoke at the Majlis un-nafois about the works of 459 people of different professions engaged in fiction, and analyzed their achievements and shortcomings. In the classical literature, Khandamir's work "Makrim-ul-akhlaq" covers the leading aspects of the biography of the great Alisher Navoi. Thus, the issue of the author's biography and biographical approach to it has a special place in the history of Uzbek classical literature. Uzbek literary critics continued the traditions of their predecessors in the biographies of celebrities, and by the twentieth century (30s) the demand and supply of biographies had changed.

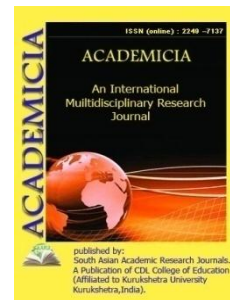
Academician I. Sultanov in his book "Navoi's book of the heart" [15.] studied to the smallest detail in the biography of the creative person and used it very appropriately. This work is the product of the work of the scientist, who has been writing about the works and works of Alisher Navoi for many years. Turkologist, Doctor of Philology M. Khamroev considers this work as a "documented biography" [16.208.]. In this, of course, the scholar's writing skills came in handy.

Biographical works, educational novels, biographical short stories, biographical essays appear in Uzbek prose, which means that the possibilities of this genre are expanding. In all of this, documentary is a priority, and the author is guided by the goal of deepening the creative and human image of the creator, based on his emotional feelings and experiences. N. Karimov's enlightenment novels "Cholpon", "Mirtemir", "Maqsud Shaykhzoda" are a vivid example of this. At the same time, artistic creativity and literature approach in a certain sense, one complementing the other. It is expedient to form the existing scientific and theoretical views on the basis of world literature on the basis of the heritage of our ancestors in our national literature, and much research is still being done in this regard.

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DOI: **10.5958/2249-7137.2021.00816.8**

THE ART OF PUPPET THEATER IN THE TEMURIAN PERIOD

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ABSTRACT

This article discusses what the Uzbek puppet theater looked like during the Timurid era. In particular, the puppet theater is referred to in a special chapter of Navoi's epic "Hayratulabror" about the XIV century, and about the situation in the XV-XVI centuries in the treatise "Futuvvatnomaisultoniy" by Hussein VoizKashifi. In conclusion, the development of the Uzbek puppet theater during the Timurid period and its importance among the intelligentsia.

KEYWORDS: Puppet Theater, Dramaturgy, Puppetry, Spectacle, Counter, Theme, Chadirjamol, Chadirxayol, Lu'bat.

INTRODUCTION

It is known from history that the Uzbek puppet theater has existed since ancient times and developed in close connection with various ceremonies and traditions. We can learn the historical roots of puppet theater from the references in the works of scientists, writers and poets who lived and worked in a certain period. They expressed their views in a particular field by linking them to types of art, including theater and puppetry. As a result of research, we can see that the drama of the Uzbek puppet theater has been developing since ancient times and flourished in the XIV century. During the reign of Timurids, not only the art of puppetry, but all kinds of art flourished.

"Amir Temur has a positive attitude to poetry, music, dance, storytelling, games and performances," Kadyrov said. It should be noted that he had a serious attitude to art and entertainment because he liked simplicity in life, took everything seriously, from the point of view of the interests of the country and the state. [3 – 16 p.], obviously not indifferent. The development of this art during this period can be seen in the works of AlisherNavoi and Hussein VoizKashifi.

In Navoi's HayratulAbror, one can find many terms related to puppetry. Here are some examples:

"Her face(lu'bat)turned pale,
 Her face opened it and turned it into a pleasant. [4 – 84 p.] ”
 "This tonight it was a hundred years,"
 They were different of each other,
 It was doing upset destiny
 With each breath the secrets are revealed.
 Sky is the veil (chodari) of this destiny.
 then she became a puppet (lu'bat). [4 – 85 p.]”

These verses are from the Second Amazement, in which Navoi uses the words lu'bat and chodar. In the first two, he uses the term puppet art to describe the structure of the universe, the sky, while emphasizing the beautiful girl.

“And the world is full of irony. it is the work of a lie. And it was full of noise. And the language of the pen is powerless to write it.” [4 – 261p.]

“Rather, he is a master look like puppet player (qovurchoqchi),
 Shows a thousand different plays behind the scenes (chodaridin)
 Held the curtain (chodarin) without nailing and installing wood,
 Took the tent into a circle
 Does different things behind him
 Shows a hundred different puppets (lu'bat) each time.
 He shows so many puppet plays (lu'bat)
 As if he had committed suicide. [4 – 263 p.]”

The above ghazals belong to the "Fourteenth Article", in which Navoi tells the whole truth, using the words "lu'bat", "qovurchoqchi", "chodar". That is, “the irony of the world puppet is that he looks like a beautiful and handsome woman, but he himself is so old that his work is cunning and deceitful; and the hypocrisy is excessive; And the language of the pen is powerless to write it, this old man's standing is a waste. 2 O heart, this puppet has come out! O heart, do not be offended by his deceit! 3. Like a puppet, this cunning sky shows a thousand different pictures in its trick tent. 4. His tears are the stars of deceit. The white of the morning in the lie is his head. 5. Below is a sign of makeup - white morning powder and sunscreen. 6. The meaning of these two verses: Before the wedding, the bride asks for her life, demands her faith in the next dowry, and after receiving her life and faith, she is exiled from the house of this world. [4 – 415 p.]”

Here "chodar" is the Uzbek word for "tent", "kovurchoqchi" is the Uzbek word for "puppet player", "lu'bat" is the Persian word for "puppet". Navoi, a master of the art of imitation in poetry, uses elements of the art of puppetry so skillfully that we see a puppet playing in a circle. He calls the puppet player a "trickster." By this he meant to tell the puppet master that he would masterfully take various puppets out of the tent without being seen by the audience.

“They distract everyone

Turned the period into a theater (fonusxayol) [4 – 143 p.]”

These verses are taken from the "Fourth Article", in which Navoi speaks about the actions of false sheikhs and compares their conspiracies to turn the period into a theater of chodirxayol.

It is important to us that the poet used terms related to puppetry in the art of simile and spoke about the styles of this art. It is not surprising that Navoi used these verses to describe two types of Uzbek puppet theater, ChadirKhayol and ChadirJamol. In his sentence, "took the tent into a circle" refers to the "ChadirJamol" whose tent is tied around the puppet's waist, and in the sentence "Does different things behind him" it refers to the "ChadirKhayol". In the above verse about the period, he also mentioned the "FonusKhayol" theater. It is obvious that Navoi was well aware of the three types of puppet theater art, studied its elements. Navoi in his time was both among the common people, and in the palace and in the circle of cyborgs. He looked at each reality and the things around him from his own philosophical point of view. That is why he tried to express his thoughts with things that were close and familiar to them so that they could be understood by all. At the same time, using the tools of puppetry, it can be concluded that in the XV-XVI centuries, almost all forms of this art existed and managed to form its own names and terms.

There is another historical source on the art and dramaturgy of the Uzbek puppet theater, from which we can get a broader idea of the puppetry that developed in the XV-XVI centuries. This source is Hussein WaizKashifi's treatise Futuvvatnomaisultoni, the sixth chapter of which deals with various ceremonies and types of art. In the fourth chapter of this chapter, the philosopher divides the performing arts into three types. One of them is called Puppets, and the second part of this chapter is called The Puppet Statement. This section is entirely dedicated to puppetry, which explains this art in detail. Kashifi gives detailed information about the types and structure of the Khorasan and Movarounnahr puppet theaters of that period, the skill of the puppet players, the performance technique and dramaturgy. "Though the forms and appearances in the world of photography are humorous, but in essence they represent serious truths. [1 – 92 p.]”

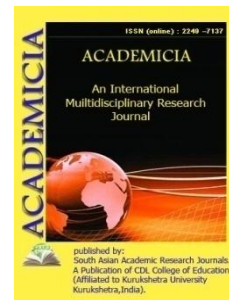
Here Kashifi is talking about puppet theater dramaturgy. While the show is full of humor, it says the themes are serious. So, even if the dialogues made people laugh, or the events reflected funny situations, behind them there was a thought-provoking, serious thought. "If they ask you what the conditions of puppetry are, tell them: the main condition is that the puppet player be wise and enjoy the truth. [1 – 92 p.] ” The philosopher thinks of puppet players with these words. When he says, "Let the puppet player be wise," the puppet fabricates events and dialogues from within while watching. If he's not wise, he may not be able to connect words during the show, confusing events. In addition, the events reflected in the show should be directly relevant to life and be able to convince the audience. It is not surprising that Kashifi meant this when he said, "Let him enjoy the truth." Kashifi also dwells on the types of puppet theater. "What is typical of puppet players," he writes, "is a tent and a peshband (counter). The game will be shown in the tent during the day and in the pavilion at night. [1 – 92 p.] ” Here, the game shown in the tent is "ChadirJamol", and the game shown in the front is "ChadirKhayol". So, in the XV century, we are once again convinced that the Uzbek puppet theater already has its own types and names. The play also gives a special description of these species. "They call the box Peshband. They play puppets on the box. In daytime games, puppets are played by hand. In the evening games, they move the puppets through a few strings on the box. [1 – 92 p.] ” It is clear from these words that the two types are described separately and their differences are explained in detail. He also

mentions the plot of each round. "During the interrogation, they quarreled, then beat each other and eventually had to make peace." We are talking about the comedy "PolvonKachal" by the theater "ChadirJamol". Because in this comedy, PolvonKachal and Bichakhonim usually quarrel like this and then make peace. These words are very important for the history of Uzbek puppet theater dramaturgy. For example, this dramatic basis means that it has existed since that time.

The dramaturgy of the "ChadirKhayol" theater, which is controlled by strings, was also considered. We can understand the phrase "Peshband is said to be in a box with a fantasy in front of it" by saying that this type of puppet show is based on imaginary, in other words, mythical-fantastic themes. "If they ask you what the counter (box) means, say it is a sign to the human heart. After all, the heart is a wonderful box, a sign of a person's condition. [1 – 93 p.] ” The words here mean that the play “ChadirKhayol ”was performed with the participation of heroes of different characters, and the play emphasizes human qualities and worldview. Analyzing the work, M. Kadyrov also explains that the word "wonderful" in this sentence refers to strange and legendary events. He analyzed the word "fantasy" both as a species and as a mythical subject. M. Kadyrov admits that he was surprised by Kashifi's ability to speak the voices of puppets in different ways, sometimes female, sometimes male. It is hailed as the "pinnacle of skill." He also shared his valuable thoughts on the subject: “We are also amazed by the art of Khorasan puppetry. Because even the famous puppets we know and their ancestors could not give the language of female and male puppet-characters, a special device under the tongue - safil - deprived them of this opportunity. It follows that puppets, who were contemporaries of Kashifi, sometimes made great strides in giving a verbal description of the characters, using their natural voice without the use of safil. Perhaps behind the fierce attack of the scribes in the late sixteenth and early seventeenth centuries, live speech was replaced by utterly pure speech. [2 – 184 p.] ”Kashifi writes in such a way that he can give a clear idea of the technique, theme, types and plot of the puppet show. indicates that he was able to attract attention.

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DOI: **10.5958/2249-7137.2021.00817.X**

THE ENGLISH LANGUAGE SKILLS ASSESSMENT (ELSA)

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ABSTRACT

This article is about language skill assessment that we can use to assess the progress our students are making in our classroom. We introduce the purposes and basic types of assessment, provide some guidelines for testing large, multilevel classes, and provide suggestions for evaluating listening, speaking, reading, and writing in large multilevel classes. This article includes recommendations for keeping records and suggestions for preparing students for major examinations. And finally, as we think about monitoring and assessment, we consider how we as teachers can assess and improve our own efforts in the classroom.

KEYWORDS: *Language, Assessment, Skills, Listening, Writing, Speaking, Reading, Test, Evaluate, Improve.*

INTRODUCTION

The English Language Skills Assessment (ELSA) is a group of tests designed to measure English language proficiency of subjects. The test is designed for non-native speakers, with different levels of testing available from beginners to advanced.^[1] The tests can be utilized to track progress among those studying English or to measure proficiency for employment or education where English language skills are required.^[1] The tests are intended for an international audience and are available in British English or American English.^[2] The tests are utilized by such

educational organizations as the Australian Council for Educational Research to help predict student success and are compulsory at The University of the South Pacific.^{[3][4]} It is used by international businesses such as BASF, Unilever and DaimlerChrysler.^[5] Its usage is mandatory in Germany and Poland as part of the re-training programs for unemployed. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". The five skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills.

The main part:

Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. Listening to and reading content in the language you are learning is a great way to develop your vocabulary and comprehension.

Developing your speaking skills will involve gaining fluency in spoken interactions with others, as well as practicing your pronunciation. To practice pronunciation try reading aloud or repeating after a recorded text, trying to reproduce the pronunciation and intonation of the original. As in your first language, your writing will be improved by becoming a critical *reader* - try to think actively about how texts are structured and what kinds of phrases or vocabulary are used for different purposes (e.g. introducing a topic, describing, comparing and contrasting, writing conclusions).

1-Listening

You should understand the main ideas of most speech in a standard dialect.

You should demonstrate an emerging awareness of culturally implied meanings beyond the surface meanings of the text.

2-Speaking

You should be understood without difficulty by natives, and converse in a clear and participatory fashion.

You should be able to initiate, sustain, and bring closure to a wide variety of communicative tasks.

You should be able to narrate and describe concrete and abstract topics using sustained, connected discourse.

3-Reading

You should easily follow the essential points of written text.

You should be able to understand parts of texts which are conceptually abstract and linguistically complex.

4-Writing

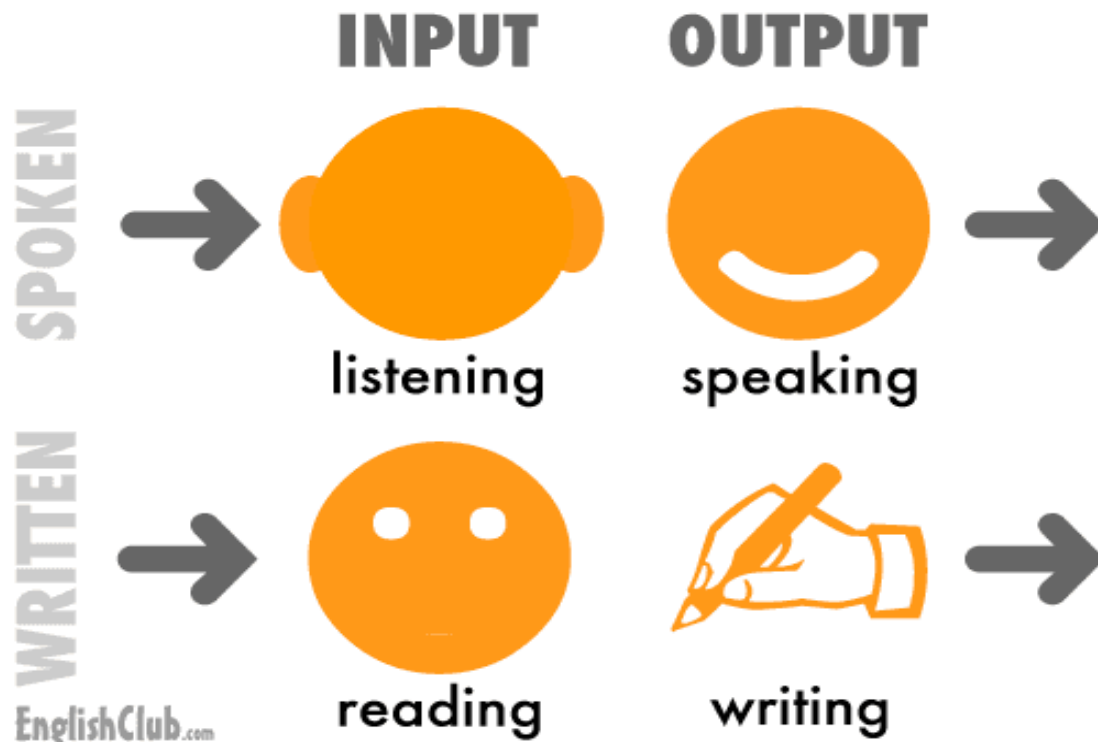
You should be able to address a variety of topics with significant precision and detail.

You should be able to write competently about topics relating to particular interests and write clearly about special fields of competence.

You should be able to organize writings with a sense of theoretical structure.

5-Cultural awareness

Someone's **cultural awareness** is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. ... programs to promote diversity and **cultural awareness** within the industry.



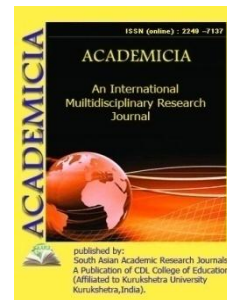
CONCLUSION

As we define assessment in this article, we are referring to activities which show whether or not each of your students has met specified learning objectives. Student assessment takes place when you are keeping a written record to document the progress that your individual students have made. As you think of the stages in a four-step lesson plan, assessment is the process that helps you to monitor the level of student comprehension and progress during motivation activities presentation or new information, and practice exercises. Throughout each of these stages, you observe class behavior and ask questions to determine whether or not most of the learners have mastered key concepts, vocabulary, and skills to respond. As a rule of thumb, if your assessment indicates that approximately 80% of your students are making satisfactory progress, you proceed to the next stage. On the other hand, the purpose of student assessment is to document, in written form, what takes place following the application stage. Assessment can take the form of paper and pencil tests, teacher checklists and rating scales, or student self-assessment questionnaires.

Through assessment, you are able to determine whether or not your students are able to apply what they have learned. Research indicates that the best way to assess students' ability to read and write is through reading and writing activities rather than multiple-choice tests. To determine at what level of proficiency your students are reading, you can design a fill-in-the-blank reading passage, called a cloze. Cloze tests are reading passages which measure a student's reading comprehension by his or her facility in filling in missing words. The assumption is that if the student understands the meaning of the passage, he or she will be able to supply appropriate words to fill in the blanks.

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DOI: **10.5958/2249-7137.2021.00821.1**

LOSS OF PLASTICITY BY CEMENT SYSTEMS DURING TIME

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ABSTRACT

The article presents, in the conditions of concrete supply to the place of laying and the production of concrete placement in a block in hydraulic engineering, such that slowing down the time of loss of plasticity and setting of concrete mixtures is of considerable interest. In this regard, an attempt was made to model these processes to a certain extent in relation to large-scale hydraulic engineering. Mortars were prepared on various cements and their plasticity was determined at different times by measuring the diameter of the spreading of the mortar cone. Measurements were taken every hour. In the intervals between determinations, the solutions were stored in metal cups at a temperature of -28-300 and a relative humidity of 60%. The results of these studies are shown in Table 1.

TABLE 1 LOSS OF PLASTICITY OF CEMENT SYSTEMS OVER TIME (MORTAR 1: 3)

itive type	Dosage %	The plasticity of the solution (under the line, the diameter of the spread in the axis under the line in%) after holding for					
		0	1	2	3	4	5
1	2	3	4	5	6	7	8
No additive	-	20 100	12,2 61	12,5 62	12,3 62	12,3 62	-- -
SZhK C7-C9	0,10	21,3 100	20,8 98	20,3 95	20,6 97	19,5 92	18,5 87
SZhK C10-C16	0,10	22,3 100	21,3 95	22,8 102	22,1 99	21,8 98	21,5 95
SZhK C17- C20	0,1	21,4 100	23,4 105	22,2 100	21,2 95	19,4 87	18,0 81
Cube leftovers	0,2	22,1	19,1	18,0	17,1	16,4	15,4

		100	89	84	80	77	72
OP	0,2	22,1 100	22,1 100	22,1 100	20,3 92	19,7 89	18,6 84
No additive	0,1	12,9 100	11,3 88	11,5 89	11,2 86	11,2 86	
SZhK C7-C9	0,1	13,6 100	13,5 99	10,5 99	13,2 97	12,9 95	
SZhK C10-C16	0,1	13,5 100	13,5 100	12,9 95	13,0 96	13,0 96	
SZhK C17-C20	0,2	13,3 100	13,3 98	13,0 98	12,7 96	12,2 92	
Cube leftovers	0,2	13,5 100	13,3 99	13,2 98	13,0 97	13,0 97	
OP		22,1 100	22,1 100	22,1 100	20,3 92	19,7 89	

As can be seen from the data presented, surface-active additives, having a flocculating effect on cement systems and increasing their resistance to delamination, at the same time significantly slow down the loss of plasticity of the systems. The thixotropic handling capability of surface-active cement systems is especially noticeable in hard mortars and concretes. The smallest loss of plasticity is achieved with the introduction of bottoms, the largest with the addition of FFA fractions C10-C16 and oxidized petrolatum. Solutions with these additives retain a sufficiently high plasticity even after three hours of exposure to air. Similar results were obtained with concrete mixes. It is known that the homogeneity of the concrete mix largely determines the physical and technical properties of the hardened concrete. In hydraulic structures, the homogeneity of the concrete is especially important. The homogeneity or uniformity of concrete depends on many factors and varies significantly during one work shift at the same construction site. The most important factors on which the homogeneity of concrete depends are the plastic-viscous properties of the concrete mixture, the type and nature of the operation of the mixing equipment, the methods and conditions for transporting and placing concrete in the structure.

Since surface-active additives make it possible to actively regulate the plastic-viscous properties of concrete mixtures, work was undertaken to clarify the effect of surfactants on the homogeneity of concrete and a relationship was established between the homogeneity of concrete and its compressive strength. To determine the homogeneity of concrete mixtures, a method specially developed by the laboratory of cement-concrete materials of the IISS was used to determine the homogeneity of various cement systems, since the existing methods and the criteria adopted for assessing the degree of homogeneity of powder and suspension mixtures used for the manufacture of various building materials allow indirectly, not objectively enough, and only with the expense of a large amount of time, to judge the homogeneity of the mixtures achieved in the mixing process, the subsequent stratification of the main components during transportation and molding, to evaluate the efficiency and optimal parameters of the existing and newly created mixing equipment. This method for determining homogeneity is based on the use of one of the mixture components colored with special luminescent substances. To prevent the

erasure of the phosphor from the surface of the reduced component during the mixing process and its transition into the mixture, a water-insoluble light-yellow homogen was chosen; fixing on the surface of the powder under study was carried out using waterproof adhesives, for example, VF-4. For coloring 1 kg. Powder requires 2 g of phosphor. The labeling component is introduced into the test mixtures in an amount of 0.05-0.1% of the weight of dry components.

Determination of the distribution of the labeled component in the mixture can be carried out visually or using a photoelectronic installation. The fastest and most accurate determination of homogeneity is obtained using a photoelectronic installation, which includes an MBS-2 stereoscopic microscope, a photomultiplier, and an electronic scaler PS-10000. The principle of operation of the installation is reduced to measuring a part of the luminous flux reflected from the considered area of the surface.

The magnitude of the reflected monochromatic luminous flux and the metering rate of the PS-10000 device under optimal operating conditions of the entire installation are linked by a linear relationship [9]. In the general case, when studying the surface of a mixture containing n components, each of which has the same reflection coefficient at all its points, depending only on the wavelength of the light wave, the counting rate is linearly related to the area occupied by each component in the area under consideration. The ratio of the area occupied by any component to the area of the entire area bounded by the diaphragm is called the surface content of this component in the area under consideration.

To study the homogeneity of the mixture at a given technological stage of its processing, a sample was taken, on the surface of which a grid was applied, after which the sample was illuminated with an ultraviolet spectrum.

When visually determining the surface content, the number of points (for example, luminescent grains of sand) was counted, and when working on the photo electronic one on the site under consideration. Studies of the distribution of the number of sites by the volumetric content of components have been established. That with sufficiently large measurements of the area exceeding the size of the particles, in the particular case the size of the aggregate, this distribution obeys the normal law. The normal distribution, as is known, is determined by two parameters: the mean X and the standard deviation of the random variable δ [22].

The parameter X indicates whether the center of the grouping of the random variable " x ", and the parameter δ , being the standard deviation, characterizes the spread of the values of the quantity " X ".

Thus, the standard deviation of the volumetric content, calculated for a site in $m\ cm^2$, can serve as a quantitative and objective characteristic of the uneven distribution of a given component in a mixture. In fig. Figure 1 shows the normal distribution curves of the marked sand in the concrete mixture typical for this method. Kryva I refers to a concrete mix made in 1500 liters, a free fall concrete mixer, and roofing 2 refers to a mix made in 1000 liters, a forced-action concrete mixer with additional selection devices.

As follows from this graph, the heterogeneity of the concrete mix on a conventional mixer is about 12%, while the mix on the mixer has a heterogeneity of 5.7%. In fig. 1 is a graph showing the effect of the duration of movement on the homogeneity of the concrete mixture and the strength properties of concrete; the construction of such curves for any mixing unit will allow

you to choose the optimal duration of mixing, taking into account the obtained strength characteristics of concrete.

Special studies were carried out to establish the effect of surface active additives on the homogeneity of concrete. It is known that minor deviations from the optimal water-cement ratio from the optimal, which often occur in the production of hydraulic concrete, reduce the homogeneity of concrete and its water resistance, frost resistance and other properties.

As our studies have shown, surface-active additives in concrete mixtures under intense mechanical stress have a plasticizing effect, and in a calm state and even with weak shaking they exhibit a special "flocculating" effect, causing the formation of coagulation structures, increasing the "hardness" of the concrete mixture and its value ultimate shear stress. Therefore, concrete on hydrophobically plasticized cements is better mixed in mixing units, much less delamination during transportation and disposal, especially in the case of compaction using deep vibrators, which are characterized by strong local impact. The results of these studies are translated in Table 1. number of sites percentage

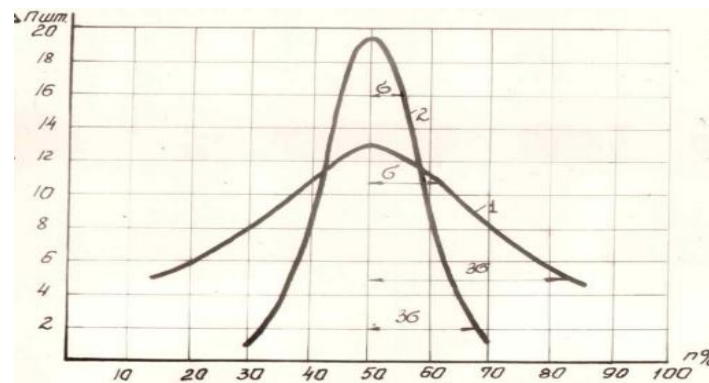


Figure: 1. Influence of the mixing method on the homogeneity of the concrete mixture: 1- Concrete mix prepared in a free fall concrete mixer. 2- Concrete mix prepared in a forced-action concrete mixer with additional vibration devices.

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DOI: **10.5958/2249-7137.2021.00818.1**

MODERN REQUIREMENTS FOR THE SOCIO-CULTURAL COMPETENCE OF A TEACHER OF HISTORY

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ABSTRACT

The Article Reveals The Essence Of The History Teacher's Socio-Cultural Competence And Their Disclosure In The Course Of The School Subject "History", Defines The Requirements For The Knowledge And Skills Of Future Teachers For The Practical Implementation Of The Socio-Cultural Component Of History Education.

KEYWORDS: *Socio Cultural Approach, Competence, Socio Cultural Competence, School, History Teacher. Social Institution, Formation, Technology, Requirements, Knowledge, Skills, Qualification, Importance, Connection, History Programs, Pedagogical Process, Educational, Culture, Professional, Competence, Individual, Introduction, References, Conclusion, Political Information*

INTRODUCTION

A new approach to determining the degree of qualification of workers is based on the definition of competence as an integrated characteristic of the degree of preparedness of a specialist to perform professional activities. In relation to competence, competence is considered as a potential ability to apply professional knowledge and skills, which can be manifested successfully or less successfully depending on different reasons and in different circumstances. Consequently, competence and competencies form a complex resource of the individual, ensuring the effective emeses of activities in the professional and broader social sphere.

Socio cultural competence is a complex of qualities and skills of a person, allowing him to carry out effective socialization at different levels of life in accordance with the knowledge of cultural traditions and norms of a given society. As a result, there is a need for a teacher - a professional who, taking into account the changing socio-economic conditions and the general situation in the education system, is able to choose the best options for organizing the pedagogical process,

predict its results, navigate in a timely manner, adapt to modern conditions, anticipate and get ahead of difficult situations.

It is at the formation of these qualities of the future history teacher that activities in pedagogical higher educational institutions should be directed.

In the Decrees of the President of the Republic of Uzbekistan №UP-4947 dated 02/07/2017 "Strategy of actions in five priority areas of development of the Republic of Uzbekistan in 2017-2021", "On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan for the period up to 2030" №UP -5847 from 8.10. 2019, "On measures to further enhance the role and importance of the sphere of culture and art in the life of society, №UP-6000 dated 6.05.2020 emphasizes the role of youth in an active social life, the importance of the spiritual, moral and cultural foundations of its upbringing.[1,2,3]

MAIN PART

In connection with the provisions of these program documents, the significance of the development and use of socio-cultural components of history education in secondary schools and pedagogical universities that train history teachers is increasing.

History is inseparable from the national soil and roots of its people, forms and preserves the national culture, therefore the organization, forms and methods of teaching and upbringing of the young generation should be based on a socio-cultural approach, taking into account the thousand-year history, the original tradition of the people on the basis of national culture, enrichment with the best achievements of universal humanity culture.

In the concepts and theories of modern scientists, attempts to find a relationship between the national and international basis of education, the search for real ways of mutual enrichment of all nations, nationalities and national groups living in the country are clearly traced. [4,5,6,7,8]

This is an important factor in the formation and development of the system of professional and pedagogical training of future history teachers in conditions cultural and national revival. Modern society is in need of educated history teachers with a high level of internal culture.

Formation of socio-cultural competence of a teacher due to:

- Features of the historical and cultural development of society;
- The role of teachers as a social and professional community;
- The development of modern education as a socio-cultural phenomenon;
- The peculiarities of the functioning of the socio-educational situation of a specific educational environment;
- Personal mechanisms for the formation of professional activity;
- Mastering the humanistic paradigm of education by the teacher and its implementation in practice.

To determine the ways and possibilities of the teacher's influence on the personality of the pupil and the development of the social and educational situation, it is necessary to study the specifics of the teaching profession and identify the factors that determine the professional and personal

orientation of the teacher, his self-determination and identification with the professional role, compliance of the above factors with the social needs of society.

However, a holistic concept of the socio-pedagogical foundations of the teacher's professional self-determination, which would consider it, on the one hand, as a set of targeted effects of social policy on the development of education, manifested in the socio-educational situation, in the models of educational institutions and in their organizational and cultural environment, and on the other hand, as the efforts of the teacher himself, who chooses, accepts and fulfills his professional role, has not yet been created.

RESULTS AND DISCUSSIONS

In our opinion, the formation of the sociocultural competence of a history teacher should be based on the amount of knowledge, skills of a sociocultural nature and the requirements for this side of specialist training.

Such knowledge includes the following:

- About the national and cultural characteristics of their country, the importance of the native language in the modern world, knowledge of the etiquette of interpersonal and intercultural communication;
- Knowledge of the "socio-cultural portrait", symbols and cultural heritage of their country;
- Knowledge of the realities of the country - the peculiarities of the way of life, way of life, traditions, customs, national cuisine, weekends, main national holidays, common forms of folklore, etc.
- Knowledge in the field of culture and cultural heritage (world famous monuments and sights, outstanding people and their contribution to world culture, works of art, artifacts).

In accordance with the requirements of standard state and history programs, a teacher must be able to:

- describe the stages of national and world history, historical events, processes, phenomena of world and domestic

Stories from ancient times to the present day;

- explain the characteristics of the socio-political, economic and socio-cultural development of Uzbekistan and countries of the world, cultural diversity of mankind.
- To evaluate historical events, religious phenomena from the point of view of their influence on national and world history in different historical periods.

The history teacher must master the socio-cultural content of the content of school history education at a level that ensures the satisfaction of social needs for humanitarian knowledge. These needs include: ensuring the entry of a person into domestic and world culture, expanding his cultural horizons; assimilation of the historical and social experience accumulated by humanity; understanding the tendencies of the development of man and society, the problems arising in this case.

Requirements for the historical training of students:

- mastering by students of knowledge about the laws of development of human society from antiquity to the present day in the social, economic, political, spiritual and moral sphere, development of a problematic, dialectical understanding of history based on generalization of factual material;
- development of students' ability, on the basis of historical analysis and a problematic approach, to comprehend processes, events and phenomena in their dynamics, interconnection and interdependence, guided by the principles of scientific objectivity and historicism;
- the formation of a social system of values among students on the basis of understanding the regularity and progressiveness of social development and awareness of the priority of public interest over personal, the possibility of revealing the uniqueness of each person only in society and through society;
- education in the spirit of respect for the history of their Motherland - Uzbekistan as a single and indivisible multinational state built on the basis of equality of all peoples inhabiting the republic in the spirit of patriotism and internationalism, in mutual understanding and respect between peoples, rejection of chauvinism and nationalism in any form, terrorism and religious extremism, militarism and war propaganda; developing students' desire to contribute to the solution of global problems of humanity;
- To develop the ability to study and analyze sources of historical information, to make judgments about their reliability, value;
- To correlate data from different sources;
- To compare different versions and assessments of historical events and personalities, identifying the common and differences; define and substantiate your point of view, participate in the discussion;
- to gain experience in the active development of the historical and cultural heritage of their country and other countries of the world, the desire to preserve and increase it.

The teacher's ability to master new layers of knowledge in a rapidly changing world is one of the main professional competencies.

CONCLUSION

A modern teacher must master all available pedagogical technologies and teaching aids. The history teacher must have the ability to manage information flows containing public and political information. The public consciousness of the student is being formed at the present stage, and (this should be admitted) by no means on the basis of school textbooks. One of the main roles in obtaining information is played by the media, primarily television, the Internet, communication with adults and peers. The information obtained from these sources is often mythological in nature, filled with conjectures, cliches, superstitions that can be socially dangerous. On the basis of such information, schoolchildren may have a misconception about social life and social norms that regulate human behavior it interferes with making adequate decisions. The school can act as a social institution, which, to a certain extent, is capable of correcting historical and social consciousness by teaching the student how to work with information, receive and evaluate it. An

important aspect of this problem is the student's ability to educate himself, which is also based on the students' informational skills and, accordingly, on the teacher's readiness to shape them.

As already mentioned, the study of history in close relationship with national cultural values, the focus of this approach on personal and professional socialization fully meets modern requirements for training specialists and the level of spiritual, cultural development of society.

In turn, socio cultural - oriented history presupposes a radical renewal of the content of history courses at a university, a significant increase in their methodological level. In this regard, an important task of history courses is to form students' consciousness of the intrinsic value of the culture of each nation or era.

For an objective coverage of the historical experience accumulated by previous generations, it is necessary to show the basic socio-cultural ideas of the people of the studied era, their mentality, value orientations and worldviews.

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DOI: **10.5958/2249-7137.2021.00819.3**

VASILY AFANASEVICH SHISHKIN'S RESEARCHES IN AFROSIYAB AND VARAKHSHA MONUMENTS

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ABSTRACT

This article is devoted to the life and scientific activity of the famous archeologist V.A. Shishkin, the results of his archeological research, his research on the monuments of Afrosiyab and Varakhsha, his great contribution to the development of archeology in Uzbekistan.

KEYWORDS: Archeology, Expedition, Arch, Zodiac Sign, Afrosiyab, Varakhsha, Poykend, "Archeological Reserve", Dome, Bukhara.

INTRODUCTION

Although the study of historical monuments of the Uzbek people began in the second half of the XIX century, after the conquest of Central Asia by Tsarist Russia, archeological research and comprehensive scientific research of material and cultural monuments in the republic in the 40-70s of the XX century. Has been extensively done by archaeologists. One of such archeologists is a member of the Academy of Sciences of the former USSR, Professor V.A. Shishkin. V.A. Shishkin was born on December 29, 1893 (October 1, 1894) in the Kirov region.

He died in Samarkand on October 18, 1966, as an archaeologist and oriental's. In 1966 he became a corresponding member of the Academy of Sciences of Uzbekistan, in 1961 he received a doctorate in history. From 1943 to 1966 he worked as the head of the archeological sector of the Institute of History and Archeology of the Academy of Sciences of Uzbekistan. From 1923 he taught at secondary and higher educational institutions in Bukhara, Samarkand and Tashkent. If we look at Shishkin's archeological research, we can see that he made a great contribution to the development of archeology in Uzbekistan. V.A. Shishkin first led the expeditions of Zarafshan (1934-1935) and Termez archeological complex in 1936-1938, participated in the study of Poykend in 1939, participated in the opening of the mausoleum of Amir Temur in 1941, as well as in 1938 G.A. In collaboration with Pugachenkova, he took part in the inspection of the

Dzharkurgan tower and other archeological expeditions. The Ulugbek Observatory was excavated by Shishkin in 1948. From 1938 to 1939 he conducted archeological research in Varakhsha, and in 1963 created a large monograph consisting of 3 parts - "Varakhsha". Shishkin has written about 100 works in his 40 years of scientific activity.

From 1959 to 1965 he was the editor of the scientific collections of the Institute of History and Archeology of the Academy of Sciences of Uzbekistan. He participated in the preparation of the books "History of the peoples of Uzbekistan", "History of the Uzbek SSR".

MAIN PART

Let us first turn our attention to the research carried out in Varakhsha.

Varakhsha is one of the ruins of an ancient city located 40 km northwest of Bukhara, in the ancient Rajfandun oasis of Lake Dashti Urgenji. V.A. Shishkin in and around Varakhsha. V.A. Shishkin conducted extensive archaeological research in 1937-1939 and 1947-1954; Archaeological excavations show that Varakhsha was built in the 2nd century BC in the form of several fortified villages connected to each other. In the north-west of the ruins of Varakhsha, the outer wall of one of the ancient fortresses and a semicircular tower (inner stage 4.5x5 m) were excavated. The wall (thickness 1.8-1.9 m) is made of raw brick (size 37x41x10 cm). In the walls and towers there are pierced target holes (38-40 cm on the inside, 75-80 cm on the outside, 20-22 cm wide). In the II-I centuries BC and in the I-II centuries AD, cultural life flourished in and around Varakhsha. In the III-IV centuries Varakhsha fell into decline. In the 5th century, Varakhsha was revived and became the residence of the ancient rulers of Bukhara - the Bukhara gods. During this period Varakhsha was surrounded by a strong wall, in the southern part of which an arch was built. It was especially prosperous in the VIII-X centuries. Varakhsha and its environs are irrigated by 12 canals, making it one of the largest and central forts in the Rajfandun oasis. The caravan route between Bukhara and Khorezm passed through Varakhsha (Istakhri and Ibn Hawqal). Every fifteen days a one-day market festival was held in Varakhsha, and at the end of the year a 20-day market festival (Navruz Kashovarzon, ie the New Year of Farmers) was held (Narshakhi). With the settlement of the Bukhara gods, Varakhsha became a large city. In the XI-XII centuries, its territory was more than 6 km wide. In the twelfth century, life in the Varakhsha oasis suddenly came to a halt for unknown reasons.

The history and architecture of Varakhsha were studied in 1949-1954. One of the bas-reliefs (15 meters high) surrounded by a large square-shaped raw brick is built with a king's scepter and the other with a guard gate. In the eastern part of the arch there were rooms with a long corridor (navkarkhana and gatehouse) with a vaulted roof. In the center of the arch is the palace of the ruler of Varakhsha, whose southern side is adjacent to the defensive wall. It consisted of the East (11.5x17 m) and West (6.6x7.25 m) hotels and the Red Room (hall) (8.5x12 m). The palace is surrounded on the west side by a luxurious porch with 3 arched ganchkori columns. The columns and rafters of the porch arches are decorated with ganchkori reliefs and various entrances. The Red Room and the Eastern Hotel of the Palace are fully excavated. The walls of the room are plastered with fine plaster over fine straw clay plaster, and the murals are decorated with red, yellow, gray, black, blue, pink, and brown paints. They depict a variety of scenes, an elephant-riding prince and a chokers fighting with tigers in front and behind, a rider on a horse shooting a bow and arrow at a target, a ruler sitting on a golden throne in the shape of a winged camel.

A princess kneeling on the east wall of a hotel, holding a glass in her hand, a king with a sword at his waist, a clasp in one hand, a sacred fire burning in the middle of the fire, a prince kneeling on his right or a helmet and helmet, the images of the cavalry holding the shields fighting, as well as the hunting scenes in the bushes and groves, are particularly noteworthy.

Archaeological finds indicate that the room on the second floor of the southern rooms was decorated with ganchori patterns. Among the many embossed ganchkori patterns found are fish swimming in a pool, an argali eating a bullet from its shoulder, a gazelle carrying quails, a female-headed bird of happiness - Humo, a dragon preparing for an attack, a horseman tied to his neck, and many other women's heads and girths fragments occur.

In 1958-1966, V.A. As a result of large-scale archeological excavations carried out under the direction of Shishkin, materials of ancient cultural strata were found in other parts of Afrosiyab. On July 13, 1966, a special resolution of the Government of the Republic was adopted in order to organize a comprehensive archaeological study of Afrosiyab. According to this, Afrosiyab was declared an "archeological reserve" and Tashkent and Samarkand state universities and the Institute of Art History of the Ministry of Culture were mobilized to study it. Archaeological research started on the basis of clear scientific plans revealed not only the centuries-old age of the city, but also its historical topography in different periods, the structure of the city, the stages of development of city life, the period of crises caused by invasions. The royal palace of Samarkand sheds was opened.

Afrosiyab is the ancient ruins of Samarkand. This name appears in historical sources in relation to ancient Samarkand only since the XVII century. In ancient Samarkand Sughd sources it was called Smarakanve. After the conquest of Samarkand by the armies of Alexander the Great in the IV century BC, it is mentioned in the diaries of Greek authors as Morocco. Greek translation of Smarakanve in Morocco. When the Samanids came to power in Movarounnahr, the ancient Smarakanve began to be called Samarkand from the ninth century. In the literature written in the Turkic language in the XI-XV centuries, Samarkand occurs as Semizkent. From the 15th century, the name Samarkand was used interchangeably in Persian and Turkish sources. Afrosiyab is a wide hollow hill adjacent to the northern border of present-day Samarkand, with an area of 219 ha. The north of the hill is bordered by the Siyab River. From the south it joined Samarkand, known as the "old city". Information about the early history of the city in written sources is very rare. Archaeological excavations in the ancient city provide more such information. Archaeological excavations have uncovered cultural layers several meters thick, including houses of the rich and poor, artisan workshops, merchants' shops, streets and squares, royal palaces and temples, mosques and madrasas, defense structures, the city's water supply system, and so on.

CONCLUSION

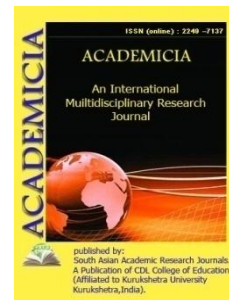
In conclusion, it should be noted that, first of all, the archeological excavations carried out by V.A. Shishkin in Varakhsha and Afrosiyab testify to the formation of the first state associations in Uzbekistan. Second, in the II-I centuries BC and in the I-II centuries AD there was a cultural life in and around Varakhsha.

Thirdly, the study of both ancient and medieval sources in Afrosiyab is of great importance in the study of the history of Samarkand. Fourth, the excavations carried out by VA Shishkin brought great innovations to the science of archeology of Uzbekistan. Fifth, the results of such

archeological excavations show that cities in Uzbekistan, such as Bukhara and Samarkand, are still young.

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DOI: **10.5958/2249-7137.2021.00820.X**

DIALOGUE AS AN OBJECT OF TRAINING

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ABSTRACT

This article deals with dialogues in teaching a foreign language in the learning process, forms, types of dialogic exercises and their use in the classroom. Dialogue speech is much less developed than monologue, since in the conditions of natural communication it is supplemented by the generality of the situation, the joint experience of the speakers. A speech situation is understood as "a combination of such factors of pre-speech orientation, which are constant in various specific conditions of orientation and which change affects the change in the program or the operational structure of speech action."

KEYWORDS: *Organization, Dialogue, Unit, Situation, Activity, Degree, Intermediate, Communication, Stimulation, Response, Listening, Melodic, Rhythmic, Phonogram, Factor*

INTRODUCTION

One of the most important applied aspects of linguistics is the methodology of teaching foreign languages, which today has become a testing ground for theoretical research and practical applications. If we trace the history of the methodology of teaching foreign languages over the past century, it becomes obvious that this is far from a frozen system.

The modern theory of speech activity considers dialogue as a form of social-speech communication, as the basis for cooperation and mutual understanding between people in the process of joint activities. Dialogue speech is formed under the influence of the motives of the activity. It has a specific purpose and tasks. The unit of dialogical speech, as well as monologue, is a speech act, or speech action.

Three different approaches of defining the role and place of dialogue are reflected in the methodological literature in teaching a foreign language. Dialogue is viewed as a means of mastering a foreign language (linguistic material); as a form of organization of the entire

educational process in a foreign language; as one of the types of speech activity that must be mastered in the learning process. This paper reflects a third approach of teaching dialogue.

MAIN PART

Features of the dialogue: within the framework of one speech act, there is a combination of reception and reproduction; a speech whole is constructed by two (or more) interlocutors; each of the participants alternately acts as a listener and a speaker [1, 63].

The following extra linguistic features of the dialogue are distinguished, which are a consequence of the participation of several partners in it: collectivity of information; possible diversity of information; differences in the assessment of information; active participation in the speech of facial expressions, gestures, actions of partners; the influence of the subject environment of the interlocutors

Dialogue speech is much less developed than monologue, since in the conditions of natural communication it is supplemented by the generality of the situation, the joint experience of the speakers. These circumstances exacerbate the difficulties of understanding the interlocutor in the process of dialogue in a foreign language. However, in the process of understanding dialogical speech there are also tight-fitting factors - predictability of reactions based on the knowledge of the interlocutor and the generality of the situation, the ability to rely in the process of understanding on the mimicry and articulation of the partner, on repetition typical for dialogue [2, 47].

Dialogue speech action is carried out in a common speech situation for both participants. A speech situation is understood as "a combination of such factors of pre-speech orientation, which are constant in various specific conditions of orientation and which change affects the change in the program or the operational structure of speech action." These factors include the place of dialogical speech action in the activity act and the resulting motives and goals; the conditions in which the speech action takes place, the nature of the roles in which the participants in the dialogue act; communicative psychological attitudes from which the speakers proceed; the subject of the conversation and the level of awareness of the participants in the dialogue.

Dialogue speech action, like any action, can be single-stage and multi-stage, can act as an integral part of a whole and be considered as a whole made up of parts. A speech act is defined as establishing a correspondence between two activities and the inclusion of speech activity in a wider system of activity as one of the necessary and interdependent components of the latter. In a natural act, speech action can be correlated in different ways with the activity as a whole, plays a greater or lesser role in achieving the final goal.

The degree of development of dialogic action depends on the nature of its relationship with non-speech. If the goal of an act is carried out mainly due to a non-verbal action, the act of speech is minimized, single-stage. Single-stage speech action occupies a subordinate position in the act, can be carried out in parallel with another action and have a common motivation with it. The background for it is a static external situation that unites both participants. People who are engaged in joint production activities or household chores exchange 1-2 brief remarks in order to correct the performed action, get help or the missing item for its implementation, attract another person to joint actions, evaluate his actions or jointly observed actions of other people, or simply wish a friend good health to a friend, wish each other happy holiday.

A speech action can be multi-stage when it is dominant in the act. The motives for such an action may coincide with the social needs of the speakers (with the need for self-expression, communication, self-affirmation, knowledge). The purpose of the utterance may be to convince the interlocutor of something, to give instructions, to express their feelings, to obtain information, etc. A multistage speech may precede a non-verbal one (then the goal will be planning); can follow him (discussion of results, flashback). The place time of an argument or exchange of memories is not essential to the content of the conversation. It is caused by the internal situation, the features of the speaker come to the fore: his tastes, views, the degree of his awareness of this issue and so on [4, 71].

An intermediate form between single-stage and multi-stage action is dialogue. Such dialogues are conducted mainly in the service sector, where the communication is carried out between the person performing the objective action and the customer. Such a dialogue arises on the basis of the external situation. Its content is more or less stereotyped, the language is replete with cliches. Qualitative characteristics bring it closer to single-stage action. However, in terms of the number of messages per participant, such a dialogue is closer to a multi-stage action.

Speaking appears in two forms: monologic and dialogical. These forms differ not only in linguistic characteristics, but also psychologically. Let us consider the dialogical form of speaking from the point of view of revealing the psychological content of teaching it.

Dialogue is a process of communication between two or more interlocutors-partners, therefore, within the framework of one speech act, each of the participants alternately acts as a listener and speaker. Dialogue cannot be planned, "programmed", since the speech behavior of one partner depends on the speech behavior of the other partner [5, 49].

Dialogue is associated with a number of skills that ensure the flow of conversation.

The first is to stimulate the interlocutor to speak. The stimulus for conversation can be:

- a question, for example: Are you going home? Does Peter live far from school? Where are you going? You will stay after classes, won't you? Can you play football or hockey?
- statement, for example: I'm going home, which can stimulate a reaction of different forms;
- request, suggestion, for example: Help me, please. Let's go there together. Will you open the window? Will you give me your pen? Give me your pencil, please, etc.

The second skill is responding to a speech stimulus. The stimulus-response and the response-response constitute a dialogical unity. The most common are four types of dialogical unity.

Question - statement:

To the question Are you going home? possible speech reaction No, I'll stay at school or No, I'm going shopping.

When asked Does Peter live far from school? possible speech reaction Yes, Peter lives very far from school, or I don't know or Not very far, or Near "Rodina".

Question - question:

Are you going home? - Why do you ask me?

Will you help me? - What shall I do?

Approval - approval:

I'm going home. - So am I or And I'll stay at school.

Assertion - Question:

I'm going home. - Why are you going home?

I'm writing a letter. - Who are you writing to?

The third skill is the deployment of a replica-response before giving the statements the character of a conversation. For instance:

- Have some more fish?

- No, thank you. It is very nice, but I can't eat any more.

K. Hello, Mike!

M. Hello, Kate! It's nice to see you.

K. Are you glad to be back to school again?

M. I am. But it was nice to have holidays. I was out-of-doors all day long. I had a lot of fun. And what about you?

K. I had a very good time, too. I often went to the stadium and played with my friends.

CONCLUSION

These skills are formed in students when teaching English speaking at the initial stage. Now we will consider the types of dialogic exercises in types.

1. The first type is a phonogram with dialogic speech, presented at the level of a preparatory exercise for developing listening skills. This type of phonogram "demonstrates" a dialogue that is conducted in a foreign language. The presence of interrogative sentences with a specific melodic and rhythmic pattern and the corresponding cues, the so-called "pickup" of the interlocutor's speech, the use of elliptical forms motivated by previous expressions, somewhat complicate the perception of dialogical speech. Therefore, at first, one has to teach in small simplified, sometimes even artificial (for example, questions followed by a complete answer) dialogues, which students understand relatively easily. Control in such cases is most expedient to carry out in the form of translation or retelling in the native language [2, 47].

2. The second type is a phonogram with dialogical speech, offered at the level of a speech exercise for the formation of the skills and abilities of listening to a foreign language speech. Unlike the previous type of background materials, here the dialogue is presented in a "natural" form, without any comments, without pauses for explanations. In this case, listening to a phonogram is complicated by the normal tempo of speech, the continuous process of conversation between two people. The most effective form of control is the transmission of content in the native language.

3. The third type is a phonogram with dialogical speech, offered as a preparatory exercise for the formation of skills and abilities of speaking in a foreign language. The educational difficulties mentioned in connection with the description of phonograms of the third and fourth types are also characteristic of this type of phonogram. But unlike them, students in this case must

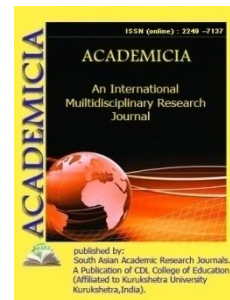
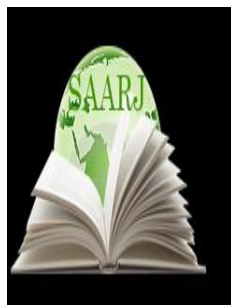
reproduce dialogical speech, although reproduction is not an obligatory component for all cases. The main thing here is the achievement by students of a more or less accurate reproduction of the dialogue. At the middle and senior stages of training, it is advisable to retell the dialogue in pairs, imitating what was heard.

4. The fourth type is a phonogram with dialogical speech, offered as a speech exercise for the formation of active speech skills. Depending on the complexity of the dialogue itself, such an exercise can be performed at different stages of training. After repeated listening and performing the preparatory exercises, students will be able to use fragments of such dialogues when solving their speech problems in similar situations.

5. The fifth type is simultaneous dialogues. A positive aspect of such "linguaphone" teaching of dialogic speech can be considered its relatively easy controllability. Using the control panel, the teacher not only guides but also corrects the ongoing conversation. Depending on the complexity of the educational material, the level of speech training of students, such work can be revitalized by changing the roles of students, speech situations and extralinguistic factors.

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DOI: **10.5958/2249-7137.2021.00960.5**

THE STUDY OF QUANTITATIVELY IN LINGUISTICS

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ABSTRACT

Quantitatively and this system is of particular importance in various developed languages, as well as in the Uzbek language with its unique features and brilliance. We can observe the units of quantitative expression in almost all of the language levels.

KEYWORDS: *Quantitative, Linguistic, Method, Language Unit, Education.*

INTRODUCTION

The opinions of world and Uzbek linguists on the category of quantitatively and its peculiarities and their relations on the classification of this system are diverse. Quantitative methods are of particular importance, especially in statistical linguistics. Quantitative analysis provides an opportunity for accurate and full-fledged analysis and research. Alternatively, the orderly placement of language units helps to achieve accurate sorting.

When the conducted research is studied, it can be observed that quantitatively is a complex product of human thinking, which has the property of classification, as well as a broad coverage category, which is actively practiced at any level of language, manifested in various forms.

This system was analyzed by Russian and European linguists according to different directions and aspects. Especially widely and comprehensively covered the issue of units of quantitative expression by Russian linguists, a number of scientific research works were carried out. G.A.Menovshikov's "methods of expressing the degree of unity-plural in different languages", S.I.Krasova's phraseological units representing quantities in the Russian language, A.I.Lashkevich "genetic devices that denote a metaphorical quantity in the modern Russian language", N.V.Manuylov research such as "the category of uncertainty in the structure of scientific skills", V.V.Akulenko, L.G.Akulenko, N.L."Lexical-phraseological units that denote an indefinite plural in modern Russian", compiled by clemencies, "lexical-phraseological units

that denote an indefinite plural in modern English", "lexical-phraseological units that denote an indefinite plural in modern English", Thesis such as "lexical-phraseological units that represent an indefinite plural in modern German", "lexical-phraseological units that represent an indefinite plural in modern Spanish", "lexical-phraseological units that represent an indefinite plural in modern Russian", Igoshina Tatiana Vladimirovna's morphotheme analysis of the category of quantitatively in different systematic languages, the candidate's thesis and dozens of other scientific studies show that units scientific research, it has served as a resource for new research and can be a resource for today's modern linguistics with even unexplored aspects. At the same time, science can be the basis for many new classifications on the basis of integration. Given that we are relatively new in this research work, T.V. We tried to study the candidate thesis of Igoshina "morphotheme analysis of the category of quantitatively in different systemic languages". Linguist considers the study of the category of quantitatively as a methodological specifics. In his opinion, the result of the process of assimilation of reality by man can be considered a complex of knowledge formed in his consciousness. Summarizing the researcher's views on this matter, it is concluded that as a result of the knowledge formed in consciousness, the foundations of the language system are created and its parameters are constantly perfected.

Quantity implies the possibility of calculating different categories and measuring units. Quantitative expressive units means a feature in which the interaction of categories and signs is carried out in combination and in the composition of a unit syntagma, logical-semantic categories about a complex of concepts of Essence to a different degree.

In most cases, units that represent quantities are subject to other semantic - logical categories and describe them. In speech, it serves as an attribute element in the combination of language units.

In Russian and English there is a layer of words that is considered a functional measure, and not semantic. Such words have a non-quantitative category sign. Such categorical lexemes as: book pages, novel chapters.

I.G.Koshevaya in his book "problems of linguistics and the theory of English language" writes: ".....the difference in the number of units and multiples in verbs refers to the radical essence of the process. The difference between them can be determined by the accuracy in the number of units and the abstract in the number of multiples. Although the enumerative category in verbs has an intermediary character, in addition to the number of acting verbs, the FE itself also has lexical and grammatical features that ensure the occurrence of the quantitative meaning. With these views, the scientist confesses that the number of units and multiples in the verbs depends on the number of its acting at the same time. But his views on the fact that there are tools that make up the meaning of quantity in the FE itself is also somewhat problematic. In particular, the quantitative meaning is felt in the contradiction of the action on the basis of space-time capacity restriction and non – restriction: bring – bring – bring-bring-run, come-roll. The quantitative expression of subjects participation in motion is evident, especially in the category of proportions in Fels, - says the scientist. But in our opinion, the lexical and grammatical means listed by the scientist also serve to uncover the quantitative meaning.

He is a scientist who has consistently studied the relevance of language and philosophy V.Z.Panfilov admits that the category of meaningful quantities is the result of the perception of the quantitative accuracy of the universe.

Philosophers say about the heterogeneity (heterogeneity) of the quantity category, when studying the lens being. This variety covers a variety of characters, such as quantity, number, size, large-small. At the same time, it is possible to observe a strong relationship of the quantity category with other categories. Communication with each category in linguistics, categories with the names of substantiality, qualitatively, temporality, axially have a specific character.

The Researcher V.Igoshina uses morphochemical analysis to study the relationship of the category of quantitatively with other categories, that is, the relationship between categories. Quantitatively these are two different processes, on the one hand, quantitatively is interpreted as an independent category. On the second hand, quantitative units of expression are cloistering according to the attitude of logical semantic characters.

The concept of the plural, which is determined by the quantity and its units, is manifested as follows:

1. Common plural. The exact amount of the understood: all, the crowd, alone
2. Zero plural. And the is lexical-grammatical, determined by the word-forming means: without you. In addition to forming an additional new meaningful word, forming a word on this place, the word composition also implies an additional amount.

Specially checked the category of society in English Z.I.Kotova says that the gang of society, along with the expression of integrity, the amount that enters the gang should be something of some kind, indefinite, if it remains, then the word should stand in the form of a unit number. With this look P.Vinogradova expresses respect for the idea that "society expresses the set of subjects in the form of a unit and a plural number in a holistic, holistic way." So, if the society is logically a unit on the one hand, then on the other hand it is a plural. The arrival of words tied to the nouns of the community in the plural number of units of rest, rest is also an indication of the Association of society on both sides. A.A.Potebnya was referring to the same characteristic of the society as unity with the plural when he said that "society is a holistic plural, which is read as Unity", - says the scientist of Uzbek linguistics Y.D.Zulfiyev.

Also, the units that represent the quantity in the composition of word combinations also affect the connection with other units. According to Shuhga, T.Igoshina shows the types of quantitative units, such as the exact quantity (AM), approximate quantity (TM), and indefinite quantity (NM), which are related to the concepts of accuracy, uncertainty and size. Two more types of uncertain quantity: uncertain large quantity (Nkat.M) and an indefinite small amount (Nkich.M) divides.

The Researcher T.Igoshina tries to explain the different manifestations of polireferentny capacity in different systemic languages. It is noted that in English there is a greater number of polyreferential measure nouns than in Russian. In both languages, the possibility of measure nouns can be said to be significant. In Russian, such a series of words is constantly replenished: a team of readers. In English, however, the number of plural denotations is replenished on the account of growth. On the basis of the presented classification lies the division of measure nouns into two classes:

- 1) Preference of measurement parameters;
- 2) The predominance of the plural parameter as a generality;

At the same time, the measure distinguishes different parameters of nouns:

1) Material Measurement of exact quantity. For example, lomat – a slice, a flea; dolka – a small share; kusok – a piece, a piece.

2) an indefinite abundance of material measurements. Like lomti-scrap, dolki – stakes, kuski – pieces, for example.

Tilshonos also differ in the scope of use of the unit or plural measure of something-items:

- use in a "narrow" limited range: lomtiko-burdock, shmatok-one piece

- units used in the "wider" circle: kusok-a piece, kusochek-a piece

- staya (gala, gang nis to animals.n), roy (NIS to gala bees.n), an indefinite plural, similar to the communion of quantitative units such as gruda(heap), kucha (stacks), the same words refer to the state in which the plural takes its form as an indefinite plural.

- enters the set of one or another set of subjects that do not have a definite form into an irregular plural, which is limited in one place: such as Kocha (stacks), vorox (balls)

- a complex of living things is a kind of plural locally organized: tabun(sleep, herd), staya (gala, gang)

- plural with a quantitative boundary: Regiment, class, team

- plural with a high degree of associative semantic sign: like tabor (gang of people), tolpa (crowd)

- an organized Association of individuals or institutions: such as an association, a group, a society, a circle, a circle.

A.A.Kholodovich compared two types of plural: concrete, grossly chattering, continuous plural is opposed to the exact plural, which is separated from the singular, unstressed. Because of the integrity of the first type of plural, absolutely cannot be divided into parts. If they are divided into parts, then immediately the second type of plural becomes the plural, which is divided into the singular. Therefore, even the first type of plural can be called the plural in the image of unity," - writes. With these views of the scientist T. There is a harmony between Igoshina's view of the above thing-the difference between the items according to the scope of use of the unit or plural measure.

In Russian linguistics, two intersecting circles of quantitativity and locality are distinguished:

1. An organized plural, which is located in a certain way in the width

2. Limited plural in width

The first circle includes the concepts of size, the units of language that determine the close location of the members of the plural: ritual, turn

In the second circle, the main type of plural is the language units that retain its objective feature in speech: garden, flower

On the account of the reproducentative semantic variation, the general plural is also allocated: the city is sleeping, the earring is like breakfast.

And it is noted that quantitativity and temporality are bilateral interrelations, in contrast to locality. On the one hand, the composition of the unit of measurement is associated with the means of measurement, and on the other hand with the occurrence of the synthesized meaning of periodicity and frequency, which is determined by the determinative-semantic level of ecstionality. Sometimes, like at night.

In the noun form of the plural suffix of the singular, it has the quantitative parameters of the singular and plural with locality and temporality. A large part of the results of such a interconnection represent quantitative-relational cooperation. In this case, it is considered productive because the axial signs of iterativity represent the aspectual aspects of axiality. The action will be directed at an obyek, which has a destructive and quantitative discretionary property, such as verb methods. The combination of the repetition of action and the plural object is carried out with the help of morphological means. For example, narvat – (an amount) sever, pachistit – (an amount) arch. In the omitted form, the axial will have a morphological number sign, and the singular and plural sign, expressed in the variety of contextual filling. In the composition of transmutative and locative morphemes, quantitatively denotes a multiple or total subject or object of the action. The army moved to his house to feed and take care of the girl.

Thus, in categories other than the periodicity and repetition of the action and other parameters, the direction in which the patented opportunity is mobilized in the general plural or actualize the sign of the plural in them is observed. Therefore, the morphotemic structures of the more interconnected frequency categories indicate that the presence of two categories occurs at the categorical-semantic level.

In the process of speech, the language unit enters into a predictive relationship with other language units at the syntagmatic or syntagmatic levels. In this process, the unit of language is three into the interrelation process of the syntagmema, which is objective by the most important thought concepts in modern linguistics. As a result, an obliterated syntagmema retains the same appearance, or partial or complete incompatibility of contextual components occurs, that is, a non-uniform syntagmema is formed.

As can be seen from the above points, in the syntactic level, the quantitative meaning is expressed in the process of speech, when the quantifiers affect the semantic meaning of the coming Language Unit.

The substantive construction is contextualized by a quantitative measure, changing its logical-semantic categorization and serves as a background for expressions of temporality, axiomality. After three melodies, Greyen's boredom is contagious. This place refers to the time when three went to listen to music. This trend can be attributed to the units of other categories and is based on objective legislation.

Therefore, in World linguistics, it is also emphasized that morphological units form a separate system in quantitative expression. In the speech process, a mutual syntagmatic relationship of two Language units is realized, which in the form of a word combination is formed by a unit of speech. In the nominative combination of a quantitative unit expressed by a number, with units of other logical-semantic categories, quantitatively carries out its base quantitative semantics. If a quantitative measure is expressed in such combinations as two stones, two rivers, it can also be expressed with the help of a measure horse, which has a secret: two water – like two glasses of water.

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DOI: **10.5958/2249-7137.2021.00961.7**

THE INFLUENCE OF FAMILY VALUES ON PERSONALITY DEVELOPMENT

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ABSTRACT

All the values, traditions, parental interactions between parents and their children, all the behaviors in the family affect the consciousness and norms of behavior of each of its members. These influences are primarily reflected in the individual's social perceptions, knowledge and evaluation system, attitudes toward family values, beliefs and trust. Family life and its values The first ideas about marriage and family relations, as well as social attitudes, also occur precisely because of the presence of parents and their educational influence.

KEYWORDS: Value, Tradition, Custom, Individual, Principle, Marriage, Family, Behavior, Heritage, Culture, Identity.

INTRODUCTION

The family is the place where all human qualities, good intentions, values and social imaginations are formed in the human mind from the earliest childhood. The creation of a spiritual and moral environment in this school and the formation of this person as a rational, innovative, well-rounded person is a problem of national importance for Uzbekistan in the current period of reforms. After all, preparing young people for family life by forming an objective view of national values, including family values, traditions and unique customs, is an effective tool to increase the effectiveness of spiritual and educational work in our country.

As President Shavkat Mirziyoyev said, "The greatest happiness is that I never tire of repeating it a thousand times, may our family be at peace! The family is a small homeland, if the family is peaceful, happy, the homeland is peaceful. May we all see those happy days for the perfection of our country and our youth as we intend to do now!" [1].

It should be noted that in the opinion of the President, special attention is paid to the unique role of the family in building a healthy worldview, which is formed in the family, the first place of

human socialization, through the system of perceptions studied by social psychology. Similarly, the task of studying the laws of folk traditions, especially the essence of family values preserved in family relationships, is the basis of the means of educational influence associated with the socialization of the child in the family, the study of their socio-psychological conditions,

From this it can be said that in the process of socialization, a person's attitude to the family and its values, attitudes are specific criteria and qualities of human behavior, in which the values that are important for a person in family relationships, ie behavioral rhythms, evaluation system and overall direction finds its reflection. In this process, a person's own behavior and subjective attitude towards the family is reflected in his social perceptions. In this sense, the attitudes towards family values formed on the basis of social perceptions define perceived needs, skills and social norms, which become so intertwined with real life that as a result all actions and behaviors of the individual are completely subordinated to them.

Family values are shaped by a person's life experience and attitudes toward society. That is why values are closely connected with the processes that form a person's worldview, attitude to people, family.

It is well known that the family is a social environment in which all the values, traditions, rhythms of interaction between parents and their children, all behaviors affect the consciousness and norms of behavior of each of its members. These influences are primarily reflected in the recipient's social perceptions, knowledge and evaluation system, attitudes toward traditional-family values, beliefs and convictions. Family life and its values The first ideas about marriage and family relationships, as well as social attitudes, also occur precisely because of the presence of parents and their educational influence.

One of the qualitative criteria that motivates a person to assimilate family values is responsibility or the quality of responsibility in a person. It is the ability to understand how each action performed by a person, by imagining the product of his activity, will benefit him and others for himself. A responsible person is always able to plan carefully, anticipate the consequences and be able to mobilize all his strength and potential to achieve the result. [4] In the family, parental love for the child is the most important thing [8,118] the child's mind is inculcated, first of all, through the responsibility of the parent's family, adherence to its values, personal maturity. Respect for family values is therefore associated with responsibility towards them.

It is necessary to determine the direction of its influence in the formation of the right attitude towards the family in young people through its sacred traditions, which have been preserved for centuries. "This can be done mainly by improving the traditions of upbringing in every Uzbek family, making national values an integral part of life, combining modern forms of communication culture with Eastern views, labor education, its value as an important principle of well-being of children" [2; 122].

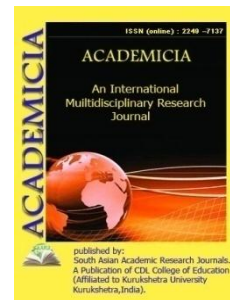
Family traditions, ceremonies and celebrations, formed over the centuries and passed down from generation to generation as an invaluable heritage, are also an important factor in the development of children in the family environment. The existence of traditions and customs that every family should follow, their harmony with the traditions of society and the community is also an important aspect of the formation of positive attitudes towards the family in the child. [3; 117]

Another factor that can be highlighted here is family treatment. Communication in the family environment is the interaction between family members on a daily basis. While acknowledging the value of radio, television, newspapers, magazines, fiction, and scientific literature in the formation of attitudes toward human behavior, it can be said that face-to-face interactions, words, and emotions are invaluable. . Therefore, if it is necessary to explain a point, the parent should also turn his child's face to himself, with the sincerity of the face and eyes, when psychologically analyzed, using extralinguistic and paralinguistic means, and such communication is effective. This effect is most evident in the behavior of more emotionally and psychologically affected mothers and grandmothers.

In conclusion, under the influence of the family and the social environment that directly surrounds it, the consciousness of young people is a multifaceted factor influencing the system of social perceptions. is of great importance.

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DOI: **10.5958/2249-7137.2021.00962.9**

VOCATIONAL-ORIENTED LEARNING OF A FOREIGN LANGUAGE AT AGRARIAN UNIVERSITY

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ABSTRACT

The article examines the professionally oriented study of a foreign language at an agricultural university, describes a semiotic-situational approach as the basis of the study, and identifies the pedagogical principles of the process being studied. The author provides information about the experience of working with students in this discipline, talks about some of the features of training at the Tashkent State Agrarian University.

KEYWORDS: *English, Agrarian University, Vocational-Oriented, Student,*

INTRODUCTION

A graduate who has mastered a bachelor's program, according to the federal state standards of higher education of the last generation, must have "the ability to communicate in oral and written forms in Russian and foreign languages to solve the problems of interpersonal and intercultural interaction." When mastering this competence in an agricultural university, it is necessary to take into account: a relatively small amount of hours devoted to learning a foreign language; significantly different basic level of students who need during the first semester; the need to master a set of special knowledge in a short time.

In addition to the main textbook of the German language in the learning process, the manual "Ecology and Water" is used, developed for the directions "Water hydro resources and Aqua culture", "Ecology and nature management", "Agro ecology", "Nature arrangement and water

use". The requirements for the manual were: 1) introduction of students into the field of professional communication; 2) coverage of professionally significant topics; 3) the presence of problematic tasks that increase the independence of students; 4) a large proportion of authentic material.

The purpose of the manual is to develop skills about oriented reading and communication skills for participation in discussions. The main objectives of the manual: activation of the vocabulary of the specialty, training the skills of translation from German into Russian and from Russian into German, the formation of communication skills within their specialty. The texts are arranged taking into account the growth of lexical and grammatical difficulties from adapted to authentic. At the initial level, the focus is on various types of reading adapted literature; texts from periodicals, educational, popular scientific publications are used ("Why does the sea never dry up?", "Water for everyone", "Lake Baikal", "Water pollution", "Freshwater fish", etc.). The exercise teams determine the sequence of work on each specific text. The exercises provide for the removal of language difficulties, the consolidation of special vocabulary, the development of the skill of orientation in the read text and abstracting, activate the speech activity of students.

The main source of information for a specialist is a scientific article, report, description of the experiment. In this regard, at the next level of specialist training, as a rule, this is the second semester, professionally oriented reading takes the first place in order to obtain the necessary information, its processing with the installation for further use (for example, "The new desire for eco", "Water supply in London", "Green travel", "Man and the moor"). The second part of the manual includes exclusively authentic materials with which you can recreate the conditions of the language environment and real communication situations. These materials tell about the current state of science, society, novelties and discoveries, therefore, working with such authentic texts implies close cooperation between the teacher of the German language and teachers of special disciplines.

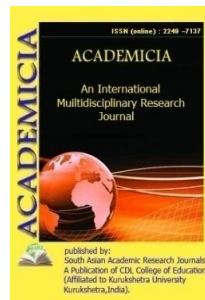
Students for independent extracurricular work can also use the manual, since the electronic version contains photo and video materials, useful links, relevant topics that allow students to expand their professional interests, teach them to navigate the flow of information. In order to consolidate the terminology, lexical minima are presented that are relevant. Students memorize vocabulary minimums, make crosswords, select illustrative material.

In our practice, we actively use the project method as an effective teaching tool, as well as a means of assessing the results of educational activities. Student mono- and interdisciplinary projects (for example, "My job", "Fish dishes", "Lake Baikal") are presented in the form of presentations at the annual student scientific-practical conference "Youth's View on the Solution of Actual Problems of Modern Science Development". The texts presented in the manual also provide an opportunity to apply new educational technologies: training by stations, case technology, and technology of cooperation. Performing in such conditions certain functions of a future specialist related to professional communication and its ethical aspects, students master the skills of interpersonal and business communication, assess themselves as future specialists, and independently analyse possible behaviour in situations related to their future specialty. The teacher, on the other hand, gets more opportunities to develop students' creative skills, as well as their communicative and managerial competence for future practical activities.

The above manual and the applied methods of work demonstrate an integrated, multidimensional approach to professionally oriented teaching of the English language in an agricultural university and leave room for the teacher's creativity, since language education is continuous, open and promising in nature, professional teaching of the English language.

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DOI: **10.5958/2249-7137.2021.00931.9**

ATTENTION TO MATERIAL AND CULTURAL MONUMENTS

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ABSTRACT

This article examines the neglect and plundering of historical monuments in Uzbekistan during the dictatorship, as well as their transfer to famous museums in Russia State. The restoration of historical monuments was so bad that even the Central Committee of the CPSU and the USSR Council of Ministers in 1987 for the "protection and preservation of monuments and historical monuments" noted that the republic has a primary organization for the protection and restoration of cultural values.

KEYWORDS : Ancient, cultural, national, historical monuments, mausoleums, historical heritage, values, museums, places of worship, relics, mosques, madrasahs, caravanserais, restoration, KPSS, USSR, architect, archeology, Samarkand, Shakhrisabz, Bukhara, Khiva ...

INTRODUCTION

Historical monuments that amazed mankind with their beauty and antiquity have not lost their significance in our time, they are a rich historical heritage of the culture of our people.

After, when Uzbekistan gained national independence, one of the main goals was the legal protection of our material and cultural monuments and their transfer to the next generation. In particular, this issue is reflected in Article 49 of Chapter XI of the Constitution of the Republic of Uzbekistan, which reads and says: "Citizens are obliged to carefully preserve the historical, spiritual and cultural heritage of the people of Uzbekistan. Cultural monuments are under state protection,"

In Soviet times, it was the other way around; first of all, an attempt was made to destroy the history of the nation. Insufficient attention was paid to historical monuments on the territory of Uzbekistan, they did not care about their preservation, and ultimately these monuments were demolished, destroyed and looted. The museums of Moscow and Leningrad were replenished

with Uzbek exhibits as a result of thefts, robberies and smuggling of valuable tiles from historical monuments. For example, the best relics of Vislosky's expeditions to Samarkand were brought to the Hermitage. Among them are inscriptions on gravestones, embroidered rivets, plates, tiles copied from the walls of Ishratkhan, Bibikhanim mosque, Ulugbek madrasah, gold and silver star chandeliers in the tombs of Amir Temur and Ahmad Yassavi, weapons. Looting and appropriation of state property continued until the 1990s, when no organization took care of the preservation of historical monuments. On the contrary, they were viewed as outdated or religious structures.

According to Mamaraimov's opinion: "... most of the historical monuments, which are vivid examples of folk culture, were used by priests for religious purposes." He stresses the importance of studying their history and removing them from the shell of religion. This policy had its effects: firstly, not to show the public a negative attitude towards historical monuments, and secondly, to wage a comprehensive fight against religion. At the beginning of the 20th century, there were 512 mahallas, 349 mosques, 26 madrasahs and 30 caravanserais in Tashkent. During the years of the personality cult, many of the city's ancient relics were destroyed under the guise of a struggle against religion. In the 30s of the twentieth century, there were unique monuments in Shaikhantakhur - mausoleums, mosques, from which only the monument to Yunus Khan has survived to this day. Unfortunately, the history of Beklarbegi and Hotinmasjid, once considered the most beautiful mansions in the world, is a thing of the past.

Such disregard for historical and cultural monuments led to the fact that the Soviet government used buildings belonging to a rare culture of the people for other purposes. Basically, these buildings of historical value performed storage, production and other functions. In particular, at the end of the 19th century, the Namazgokh mosque in Samarkand was renovated and turned into a pharmacy for the Russian army, and after the establishment of Soviet power - into a sanatorium for the treatment of lung diseases. ... Later, this place became a place for the cars of the sanatorium.

The restoration of historical monuments was so bad that even the Central Committee of the CPSU and the USSR Council of Ministers in 1987 for the "protection and preservation of monuments and historical monuments" noted that the republic has a primary organization for the protection and restoration of cultural values. And historical monuments. There is evidence that economic support for existing restoration organizations is weak and there is no concern about further training for restorers. As a result of inadequate qualifications and training of restorers, savings of funds of higher organizations, historical monuments began to lose their prestige and historicity.

Architect K.S. Kryukov notes that many engineers and technicians accidentally ended up in restoration organizations, noting that most of them had no special training and did not know about ancient construction work. He also criticizes the lack of specialized experts among architects involved in restoration research, as well as the fact that there are cases of deviations from their duties in the organizations that manage their work. The aforementioned criticism of architects was very appropriate, and among such categories were those who made calls not to need cultural and historical monuments of the greatness of the nation. In particular, the article "Spots on repair" states: "The reconstruction of Registan, the famous architectural ensemble of Samarkand, turned out to be extremely unsuccessful. As if all the work was done to the detriment of the ensemble. Today the chief architect of the city asks: "Who needs Registan?"

"This is an inappropriate question." Such a careless statement about such a unique monument of history and culture was an inappropriate statement not only for the Uzbek people, but for all of humanity. After all, the historical monuments of Samarkand, Bukhara, Khiva and other regions are the wealth of mankind, the priceless heritage of the people, which has been developing for centuries.

As a result of the blind policy, some historical monuments have become completely irreparable, and some have disappeared.

Of course, even under Soviet rule, there were a number of laws on the protection of cultural monuments. In particular, in May 1968, the Supreme Soviet of the Uzbek SSR adopted the Law "On the Protection of Cultural Monuments", but no significant work was carried out on this law. For example, in 1970, only 351 monuments were under state protection, of which 125 were architectural, 196 were archaeological, and 31 were historical and artistic. They did not include many unique monuments of the republic, which have not yet been fully explored.

In the mid-1950s, there were 30 thousand historical monuments in the Republic of Uzbekistan, but as a result of indifference to historical riches, by the end of the 80s of the last century, only 7 thousand of them remained.

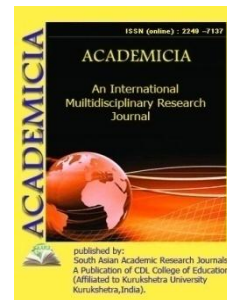
After the Republic of Uzbekistan gained its state independence, much attention was paid to the protection of historical and cultural monuments. In particular, if in 1989, under Soviet rule, more than 6700 monuments of culture and history were repaired, 10.2 million UAH. soums, in 1990 - 12.4 million. In 1992, 65.4 million soums were allocated from the republican budget for these purposes. soums. During 1991-1997, the volume of work performed by the Samarkand workshop for the repair of cultural and historical monuments increased 20 times, and the amount of work performed in the workshop of Shakhrisabz increased 23 times. In 1997, 366 million UAH. soums, in Khiva 185 million 250 million soums for the second stage of repairing monuments to Amir Temur. It is planned to carry out works in the amount of sum. If in 1999 it was 700 million. In 2000 this figure was 750 million soums. soums

It is worth noting that the Government of the Republic of Uzbekistan uses the existing monuments of material culture in order to educate the nation, self-awareness.

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DOI: **10.5958/2249-7137.2021.00929.0**

ISSUES OF MAN AND HUMANISM IN RENAISSANCE LITERATURE AND ART IN EUROPE

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ABSTRACT

In this article, a philosophical analysis of the coverage of human and humanitarian issues in the art and literature of the era of European civilization has been made. The development of aesthetic taste and the moral aspects of personality must be compatible with each other. For one example, in the 15th and 16th centuries, the all-round development of the individual in some cases resulted in the growth of egoism. Humanism arises when man begins to think about himself, his place in the universe, the essence of his nature and what he is capable of, the meaning and purpose of his existence. Undoubtedly, humanist considerations have always had a concrete socio-historical basis. More precisely, it fulfills the basic function of humanist anthropocentrism. Unfortunately, when reflecting on the European Renaissance, some scholars overestimate the role and importance of ancient cultural heritage in shaping Renaissance culture, especially humanism.

KEYWORDS: *Man, Human Philosophy, Humanism, Patriotism, Society, Civil Society, Civilization, Perfect Man, Legal State, Art*

INTRODUCTION

In the literature and art of the Renaissance era, more attention is paid to man than ever before. Neither in antiquity nor in the Middle Ages was so much attention paid to the living creature known as man. By this time, everyone's unique abilities and skills were given preference over everything else. Emphasis was placed on the unique talents of great individuals. This situation led to the formal formation of the concept of man during the Renaissance. The concept of "man" began to be used in conjunction with the concept of "personality. The term "personality" was also understood in Renaissance literature as the ability to feel responsibility for one's actions and behavior. According to thinkers of this period, the comprehensive glorification of personality and

its growth does not always correspond to the development of human personality. The development of aesthetic taste and the moral aspects of personality must be compatible with each other. For one example, in the 15th and 16th centuries, the all-round development of the individual in some cases resulted in the growth of egoism. In the works of anthropologists and poets, the main theme was the study of the relationship between man and nature, the individual and society. Representatives of humanistic philosophy began to promote the idea of the all-round development of the individual.

Main part

The European Renaissance had different characteristics. The Renaissance had an Italian humanist nature in its early stages. Florence became the true center of the Italian humanist movement. As the organizers and promoters of the Florentine humanist movement pondered the ideas of humanism, they followed the advice of the ancient Roman thinker, the famous philosopher Cicero (1st century B.C.). Cicero, when he spoke of humanism, was referring first and foremost to the humanism of man. Humanity was formed on the basis of the various contradictory pluralistic views of the ancient Greeks, who believed that the greatest achievement of Roman culture was its result. Hence, according to Cicero, humanism is a phrase expressing man's elevation to the level of man, his rebirth, the process of integrating the signs of humanity into man.

By using this phrase, Cicero wanted to explain to the "fathers" of the church that humanity is the greatest value. For the same reason the term "humanity" came to be used in the various Latin correspondences of the "fathers" of the Christian church, Tertullian, Lactantius (3rd-4th centuries). Hence, humanism is a Latin expression (humanus) meaning the pursuit of humanity or the creation of the conditions necessary for man to live as a human being. Humanism arises when man begins to think about himself, his place in the universe, the essence of his nature and what he is capable of, the meaning and purpose of his existence. Undoubtedly, humanist considerations have always had a concrete socio-historical basis. If we analyze the phrase "humanism" in its narrow sense, it can be assessed as an ideological movement. For example, the ideas of humanism in its early stages manifested themselves in the form of the study of ancient literature, art, language and culture in Italy. In particular, Dante's Divine Comedy, the famous philosophical work The Feast, and the most important political treatise Monarchy, the founder of Italian literary language, served as a powerful source in shaping the ideas of Italian humanism (more on Dante's humanism). The value of the humanist movement was judged not only by its contribution to the culture of philosophical thought, but also by its research work on ancient manuscripts. By the same token, Italian humanism, which characterized the first stage of the European Renaissance, came to be characterized in some cases as a literary and philological phenomenon.

The theoretical foundations of Italian humanism were the ideas of Platonism and Neoplatonism. In Italian humanism, the philosophy of Platonism and Neoplatonism was understood as a symbol of development and progress. In particular, Plato's philosophy was regarded as the crowning, culminating philosophy of the entire past. Consequently, Plato's Academy in Florence declared Plato the "god of philosophers." It has been repeatedly emphasized that Plato's philosophical doctrine has made a worthy contribution not only to the culture of philosophical thought, but also to the development of Christianity. Florentine thinkers also fully supported the philosophy and religion formulated by Plato and his followers, the relationship between man and God, especially

the brilliant conceptions of man. A similar situation can clearly be seen in the works of the famous Italian scholars Dante Alighieri and Pico della Mirandola. One of the Christian scholars who made a worthy contribution to the development and promotion of the ideas of humanistic anthropocentrism was Dante Alighieri[1], the great poet, publicist, philosopher and politician of the late Middle Ages and the first Renaissance in Europe.

Dante Alighieri[2, 56] was a great poet, publicist, philosopher, and politician of the late Middle Ages and the first European Renaissance.

He added to the treasury of the world's cultural heritage works as *The New Life*, *The Banquet*, *The Monarchy*, and *The Divine Comedy*. Dante's services in introducing Europe to the culture of the East, especially Oriental philosophical thought, were invaluable. In his collection of poems, *The New Life*, dedicated to his beloved Beatrice Portinari (composed between 1291 and 1292). He continues the Eastern traditions of Ibn Sina and Ibn Rushd, honoring true love and affection, loyalty and devotion[1, 56-120]. He emphasizes that love is a truly human quality, the highest morality, decency, the supreme quality inherent in man in general. He tries to explain the process of love's formation and development, calling for it to be respected in every way.

During the time of his exile from 1304 to 1308 Dante wrote one of his greatest scientific and philosophical works, "*The Banquet*". Moreover, it was also composed an artistic-philological work, "*On Vernacular Eloquence*". "*The Banquet*" is a major encyclopedic work of medieval philosophical thought. In this work Dante first of all urges his contemporaries and colleagues to study philosophy comprehensively and deeply. He considers it the human duty of every citizen to be aware of the philosophical heritage. In *The Banquet*, Dante pays great attention to the analysis of the human problem, especially the process of forming his spiritual and moral image. According to the poet, the spiritual and moral image of each person determines the cultural level of society. In contrast to medieval teaching, Dante gives preference to morality over all sciences, even theology and metaphysics. In his view, the most important quality that characterizes a person's humanity is generosity, nobility. The poet explains that human life passes through four main seasons: the first is youth, which is like warmth and moisture; the second is puberty, characterized by warmth and dryness; the third is old age, which is cold and dry; the fourth is aging, which is cold and damp[1]. The holiday recognizes that man is able to learn the mysteries of nature. In the same way, man always seeks knowledge, feels the need for it. Knowledge is the highest attribute of our soul, and for man knowledge is the highest joy, says Dante.

Dante expresses his political and secular views in his "*Monarchy*" (1312-1313). The Church and the Pope consider it necessary not to interfere in the affairs of the state. Following in the footsteps of the famous Oriental thinker Ibn Rush, he denies that priests ruled the kingdom. He promotes the idea of a unified state under a just ruler. He advances the idea of the unification of the oppressed Italian peoples through political disintegration and the creation of a war-destroying system, a world empire. He concludes that there are some similarities, commonalities, in a word, universal qualities, even among people of various religions living in different regions. He was one of the first in the history of European history to introduce the concept of "humanity" into literary and philosophical literature. For the same reason, Christian scholars began to demand that the Italian rulers burn Dante's monarchy and hawk the author from his tomb. However, the governor of Ravenna defends Dante.

The greatest work that made Dante worldly famous was the “Divine Comedy”. This work was not only the culmination of his ideological and political views, the crowning achievement of his artistic thinking, but also the culmination of medieval culture as a whole. At the meantime, it was a socially significant event that determined the further course of European fiction. Each religion expressed its own views on these matters. For example, according to Christians, the universe consists of three parts: heaven, earth, and the underworld. While heaven and earth are called this world, the underworld, which is hell, is called the afterlife. People in this world are encouraged or punished in the afterlife based on their actions. For instance, the souls of the godly in this world will find rest in heaven. Those who do evil will be punished in hell. No religion, however, has explained in detail the process by which these occurrences took place. Dante tried to explain the same process in his “Divine Comedy”.

Dante was one of the first to portray the afterlife in the Divine Comedy. In the poet's words, the afterlife consists of three main parts: Inferno (Hell), Purgatorio (Purgatory), and Paradiso (Paradise). The thinker explains that the structure of the afterlife is also based on certain rules. The changes that take place there will also follow certain rules. For example, people go to the afterlife according to their service in this world, that is, their behavior in this world. They will be punished in this world according to what they have done in this world, or they will be at rest. In particular, some from Heaven and some from Hell. Dante's the Divine Comedy was written in the genre of imagining and predicting the afterlife, which was common in medieval literature. While medieval clerical literature associated the genre of divination with the deprivation of human life, viewing this world as transitory, unreliable, tempting the afterlife, Dante celebrated this literary genre for the enjoyment of this world, a more complete description of the relationship between all peoples on Earth turned aside.

Dante does not want to frustrate the man of the world, but urges him to understand the beauty of life, to truly love it, to take an active part in the life of society, to defend the interests of the people, the homeland, to guard it as the apple of his eye. He is not interested in the temptations of the future, but in humanizing the beauty of life, its meaning and content. In order to make life better, the poet spent his life in this world senseless and meaningless, devoted his whole life to evil, cruelty and never did well to others, criminals, sinners, rulers and leaders who acted contrary to the interests of the people. Hypocritical clergymen who use religious doctrines to their personal advantage, in a word, place their political opponents in the Hell and judge them.

To enter Paradise, the human soul must pass through a thick wall. The soul passing through this wall of fire will be free from all defects and ignorance. Passing through the wall of fire, the soul encounters a unique area of beautiful gardens, flower beds, lush green lawns and vast fields. It is from here, from this place, that the preludes to a new prosperous life begin. Heaven, like hell, is built on the basis of nine. Because heaven is on earth, it is surrounded by nine heavens. For example, the first is the Moon, the second Mercury, the third Venus, the fourth the Sun, the fifth Mars, the sixth Jupiter, the seventh Saturn, the eighth the fixed stars, and the ninth the throne, the abode of the angels. In contrast to hell, action always takes precedence in heaven. The light, enlightenment, spiritual perfection reigns throughout heaven.

Dante places the best, the noblest, those who have served their people, their homeland, and their nation in the various heavens of paradise. For example, lovers in the crescent moon, martyrs of love, active and unselfish people in Mercury, generous people on Venus, priests, philosophers, historians, the honest and pious in the Sun, Dante placed Adam, saints and angels in the Constant

Stars. Obviously, in all the good deeds he has done in this world, in his goodness and honesty, people have a place in the Immortal, especially in Paradise. Moral purity in Paradise, the behavior of the spirits settled there forever, the intellectual ingenuity in their behavior-the country that Dante dreamed of was the spiritual image of the citizens of society.

Hence, Italian humanism made a worthy contribution to the formation of the ideas of humanity in the philosophy of the European Renaissance. More precisely, it fulfills the basic function of humanist anthropocentrism. Unfortunately, when reflecting on the European Renaissance, some scholars overestimate the role and importance of ancient cultural heritage in shaping Renaissance culture, especially humanism. Scholars who hold this view believe that humanism is only a concept that reflects the influence exerted on the formation of Roman or Greek culture- the Enlightenment. If thought from this perspective, humanism would be an event belonging only to the realm of spiritual enlightenment. The constantly changing practical aspects of humanism, the call for creativity, the call for universal values, remain unnoticed.

CONCLUSION

The arising of these ideas, in turn, demonstrates that humanism-concrete manifests itself in different forms, depending on historical socio-economic conditions.

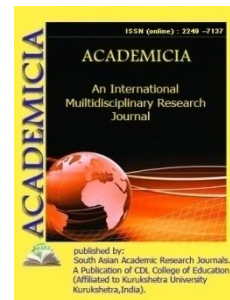
Certainly this tendency applies to Italian humanism, which is reflected in various social movements. Despite its historical limitations, it remains a major event in European history.

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DOI: **10.5958/2249-7137.2021.00932.0**

SOCIO-HISTORICAL AND CULTURAL DETERMINANTS OF SUFI TEACHING

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ABSTRACT

The article deals with some aspects that characterize one of the most mysterious philosophical and religious teachings in Islam-Sufism. The article examines the history of its origin, development and current state. It is proposed to use his positive experience in the spiritual education of the individual. It also reveals the distinctive features of the philosophical aspects of the philosophy of Sufism from classical philosophy and theology.

KEYWORDS: *Sufism, Islam, Humanism, Freedom Of Thought, Asceticism, Truth, Spirituality.*

INTRODUCTION

The study of the historical and philosophical essence of Sufi teaching and, especially, its socio-historical and cultural determinants of the genesis and worldview is largely due to the fact that in the Soviet period, when a person's beliefs were subordinated to a certain ideology, the study of one of the features of spiritual values - Sufism was prohibited. Today, the study of its essence is primarily related to the ongoing reforms in the socio-economic, political, cultural and spiritual life of society.

In the modern world, which recognizes the value, the priority of a person, a person, the difference in understanding the meaning of life has been transformed into the recognition of his right to freedom of thought, freedom to profess any religion, or not to profess any.

The main part

The Universal Declaration of Human Rights states that "everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change one's religion or belief

and freedom to manifest one's religion or belief, either alone or in community with others, in public or private, in teaching, worship and the performance of religious and ritual rites"[1].

The freedom of ideas and thought established in society requires critical reflection and analysis from the perspective of a new attitude to the cultural and spiritual heritage of the people. This necessity follows from the principles of continuity in the dialectics of the development of objective reality, including in the sphere of the spirituality of society. In the process of correcting distortions and in the scientific assessment of the historical past, there is a need for a deep study of the historical heritage, philosophy, its component part – the religious and philosophical teachings of Sufism, which is distinguished by its social soil, a variety of epistemological roots, inconsistency and complexity.

One of the factors of relevance of the topic is the activation of religious consciousness in society, especially after the collapse of the Soviet Union and the monopoly of communist ideology, excessive politicization of religions, sometimes turning into fanaticism and extremism.

In Islam, a person is placed above the angels by his status, and Allah has ordered him to perform such duties as landscaping, ensuring peace and establishing justice on earth, spreading knowledge, education, and improving culture. A real person should follow this sacred covenant.

When studying the philosophical socio-historical and cultural determinants and features of Sufism, it is important to keep in mind that one can find many ideas and thoughts for our days about the struggle against evil, violence, wars, fanaticism, for the triumph of justice, the establishment of friendship between individuals and peoples. The development of this problem, in addition to scientific and cultural significance, has also political significance.

A comprehensive study of Sufism will allow us to more adequately and fully represent the development of the spiritual culture of the East in the Middle Ages. As you know, the knowledge of this or that phenomenon requires to follow the nature of this spiritual phenomenon in everything, to see it as it really was and is. And this requires an objective approach to the problem under study.

The study and comprehensive study of the origin and ideological features of this mystical teaching-Sufism is of particular relevance in our days, when religious fundamentalism in every possible way seeks to use Islam for its own selfish political purposes. Fundamentalism and extremism under a religious mask, hiding behind the dogmas of Islam, falsify its true essence, give a political color, and thus act with the slogan of creating a single caliphate under the shadow of the black banner of holy Islam.

The teachings of Sufism, its true aspirations are alien to modern fundamentalism and extremism, which hides its true goals with religious slogans, it completely ignores the positions of the latter.

Sufism, as an original teaching that has a special socio-ideological ontological status in medieval society in recent decades, the research interest of orientalists, Islamic scholars, philosophers, historians and literary critics has been growing. This indicates that the study of aspects of the essence of the sufism teaching in the light of the accumulated experience and the latest achievements of the world social and related sciences and the search for optimal solutions on the part of researchers remains relevant – this is, firstly, and secondly, it is due to the aggravation of the ideological and political struggle around the problems of the theory and practice of Islam at the present stage.

Despite the versatility and diversity of its manifestations, Sufism and its features serve as a positive assessment as a kind of historical and legitimate direction of the search for truth within the framework of the brotherhood and sociality of Islam. After all, the ultimate goal of Sufism is to achieve perfection. And the idea of a perfect person is a high ideal that calls for good, which has a national and universal essence, containing the highest spiritual and physical perfection, characteristic only of human nature.

According to the famous contemporary Muslim theologian Shaikh Muhammad Said Ramazani al Buti (1929-2013), "As for sufism in its true and common sense, it is essentially the core of Islam and its true essence, resting in the depths of the consciousness of a sincere believer. Without this core, Islam becomes only rituals, outward expressions of commitment to Islam, and empty rites through which people try to present themselves to each other in a favorable light."

Sufism as a special form of perception of the world, was born and developed at the junctures of the mythological, scientific, religious mystical phenomenon on the basis of the Muslim worldview. Those who wish to take the path of this teaching undergo special physical, spiritual and psychological training under the guidance of certain spiritual mentors. At the same time, it is considered possible, if Allah deigns, and a sudden divine illumination without outside help. In this case, he becomes a Sufi, but he cannot be a mentor for others because he did not go through the stages of formation under the guidance of a particular teacher – shaikh.

Sufism manifests itself in the search for creative, creative, non-standard solutions to the problems of the development of being, consciousness and society. It has three main directions: subjective (BayezidBistami, Mansur Hallaj), objective idealism (Hakim Termizi, Abu HomidGazzali, Fariduddin Attar, ibn Arabi, Ahmad Yassavi), pantheism (Sa'diyShirazi, Abdurahman Jami, Mirza Bedil).

Sufism mainly propagated their materialistic views in a pantheistic way. The Sufi strives to achieve the highest perfection by strict observance of the requirements of Islam and by limiting his material needs (zuhd), fear of Allah (taqvo), modesty, physical and spiritual purification, and the way of life of the Prophet Muhammad's deeds is a model for example.

In Sufism, a cause is true if it follows from the divine will, and not from a law. And it serves as a justification for a religious belief. Becoming a Sufi consists of mastering such four stages as shariat (the code of laws of Islam), tariqat (the way), marifat (knowledge, insight), and haqiqat (truth). Each of them is also divided into several parking lots (maqom).

Sufi ideas appeared in the VIII-VIII centuries in the bowels of Islam on the basis of the Koran and Sharia in the Arab land. Initially, the bearers of these ideas were called zahids-ascetics, who were distinguished by a constant struggle with their worldly needs, "animal soul" (nafs), constant fasting; abids – worshippers, wanderers. They were distinguished from the masses by their piety and strict observance of prayer recitations; they were Gnostic arifs. This category had a secret knowledge of Allah.

At the same time, Sufism is a multi – causal phenomenon, since it has, along with Muslim, ancient Indian, Iranian, and Greek elements. These non-Arab ideas in Islam are reflected in the essence of the teaching, without denying some influence of Eastern Christian mysticism on Sufism, it is necessary to note their insignificance.

Sufism is a mystical, religious and philosophical understanding of the world with its own harmonious system of achieving truth. Its representatives believe that through personal spiritual and practical experience, a person has the opportunity of spiritual communication and dissolution in Allah, one of his names-the Truth.

Questions of interrelationship and contradictions between philosophy and theology have always been the focus of Sufism. Pantheistic and dualistic ideas played an important role in the development of Sufi philosophy. In this teaching, causality is derived not from the regularity and development of being, but from God's will, which serves as a justification for religiosity.

Sufi approaches to the theological interpretation of the essence of existence are revealed by Muhiddin ibn Arabi and set out in his teaching "Vahdatulvujud". However, the main ideas of the doctrine, as noted above, were set out long before him by Hakim Termizi[2].

At all stages of the formation and development of Sufi views, the ideas of God, being and man were studied in interrelation and integrity. His ontological concept asserts the uniqueness, absoluteness, and eternity of Allah.

In the conditions of the powerful development of natural sciences in the IX-XII centuries, the integrity and dialectics of being, man and consciousness were explained by the thinkers of that time, proceeding from the "first cause" - Allah. At the same time, although the truth is the same, however, in the course of the study, numerous examples from the practice of individual Sufi tariqas have proved the existence of different ways of understanding it.

The contradictions between the philosophical explanation of being from the standpoint of logic and the Sufi idea of esoteric science, the method of mastering it in a state of trance that occurs in individual people, were considered insurmountable. Only by applying the principles of the new science-synergetics in the study of social phenomena has it become possible to overcome them. Synergetic conclusions about the principles of self-organization, the lack of stable uniformity, and nonlinear movements create completely new directions in the world of social science, which means that the idea of the possibility of approaching the philosophical, theological, and Sufi theories of knowledge based on these principles has the right to exist, further study, and the possibility of approaching the philosophical, theological, and Sufi theories of knowledge based on these principles.

According to the Russian academician A. E. Akimov "" One of the ways of knowing the world is the Eastern method, according to which knowledge is obtained in an esoteric way, for example, in a state of meditation. This path has been forgotten for some reason and has therefore formed an extremely complex and very slowly leading to the truth, the Western path. We have followed this path for a thousand years and have reached the knowledge known in the East three thousand years ago"[3, 24-25], which means that the synergistic approach to reality confirms the above conclusions.

At present, in the context of universal globalization, including in the sphere of the spiritual life of society, there is a growing interest in Sufism among believers in the world. The famous Russian scientist A.D. Knysh states: "Sufis say: do not try to fight with fate, you just need to rely on the Lord and not get hung up on the momentary, transient. I practice it all the time. Sufism can teach both Muslims and non-Muslims a lot, for example, to make a person's life more meaningful and calm"[4].

CONCLUSION

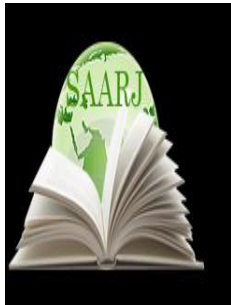
Thus, it can be stated that Sufism as an integral theoretical, ideological, philosophical, and theological teaching - a fully formed system, has taken an important place and has a certain significance in the moral and ethical development of the Muslim world.

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DOI: **10.5958/2249-7137.2021.01000.4**

ENDURANCE AND RESILIENCE: A STUDY OF THE SUBALTERN VOICE IN A THOUSAND SPLENDID SUNS

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ABSTRACT

Dedicated to the women of Afghanistan, Khalid Hosseini's second novel A Thousand Splendid Suns delivers a heartbreaking portrayal of women in Afghanistan during the years of Soviet occupation, then the civil war and the Taliban dictatorship. According to Gayatri Chakravorty Spivak, the subaltern women are more susceptible to oppression and pressure than subaltern men because they are the second sex destined to be silent. The subaltern women community in Afghanistan portrayed through the lives of Nana and her daughter Mariam, Laila and her daughter Aziza in the novel, is triply suppressed by patriarchy, militarization and religious fundamentalism. This paper studies the existence of the subaltern women community in Afghanistan as portrayed in the novel A Thousand Splendid Suns and their attempts to "speak". The two central characters Mariam and Laila, belonging to two different generations and brought together by their violent and cruel husband Rasheed, develops a mother-daughter relationship between them and use their love as a weapon to combat patriarchy. Through them the novel tells the story of a thousand splendid women who through their courage, endurance and resilience becomes the hope and future of Afghanistan.

KEYWORDS: Subaltern, Afghanistan, women, endurance, resilience, colonialism, patriarchy, militarization, religious fundamentalism.

INTRODUCTION

The Subaltern is a term used by Antonio Gramsci to indicate groups in society that are subjected to the control of ruling classes. While subaltern classes traditionally include peasants, workers and others denied access to controlling power, Gramsci, interested in politics and the state, focused on their historiography. It was Gayatri Chakravorty Spivak who specifically linked the

notion of the subaltern to that of Eastern women, silenced, marginalized and disenfranchised economically and socially. According to Spivak subaltern women are subject to more oppression than subaltern men. Women bear a double burden being oppressed by authority powers and subordinated by men.

Afghanistan was controlled by successive colonial powers for thirty years starting from the invasion of the Soviet Union and then civil war between ethnic groups such as Najibullah, Mujahideen and Taliban followed by the control of the United States. The idea of panopticism put forward by Foucault can also be applied here. It feels as if common Afghans were constantly watched and monitored and a slight deviation from the rules of the dictatorial regimes resulted in their highest punishment. Rosemarie Skaine in the book *The Women of Afghanistan under the Taliban* said that “while much of the Afghan population suffers under the Taliban, women bear more specific, unrelenting and often violent adversity, including the denial of basic human rights, veiling, seclusion and segregation”. Life in Afghanistan puts female as the second sex and the victims of patriarchy.

Khaled Hosseini's second novel *A Thousand Splendid Suns* delivers a heartbreaking portrayal of the life of the women in Afghanistan. Aptly dedicated to the women in Afghanistan, the novel provides an inside view of war-ridden, oppressed Afghanistan and its women through the lives of Nana and her daughter Mariam, Laila and her daughter Aziza. The central characters Mariam and Laila, belonging to two different generations and brought together by their cruel and violent husband Rasheed, develop a mother-daughter relationship between them and use their love as a weapon to combat patriarchy.

From Nana to little Aziza every female character in the novel is a victim of patriarchy one way or the other. Afghan men had the right to marry as they wanted but still Jalil refuses to marry Nana and legitimize their relationship. Thus Mariam has to live as a “harami” all through her life. Nana has to live away from the city secluded from society because of their relationship while Jalil lives in his mansion with his three wives and family. Nana is the only one accused of everything that has happened in their lives and she suffers. She tells Mariam “Like a compass needle pointing north, a man's accusing finger always finds a woman. Always”. Nana knows that Jalil will never accept Mariam as his daughter though he meets her every week with presents and seems to care for her. When Mariam expresses her wish to go to school Nana tells her “There is only one, only one skill a woman like you and me needs in life, and they don't teach it in school. Look at me.”... “Only one skill. And it's this: tahamul. Endure.”(18), a hard lesson she learned from her own life. Mariam never believes what her mother tells of her father and visits his mansion in town irrespective of her mother's warning. Unwanted and unacknowledged by her father and his family, she returns home to find Nana dead. The guilt that she is responsible for her mother's suicide remains with Mariam all through her life and she suffers all the atrocities she faces as a punishment for the same. She is hastily married away to Rasheed, a very elderly man, when she is just fifteen by her father's wives while her father remains silent. No one cares about her opinion. Mariam takes her revenge on her father by never again acknowledging his existence.

After marriage, even though Mariam shifts to Kabul, the most liberal place in Afghanistan, life fails to liberate her. Rasheed was a staunch patriarch. He considers Mariam only as an object to satisfy his lust, to cook for him and to provide his male child. When she fails to provide him his child life becomes hell for her. He even makes her eat gravel which causes her losing her teeth.

She is subjected to domestic violence and also not allowed to have social connections. Rasheed makes burqa compulsory for Mariam before the Taliban makes it compulsory for all women. Rasheed proclaims his masculinity by differing himself from “soft men: like the teacher Hakim and other educated Afghan men by claiming “But I’m a different breed of man, Mariam. Where I come from one wrong look, one improper word, and blood is spilt. Where I come from a woman’s face is her husband’s business only.”Mariam endures everything silently.

When Mariam is the symbol of a traditional woman Laila is a symbol of modern women. Laila, the free spirited daughter of the teacher Hakim lives a vivacious life like any other girl in any independent country during the Soviet period. Though affected by the fact that her brothers are fighting with the Mujahideen and her mother grieved by the same fails to take care of her, she finds love and support in her father and her friend Tariq and his family. Laila is the representative of a period in which women in Afghanistan had much freedom and was part of the nation building process being doctors, lawyers, teachers etc. According to Hakim “women had always had it hard in this country, Laila but they are more free now, under the communists and have more rights than ever had before...It’s a good time to be a woman in Afghanistan.”But life changes forever for her when her family is killed in an explosion and Tariq is lost among the refugees. Rasheed marries her, to which Laila consents because she had to take care of her child by Tariq. Rasheed was nice to her until childbirth and changes his attitude as the child is a girl. Mariam who initially hates her later develops a close bond with Laila and the baby. Laila’s strength mesmerizes Mariam and gives her the strength to fight as well. The hospital scene in which Laila undergoes a caesarian without anesthesia proves Laila. It is said in the novel that Mariam would always admire her for the time passed before she screamed. The women find love and support in each other. They try protecting each other from Rasheed’s violence. Laila’s second child Zalmai alone receives care from his father as he is a boy. Aziza is sent to an orphanage. The Taliban do not allow women to travel alone without a marham, a man and Laila is caught again and again in her attempts to see Aziza. She is punished severely but she never steps back from visiting her daughter being a symbol of strength and resilience. Rasheed never accompanies her and even wish to get rid of her with the help of the Taliban. The Taliban also is against the education of women. But we find in the novel Aziza and other children in the orphanage taught in a clandestine manner by Kaka Zaman. This symbolizes another resistance and also proves the strength of Afghanistan where there were still men who believed in the rights of women as humans. The two women tries to escape but is caught. Finally Mariam takes the greatest decision in her life- to kill Rasheed so that Laila and her children can live peacefully. “This was the first time that she was deciding the course of her own life.”She sacrifices her own life for her love for her children. In the prison she is treated as a celebrity by other prisoners who were arrested for the crime of running away. It seems they saw in her the hero they all wanted to be. Laila’s return to Afghanistan from the peaceful life in Pakistan suggests the strength and future of Afghanistan to grow again and fight back.

Khaled Hosseini himself says:

Women suffered not only through the bombings and indiscriminate shelling of civilian areas like everyone else, not only were beaten and tortured and humiliated and imprisoned, not only had their fundamental human rights violated over and over again, but in large number also suffered from gender-based abuse.(411)

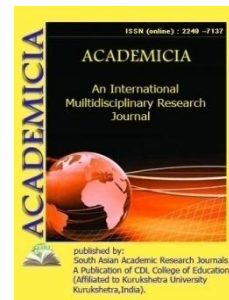
In the novel we find the subaltern women eventually raising their voice. Mariam was a passive victim of Rasheed's domestic violence because she had internalized what her mother had taught her – to endure with silence. When Mariam accepts Laila as her daughter, she is amazed to see Laila's courage and resistance. It is after this Mariam regains her lost voice. The women in Afghanistan are victims of not simply colonization but the triple oppression of militarization, patriarchy and religious fundamentalism. These two women realize their common enemy and their need to fight for each other. It is Laila who actively fights against Rasheed but the final blow comes from Mariam. It can be said that all the women in the prison respected her for she is a winner against patriarchy.

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DOI: **10.5958/2249-7137.2021.00813.2**

ISLAM IN THE FIGHT AGAINST CORRUPTION THE ROLE AND ROLE OF RELIGION

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ABSTRACT

This article discusses the issue of corruption, how this negative vices are fought in Islam, and the very dangerous social consequences of taking and giving bribes in our religion. Some Hanafis responded to the opposite of the narrated truth, thinking that the king's taking a bribe was like a judge taking a bribe. I ask the Almighty Allah to make my research impartial. During the years of independence in Uzbekistan, corruption was at the root of some officials' greedy treatment of the property of entrepreneurs and farms, and artificial barriers to obtaining bank loans.

KEYWORDS: Corruption, Islam, Surat An-Nisa, Surat Al-Baqara, Bribes, Bribes, Gifts, Gifts, Etc.

INTRODUCTION

Islam has focused on reforming society as much as it has focused on educating and reforming the individual. In reality, there are vices such as fraud and unjustly eating the property of others, from which it is the duty of every Muslim to save society. Studying and following the instructions of our religion in this regard will undoubtedly make a great contribution to the prosperity of our country. The abuse of power by members of society, the misuse of state property, the stagnation of growth and development in various spheres of society, the loss of public confidence in reform, and other similar negative consequences.

Unfortunately, in our land, which is predominantly Muslim, there are sins that our ancestors despised, such as fraud and unjustly eating the property of others.

Our religion also has strict rules on corruption.

It is common for many bribe-takers to suspect that a bribe was given as a gift. The giver was also heartbroken, accustomed to carrying out ugly intentions with atadid and other beautiful words. Therefore, it would be appropriate to describe the gift in this context. A "gift" is the gratuitous giving of goods to someone for use. The gift is usually meant to gain the love and affection of the person being given, or simply to honor him or her, or to treat him or her according to the good he or she has done. He has no intention of taking anything from him unjustly. This is the main difference between a gift and a bribe.

Corrupt people should be well aware that by their actions they are betraying their duties, the state, the people.

The same goes for corruption. First you meet someone's need, and he or she will give you a thank-you gift or meet your need as well. In the meantime, someone else's job will fall on you and you go down the path of covetousness for him, that he may give you his gratitude in material terms. Regardless, after this situation is repeated two or three times, it becomes normal and becomes a daily routine. Everything that has become a habit for humanity occurs as a result of constantly repeating a task.

Corruption spreads like wildfire throughout the dry areas pulling into its own trap. It is becoming more and more difficult to control it, as if the measures taken by the states alone are lacking.

Today, many countries are fighting corruption with their domestic laws.

Ibn Nujaym (may Allaah have mercy on him), one of the leading scholars of the Hanafis, wrote in his treatise:

Bribe, or bribe, in the dictionary means "payment", "reward". The term is something given to the governor and officials like him to rule in his favor. Imam Abu Nasr al-Baghdadi, in his commentary on Quduri, explained the difference between a bribe and a gift: "A bribe is something given for help, and nothing is conditioned on the gift."

The impurity of the bribe was fixed by the book, the sunnah, and the ijma'. "O you who believe! And do not consume your property unjustly. (Surat an-Nisa', 29) "Do not consume your wealth among yourselves in vain. Also, do not knowingly hand over some of the rights of the people to the rulers in order to usurp them through sin. (Surat al-Baqara, 188)

The Messenger of Allaah (peace and blessings of Allaah be upon him) said: I am also a human being. You come to me with a claim and a claim. If you master the word and unjustly misappropriate the rights of others, know that it is a blaze of hell. Let him who wants it take it, and let him who does not want it take it. "

The Messenger of Allaah (peace and blessings of Allaah be upon him) said: "Allaah has cursed the bribe-giver, the bribe-taker and the one who mediates" (Narrated by Ahmad).

Imam Qazikhan's fatwa divides bribes into four parts:

The first is that if a judge makes a judgment based on a bribe, he will not be a judge. In this case, the bribe is haram for both the giver and the receiver.

The second is a bribe given to a judge to rule in his favor. Whether the judgment is right or wrong, a bribe is unclean to both parties.

Third is bribery to protect one's life or property. Such a bribe is only unclean to the recipient, not to the giver. The same is the ruling even if he gives some of his wealth when it is coveted.

Fourth is the bribe paid to have his case considered in the presence of the sultan. He is honest to the giver and not honest to the receiver. This sentence is in the case where the bribe was given in advance. But if the bribe is given after the case is over, some say it will be haram, while others say it is halal. That's right, because it's about rewarding goodness and kindness. Just as it is a good deed to give something to an imam or muezzin unconditionally.

It is also not halal to accept a gift from a stranger who has never given a gift before, just as it is not halal to bribe a judge. The judge's request for a loan or an arya is also in the same sentence.

In the Book of Will, "What is given to oneself or one's property to ward off oppression is not considered a bribe to the giver. Property given to someone for a fee is a bribe."

The report concludes: "If a judge takes a bribe and then gives a verdict, or if he or his son takes a bribe after the verdict, the verdict will not pass."

There are three types of gifts:

The first is the gift given to create love, which is honest to both the recipient and the giver.

The second is that a gift given to promote injustice is not fair to either party.

Third, oppression, that is, the gift given to get rid of injustice, is only impure to the recipient. However, there is no harm in accepting a gift when the case is over by the decision-maker without any conditions or greed."

Fath al-Qadir says, "Then there are four kinds of bribes.

The first is unclean for both the giver and the receiver. He is so bribed, judged, or judged that he is left to fend for himself as a result.

The second is the bribe that the judge takes to pass judgment, which is also haram for both parties. In this case, it does not matter whether the judge's verdict is right or wrong. Because it is obligatory for him to reveal the truth. It is not fair to charge a fee to perform an obligation. But there is no need to explain the unjust verdict. It does not matter whether the bribe is taken before or after the verdict.

The third is a bribe given in order to get rid of harm or to make a profit, given his work in the presence of the sultan. It is unclean to the recipient, not to the giver.

The fourth is a bribe given to ward off danger from one's life or property, which is halal to the giver and impure to the recipient. Because it is obligatory to repel harm from a Muslim. It is not permissible to take goods to do the obligatory"

At a time when we had to issue a fatwa on bribery in our time, some of my friends commissioned me to do research on the subject. Some Hanafis responded to the opposite of the narrated truth, thinking that the king's taking a bribe was like a judge taking a bribe. I ask the Almighty Allah to make my research impartial. So we start by saying that bribes have two different meanings. It has lexical and terminological meanings. In the dictionary, the meaning of bribe is shirinkoma - truth, reward.

A gift is a gift to a judge. If the gift is intended to benefit, it is unclean on both sides. If a person comes to a judge and gives him something to judge without reciting a sentence, or after giving a sentence, the giver has committed an unclean deed. If the judge does not accept this and wants to influence him, the judge will be able to do the same. There is a saying of the scribes: "Any sin committed is obligatory if it is not weighed against it." It is similarly stated in al-Badoye: "The reason why Tazir is obligatory is because it is a crime that is not prescribed by the Shari'ah. It does not matter whether the crime is a violation of the rights of Allah or a betrayal of the rights of the slave. That is, if anyone in his right mind commits a crime without a specified limit, he will be punished. " If you ask me if the judge's remarks will be taken into account, I will say "Yes!" Based on information from Fuslayn and other sources. I answer. If someone tells the judge that I took a bribe, he can influence him. As for giving effect by making it public, it is permissible because it is also a form of giving effect. Imam Abu Hanifa (r.h.) said that anyone who bears false testimony will be affected by making it public in the markets. Nothing else is done. Two Imams (Abu Yusuf and Muhammad) said they would be beaten and arrested.

It is narrated in Fath al-Qadir: "The meaning of Imam (Abu Hanifa's) words is, 'I cannot affect him in any other way, nor can I beat him.' So the alliance is that he will be affected in any way. it is enough to be transparent in the markets, because sometimes it is harder to be transparent than to strike secretly. And the two imams have added to that. " That's it. the same is cited in al-Inaya and other sources.

So, exposing the guilt of the offender is a form of excuse. If the judge finds it advisable to give the same reprimand to other offenders in addition to giving false testimony, it is permissible for the judge to give the same reprimand to the perpetrators. After all, to impress is a matter left to the discretion of the judge. If you asked a judge if it is permissible for a judge to do something that is forbidden in the Shari'ah, such as painting the face of a criminal black and shaving off one side of his beard, I would answer that it is permissible for a judge to do that.

According to the UN, the world now receives \$ 1 trillion in bribes each year. The world economy loses \$ 2.6 trillion a year due to corruption, which is 5 percent of world GDP. According to the UN Secretary-General, "Corruption deprives people of schools and hospitals, frightens investors, plunders natural resources, and creates conditions for various other crimes.

In order to prevent corruption in the legislation of developed countries, in addition to the introduction of a number of prohibitions, restrictions and guidance standards to prevent corrupt activities of public officials, a special method of "Corruption Tolerance Test" has been introduced.

During the years of independence in Uzbekistan, corruption was at the root of some officials' greedy treatment of the property of entrepreneurs and farms, and artificial barriers to obtaining bank loans. The same problem has existed in the admission of young people to higher education institutions, colleges and lyceums with high competition, and after becoming students to collect the necessary points for the current, intermediate and final control, based on the greed of some "teachers".

The relentless fight against corruption in our country began in October 2016. On October 14 this year, on the initiative of the President of Uzbekistan ShavkatMirziyoyev, the draft law "On Combating Corruption" was adopted by the OliyMajlis, which came into force on January 4, 2017. The law provides for full legal regulation of relations in the field of anti-corruption,

increasing the effectiveness of measures taken by government agencies and civil society institutions to combat corruption, creating an environment of intolerance to corruption in society by raising legal awareness and culture of citizens.

"Everywhere you look today, the tide of protectionist sentiment is flowing. Achievements are promoted. It is not surprising that such mature and skilled people as Ibn Sina, Fergani, Beruni, Khorezmi were born. First of all, in order to achieve high development, it is possible to eradicate the root of corruption only if citizens act in the interests of society, not themselves and the course of action.

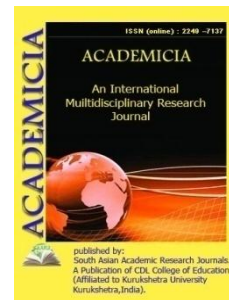
Corruption is a terrible scourge that oppresses society in various ways. It undermines the foundations of democracy and the rule of law, violates human rights, impedes the functioning of markets, impairs the quality of life, and creates conditions for organized crime, terrorism, and other threats to human security.

Speaking about the upbringing of the younger generation, President Shavkat Mirziyoyev said that each of us, especially our sons and daughters, should follow the following words: "People should strive for a clear goal. to be rich, to be happy and honored, to be a warrior or to be weak, to be humiliated, to bear the burden of unhappiness, to be neglected, to be enslaved and enslaved, depends on the upbringing they received from their parents as children.

In conclusion, it should be noted that corruption and bribery lead to the loss of justice, which is an important basis for the stability of society. Society becomes fragmented as bribery becomes unjust. Every citizen who wants the stability of our country, the well-being of our people, the development and prosperity of the country, the prosperity of the hereafter, must get rid of the vice of bribery and bribery.

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DOI: **10.5958/2249-7137.2021.00822.3**

PEDAGOGICAL AND PSYCHOLOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF SOCIAL ACTIVE CIVIL COMPETENCES IN STUDENTS

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ABSTRACT

In this article, students develop approaches to active civic initiatives, nurture as a person of intellectual potential, develop socially active civic competence, approaches to the concept of citizenship, the concept of active citizenship, socially active civic education, the goal of active participation in society, political through the means of pedagogical and psychological influence on the development of a professional profession on the way to building a free democratic state, civil society by striving to participate in life, to have an active civil position.

KEYWORDS: Competence, Citizen, Active Citizen, Initiative, Socio-Professionalism, Perfection, Generosity, Justice, Democracy, Civil Society, Education, Ethics, Legal Thinking.

INTRODUCTION

In the world education system, models for the development of socially active civic competencies in students through participation in the socio-political life of society have been put into practice. The Incheon Declaration of UNESCO, funded until 2030, recognizes "Education as a key driving force and an important activity leading to sustainable development goals". On this basis, systematic work is being done to develop active civic competencies in the education system of the United States, France, Russia, Germany, England.

The following scientific assumptions play an important role in the development of students in the education system as socially active, harmoniously developed individuals: factors influencing the development of socially active civic competencies in students (intellectual, motivational, emotional, volitional, self-government, subject-practical, existential) protection of civil rights, voluntary self-control, the acquisition of socially significant situations, the creation of conditions

conducive to state and society ideology improvement on the basis of; development of socially active civic competencies in students from imaginary types (interactive methods, creative thinking, sociodrama) to synergy (structural, functional, phenomenal) on the basis of demonstration of civic qualities and initiatives of the educational institution in the form of social and community life; model of development of socially active civic competencies in students, functions of pedagogical process (intellectual, motivational, emotional, volitional, systemic, competent, active, creative) civic and social projects, improvement in the social direction, on the basis of systematization of the level of confidence and the structure of social behavior;

It is important to determine the level of social pedagogical individual qualities that affect the student's personality, the level of assessment of the development of socially active civic competence (necessary, optimal, maximum) on the basis of ethical systematization of democratic values, humanity, ideals. One of the basic rules of the competency approach in education is to understand competence as a subjective quality of a person. This is reflected in the collective nature of learning activities and the acquisition of knowledge through rigid social factors, the development of skills and competencies in students related to subjective motives of learning, attitude to the subject, taking into account the abilities and experience of the learner. Therefore, it is important to consider the research work in recent years, the development of socially active civic competence as a factor influencing the social qualities of students in the education system.

The researches of A.Bine, J.Dewey, A.Maslow, K.Rodgersa and others helped to formalize the fundamental basis of pedagogical conditions of individual approach to the educational process in pedagogy as a "basic concept", its expression in the practice of teacher training in the completely independent work of students (A.K. Ellis, RJMarzano, A.Ornstein, F.Hunkins, V.Zimmerman, etc.).

V.M Rosin emphasized the importance of education through independent learning, trying to "ensure that the educational effects are individual from a particular period and provide the individual with freedom of choice, the individuality of the direction of education."

AS Zapesotsky noted that modern society aims to improve the educational process based on the ideas of individual approach, creating great opportunities for the expression of personality. However, the clear meaning of this concept is that each depends on what goals and means are meant when it comes to an individual approach in a particular case.

There are significant differences in the use of this concept in many countries, in the work of different researchers, and in the practice of an educational institution. The individual qualities of students and the problem of their differentiated learning are of concern to teachers and scholars and are viewed not only as a socio-psychological and philosophical but also a pedagogical problem. Inge Unt gave the most concise definition of an individual approach to the learning process. He understands this as "the development of the individual characteristics of students in the learning process, through all its forms and methods, regardless of any characteristics and norms". Inge Unt also believes that in practice it refers to a relative individual approach rather than an absolute one.

TABLE 2.2.1 PEDAGOGICAL CONDITIONS OF THE MODEL OF DEVELOPMENT OF SOCIALLY ACTIVE CIVIC COMPETENCIES IN STUDENTS:

Pedagogical conditions for the development of socially active civic competencies in students

development of all areas of individual qualities of the student's personality in the classroom and extracurricular activities of students (volunteering, independent work on the knowledge acquired in the classroom);

increase the opportunities for educational content in the development of pedagogical and psychological qualities of students, which are a component of socially active civic competence;

relying on the principles of individual approach through pedagogical and psychological support of students in the development of socially active civic competencies;

continuous monitoring of the level of components of active civic competence in the development of socially active civic competencies;

creating opportunities for student self-expression during educational and social design activities (volunteer activities, seminars, active science clubs);

analysis of the process of development of socially active civic competencies through the development of individual qualities of the student;

organization of spiritual, moral educational classes in the educational process of the educational institution, ensuring the compatibility of knowledge, skills and abilities of students with active civil activity of their own initiative in building civil society in the country;

In our study, the pedagogical conditions for the development of socially active civic competence of students are integrated with the qualities of individual development. In her research, TV Burlakova describes the individual approach as a pedagogical process by the interconnectedness and interdependence of its internal and external aspects.

The development of socially active civic competencies in students, the view of them as a subject, leads to the need to change attitudes through three basic rules:

- pre-determination of individual behavior (recognition of each student's right to individual choice and, accordingly, a person's strict prediction and refusal to manage the student's learning activities in accordance with the purpose);
- personality values (refraining from classifying students on the basis of good-bad criteria in terms of assessing their abilities, while maintaining the criteria for assessment of specific aspects of student behavior);
- Rareness of individual capabilities (readiness of the student to be accepted as another person with separate, unique qualities and individual peculiarities of his own development).
- Among the conditions for the development of socially active civic competencies are developed through objective (democratic lifestyle of the educational institution, openness of its educational system, educational technologies, etc.) and subjective (socially active civic competence and personal qualities of teachers) conditions.

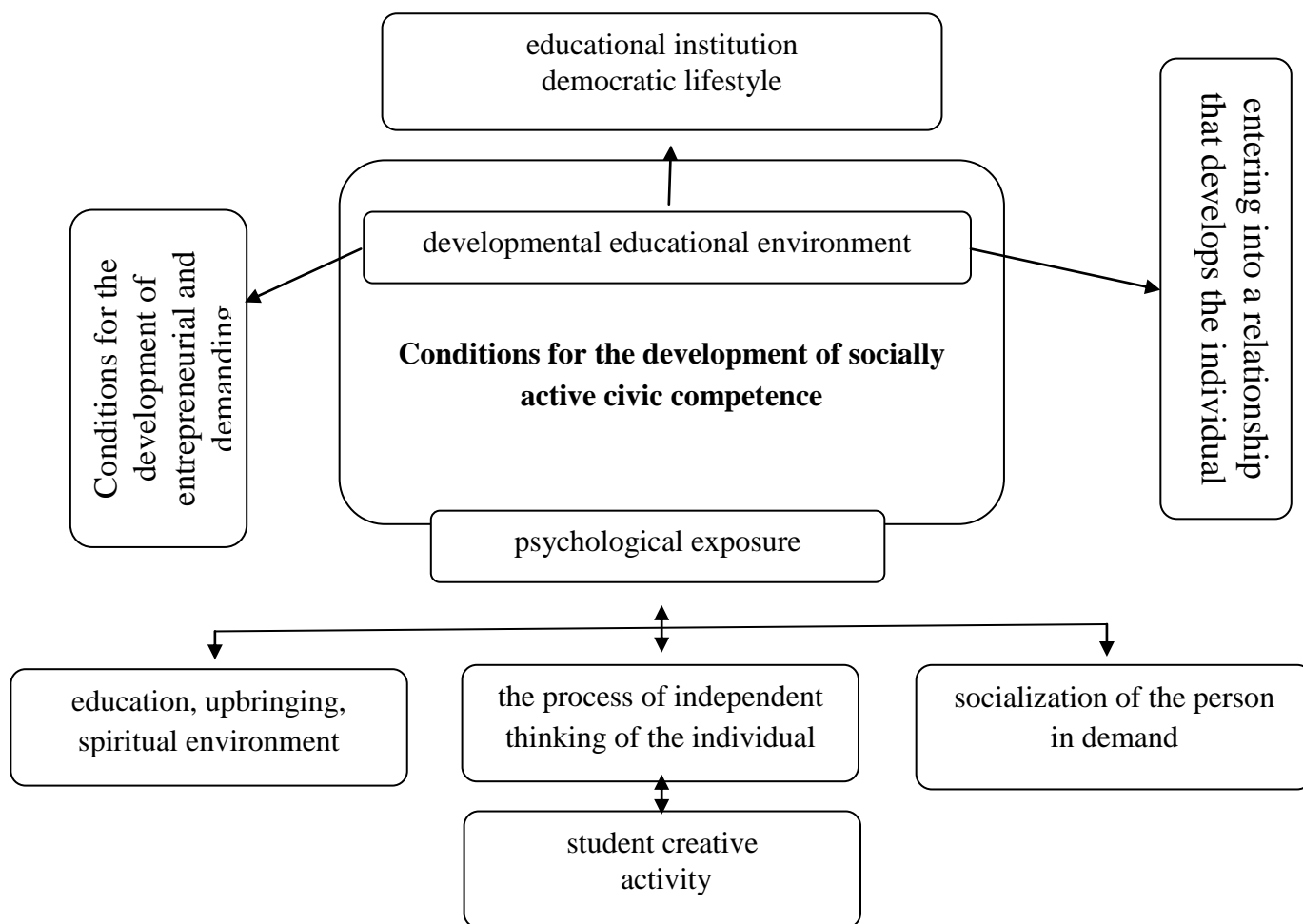


Figure 2.2. Conditions for the development of socially active civic competence in students

In addition, among the competencies related to the interaction of the social sphere in man, the competencies of social interaction are: communication with society, community, family, friends, partners and their resolution, cooperation, tolerance, self-respect, respect for the younger (race), nationality, religion, status, gender), social perfection plays an important role.

Development of socially active civic competencies Students acquire certain ideas, beliefs and relevant moral values, active citizenship position, civic values (respect for the basic values of national and universal culture). Traditional values are manifested in the development through patriotism, service to one's people, humanity, the supremacy of spiritual and moral values over material-pragmatic, human rights, inter-religious tolerance and other moral qualities.

A. Maslow emphasizes that the role of teacher-learner cooperation in the formation of mental qualities in students is not the basis of mastering the basics of science, but the process of acquiring socio-cultural qualities of the individual.

Through the concept of civic competence, E.V Baryshnikova described the active civic knowledge and skills, the valuable areas of mastered civic methods provided in the basic and vocational education programs as a socially acceptable quality.

Based on the model of competence development - basic, specialty, special courses, organization of social practice, development of the system of social partnership and separation of the educational module in the development of students' extracurricular activities, self-government, university public organizations, volunteering with them lies in the implementation of the principles of integrated teaching. A democratic way of life in an educational institution is a necessary condition for achieving this goal.

A.M Knyazev introduces the concept of citizenship as an integrative feature of the individual, which includes socio-cultural, spiritual, moral, cognitive, relational, volitional, moral and reflexive-regulatory components in the basis of civic competence.

Based on the research experience of EV Barishnikova, BA Ozerova, AM Knyazev, VP Gurova and others on the competency approach, we believe that socially active civic competencies can be divided into three groups:

Cognitive block is related to knowledge and methods of acquiring them. These are primarily manifested in the following:

- ✓ Knowledge of society and its structure: social, political, legal, historical, cultural, etc.;
- ✓ economic literacy, knowledge of the principles of modern economic systems, knowledge based on a market economy;
- ✓ knowledge of the state, political system, human rights, elections, social trends and mechanisms for the protection of human rights at all levels, the basics of social design;
- ✓ knowledge of the main spiritual categories ("goodness" - "evil", "humanity" - "cruelty", "generosity", etc.).

In this case, not only the multifaceted knowledge, but also the system of knowledge through important terms, facts, concepts is important, which allows the student to independently fill the necessary source of information. Therefore, the acquisition of knowledge demonstrates the need for certain skills and competencies to master socially active civic competence.

The active (operational) component includes a set of skills and competencies necessary for the life of a multinational society, which is based on democratic principles:

- ✓ Readiness to perform various social roles related to socially active civic activity: the role of voter, consumer, family member, neighbor, student, colleague, social and political figure, litigants, leader or team member, etc.;
- ✓ competencies of social choice and social behavior, skills of socially active citizens to fulfill their rights and obligations necessary for participation in society, political and active civic skills, ability to analyze the political situation, knowledge of democratic procedures, exercise and protection of their rights. He should participate in social design, demonstrating motivational activity in public affairs (in public organizations, self-government, etc.);
- ✓ communicative culture - a democratic style of communication, the ability to renounce authoritarianism, to express their ideas clearly and reasonably, to speak in front of an audience, to debate, to enter into dialogue, to define and justify their position, to oppose democracy, conjuncture, pressure;
- ✓ critical thinking - the ability to analyze, evaluate, summarize and systematize information, draw competent conclusions based on a variety of data;
- ✓ analysis of personal, professional tendencies and opportunities, understanding of the field of market relations, labor legislation, acquisition of labor organization skills, knowledge of labor and collective ethics.

Axiologically competent person has the following pedagogical and moral values:

- Humanity;
- Patriotism;
- Freedom;
- Social interest;
- Justice;
- Personal responsibility for the fate of the country;
- Respect for human rights and freedoms;
- Preservation of national traditions and national cultural heritage, respect for universal values;
- Democratic norms and rules;
- recognition of belonging, national and universal values as one's own, the ability to connect oneself with a particular national culture, nation and state.

However, methods of activity with knowledge of an objective nature, values cannot be realized through the perception of a person without certain abilities, they serve as "information for self-improvement", developed through the formation of individual qualities of man developed through.

The country is on the path of "building a democratic state governed by the rule of law and an open civil society, ensuring the observance of human rights and freedoms, the spiritual renewal

of society, the formation of a socially oriented market economy, integration into the world community." An important factor in the education of the individual in any society is the strengthening of the individual factor and passion, the formation of the ability to work independently, the development of socially active initiative.

Social justice plays an important role in increasing the social activity of students in society. Social justice is about ensuring the equality of all citizens before the law, regardless of their political views, gender, nationality, language and religious beliefs.

In his research, Professor Sh.R.Baratov stated that personal activity, first of all, self-development, the process of striving to use their potential effectively, and the constant study and development of this process is one of the important tasks of society to ensure personal development.

Through a competent approach, a socially active citizen should be able to:

- Clear understanding and assessment of their active civil status;
- Active participation in socio-political life, analysis of the effectiveness of such participation based on the interests of society in building a civil society;
- Management in accordance with the effectiveness of citizen participation in society and the interests of the individual, society and the state;
- Analysis and correction of the system of civil relations in connection with the events of public and state life;
- development of its active civic competence, aimed at ensuring the interests of society in accordance with the interests of society and the state, based on the analysis of events in the country and society;
- regulation of the rights and obligations of young people involved in socio-political events based on ethical and legal norms;
- understanding and regulation of personal, moral, civic, cultural and other values.

By summarizing the views expressed by scientists in the study, the system of interaction between the teacher and the student is expressed in the form of social interaction, education, nature, active activity.

In psychology, the following qualities of social cooperation in the development of personality traits from students were highlighted: introduction of pedagogical-psychological cooperation; implementation through the individual qualities that the student performs in interaction with the teacher; the teacher initiates the action as an individual and engages students in it; the student acts on the basis of a pattern, following the example of the teacher; participates in the control of active individual actions of the teacher in student self-management; students perform reflexive actions of self-activation, self-organization.

The following considerations should be noted in the development of socially active civic competencies in students:

- The main task of civil society in educating the younger generation is to develop a socially active citizen;

- To inculcate in students the idea of building a democratic state, to ensure socially active participation in all spheres of life;
- Ensuring the active participation of students in building civil society, incorporating the ideas of interethnic harmony, inter-religious tolerance, the welfare of the people, the perfect man;
- preparing students for independent life and developing their socio-political and legal literacy;
- Development of socially active civic competencies in students through active participation in social projects such as "Mentoring", "Student Tribune";
- It is possible to develop socially active civic competencies of students in higher education institutions through "active participation in the activities of youth unions, wide involvement in the activities of self-governing bodies."

Thus, in the development of social civic competence, students are the most important initiative factor in building a democratic state, civil society.

CONCLUSION

As a result of the analysis of scientific sources on the competent approach to socially active citizenship:

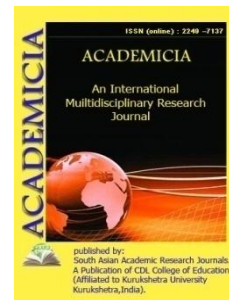
- Social roles of students are defined as specially organized lessons and extracurricular activities aimed at studying the rights and responsibilities of students and mastering the subject "Strategy for the development of Uzbekistan: Civil Society" (socio-cultural (active civic) competencies);
- The development of socially active civic competencies was noted as a condition for building a democratic state governed by the rule of law and increasing the social stability of society, as a factor in its sustainable development;
- Socially active civic competence prepares a person for successful work in a democratic state governed by the rule of law, civil society and market economy, which in turn defines the elements of the subject "Uzbekistan Development Strategy: Civil Society" in pedagogical higher education institutions: socially active civic knowledge, skills, skills and civic qualities; In the work of many researchers, the main factors of the effectiveness of the environment and conditions of the educational institution "Strategy for the development of Uzbekistan: the science of civil society" were identified;
- It was noted that today the priority of a socially active civic competence approach, the main content of which is to train students who can apply their socio-political knowledge in practical activities and solving a wide range of life tasks;
- The development of socially active civic competencies was explained to students a set of skills that allow them to actively, responsibly and effectively implement the full range of civil rights and obligations in a democratic society, to apply their knowledge and skills in practice.

The analysis of the scientific literature also focuses on the development of socially active civic competencies in students in the work of researchers. At the same time, the existing scientific works do not address the qualities that affect the activities of the individual, and in our opinion, in the development of scientific competencies, the educational environment of the educational institution can develop more socially active citizen.

Significant indicators of socially active civic competence in students are new products in the field of individual qualities of the student, which serve as a necessary condition for the development of socially active civic competencies of the individual.

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DOI: **10.5958/2249-7137.2021.00823.5**

MODAL PARTICLES AND THEIR INFLUENCE ON THE STRUCTURE OF SPEECH

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ABSTRACT

This article discusses the meanings of different particles in German language, the differences between Karakalpak and German particles in translation and their usage in various contexts. We can see that in German dictionaries, in rare cases, the translation of modal particles is given. This is because, modal particles can express a lot of meanings depending on the context or situation. In German, it is not uncommon to use modal pronouns. However, the use of modal particles gives the speech a natural look.

KEYWORDS: *Particle, Conjunction, Modal Particle, Closed Class Parts Of Speech, Simple Sentence, Declarative Sentence.*

INTRODUCTION

Lexical units in modern linguistics are considered to be the most important communicative tool in the process of speaking. In this case, the speaker does not express his opinion in a uniform way, but expresses to him emotional feelings. That is, words that do not answer a specific question, do not serve as a part of the speech, only affect the whole speech and give it additional meaning are also used. Similar words occur in most languages, and in German the same words are common. Such words used in speech are called particles. Particles usually have a emotional function in German and are often used in oral speech. They are closely related to the context, so it is difficult to find an exact translation because they do not have a clear meaning and do not have an equivalent in other languages. However, depending on the role they play in the speech, it is a conjunctive, which corresponds to the Karakalpak conjunctions. However, in the case of a particle, it can be seen that the function of the particle is similar to that of the particle. Particles do not perform a significant grammatical function, so their use in speech is not strictly forbidden (it can be omitted).

MAIN PART

Most modal partitions can come in different meaning depending on the context, that is, the meaning that is expressed in one context becomes completely different in another context. For example, the following examples show that the word **aber** has a different function in speech.

Ich habe kein Fahrrad, **aber** wir haben zwei

Meniñ velosipedim joq, biraq eki mashinamız bar.

(I have not got a bike, but I have two cars)

In this sentence, **aber** is translated into Karakalpak as **biraq** and has its own grammatical function, that is, it serves as a contradictory link that connects two simple sentences.

Das freut mich **aber**, dass du wieder gesund bist.

Seniñ táwir bolǵanıńnan quwanışlıman! (I am glad that you are recovered!)

In the second example, the word **aber** comes in the form of a modal particle, which adds meaning to the word and plays a sensory role in conveying the surprise of the speaker to an unexpected event. Thus, the word **aber** in this sentence is not translated into Karakalpak.

Compared to other languages, spoken German is distinguished by its modal particle richness and diversity. In this case, they are widely used to give vitality and clarity to the opinion of the speaker. Through the use of modal particle, the second speaker is able to choose, be interested, confirm, suspect, predict, express mildness, and so on. applied.

The literal translation of the word **aber** is **biraq** (but). The word **biraq** serves as an interconnected link between two opposing verbs. However, he performed other services in German:

Du bist **aber** groß geworden!

Sen úlkeyip ketipseñ! (You've been growing a lot!)

The function of the word **aber** in this sentence is to impress the speaker in expressing the astonishment of the speaker. In this case, the speaker, using the word "aber", expresses his feelings to him without fully expressing his opinion.

Dein Hund ist **aber** klug.

Seniñ iytiñ aqıllı eken! (Your dog is smart.)

In the second example, the compliment uses the word **aber** to express a feeling of amazement.

The word **bloß** means – **az, ko`p emes** (little, not much) when translated from German:

Ich habe **bloß** 5 Euro bei mir, kannst du mir leihen?

Meniñ 5 evrodan azıraq pulım bar, maǵan azǵantay qarız berip tura alasañ ba?

(I only have less than 5 euros with me, can you lend me?)

In this sentence, the word **bloß** signifies a degree and has always been a part of speech. In addition, in some cases, it is usually a modal particle. The word **bloß** in German means to surprise, confusion when it comes to interrogative sentences:

Was will man **bloß** von uns? [1]

Bizlerden ne qálep tur ózi?(What does he want from us?)

In this example, the speaker expresses his choice and admiration by using the word **bloß**. When the word comes in the German language in the sense of command and demand, it means a precautionary warning:

Komm **bloß** nicht zu spät! [2]

Kesh kelme! (Don't be late!)

The word **denn** is translated from German as "cause". The speech function of the word **denn** coincides with the causal link in the Karakalpak language. He connects two simple sentences in the sense of reason.

Wir haben zwei Autos, **denn** wir mögen Autos.

Bizlerdiń eki mashinamız bar, sebebi bizler mashinanı jaqsı kóremiz.

(We have two cars because we like cars)

In this example, **denn** has served as an auxiliary word, connecting the two sentences in the sense of causation.

The word **denn** is not only used in German as a linker, but also as a modal particle in some cases. They are, of course, very common in interrogative pronouns. There are two types of interrogative sentences in German:

Interrogative sentences with question words;

Interrogative sentences without question words.

The word **denn** is used in both types of interrogative sentences. It is used to express one's opinion on a situation. It also conveys the meaning of doubt, pity, warmth, and astonishment. For instance,

Hast du **denn** kein Geld mehr?

Basqa aqshań joq pa ne?(Don't you have any more money?)

In this example, he showed how he was affected by a situation.

Kommt Dennis **denn** heute?

Dennis búgin kele me ózi?(Is Dennis coming today?)

In the third example, **denn** comes in the sense of suspicion. As can be seen from the above examples, if the word **denn** was not used, the speech would have become a simple text without expressing any of the author's feelings.

When we translate the word **doch** from German, means **sonda da, ne bolsa da, solay bolsa da, biraq(even so, whatever, but)**. For example,

-Hast du keine Zeit? -Seniń waqtıń joq pa? (-Do not you have time?)

-**Doch**, natürlich habe ich Zeit. – Sonda da waqtım bar, álbette.(-Yes, of course I have time)

The word **doch** comes from the German word modal particle and changes the word. When it is used in declarative sentences, it expresses wish and command sentences. The word **doch** has been used to express feelings of guilt and sadness when it comes to declarative sentences:

Die Männer können **doch** nicht kochen! [3]

Erkekler awqat pisire almaydı! (Men cannot cook!)

Here, the word **doch** means sadness, that is, a feeling of resentment through mockery.

The word **doch** comes in the German language in an imperative sentence, adding to the feeling of amazement and excitement:

Ich habe dir **doch** gesagt, dass ich es nicht verstehe.

Men sağan onı túsınbeytuğınımıdı ayttım goy! (I told you I didn't understand.)

In the example above, there are feelings of excitement and amazement. Increases the amazement of speech. Also, **doch** is used to express demand and ask for, showing modesty:

Probier **doch** mal, es schmeckt lecker.

Jep kór, mazalı eken. (Try it, it tastes delicious.)

In this case, the **doch** adds gentleness to the general speech and intensifies the desire. For example,

Wenn er **doch** bloß gefragt hätte! [4]

Eger ol sorağanda ma edi! (If only he had asked!)

The word **eben** in German performs the functions of adjective and adverb. When it comes as adjective, it means *tekis*, *mulayim* (smooth, gentle). But when it comes as adverb – *meansha`zir*, *tap ha`zir* (now, right now, just). For instance,

Er war **eben** hier.

Ol tap házir usı jerde edi. (He was just here)

In the given example the word **eben** used as an adverb and used as a modal particle in German. In the sentence expresses the feelings of being angry, sadness. The word **eben** is used only in declarative sentences:

Sie versteht es **eben** nicht.

Ol bunı tek túsınbeydi. (She just doesn't understand)

In the example above, we can see that the word **eben** gives a sense of absence.

The word **eigentlich** in German performs the functions of adverb and adjective. When it comes as an adverb, it means **haqiqatında**, **shinında**, **negizinde** (actually, in fact, in principle). However, when it comes as an adjective, it means *shin*, *haqiqiy* (real, true):

Eigentlich, darf ich es nicht sagen, aber Ihnen sag ich es.

Negizinde, men onı aytpawım kerek edi, biraq sağan onı aytaman.

(Actually, I'm not allowed to tell, but I'll tell you)

Hence, the word **eigentlich** in the example comes as an adverb. **Eigentlich** comes as a modal particle and comes especially in interrogative sentences. It expressed great interest in the question. If you are curious about something that you have not been able to ask for a long time, we use the word **eigentlich** as follows:

Kannst du **eigentlich** Spanisch?

Sen ispansha sóyley alasañ ba?(Do you actually speak spanish?)

As we can see in the examples, the question asked with an interest.

The word **etwa** in German comes as an adverb. When we translate it from German, it means **shama menen, átirapında (about, approximately)**. For instance,

Etwa zehn Tage. – Shama menen on kún.(About ten days)

In the given example this word is given in approximate meaning and gives the sentence inexactness. The word **etwa** comes in German as a modal particle. Usually used in interrogative sentences. In interrogative sentences it intensifies the question and the sense of uncertainty:

Hast du **etwa** im Bad das Wasser laufen lassen?

Sen vannağa suwdı ağızdın ba?(Did you run the water in the bathroom?)

In this case, the questioner expressed a feeling of distrust of the question, as he expected the opposite answer to the question from the respondent.

The word **ja** means **awa** in Karakalpak and means positive answer:

Kommst du? – **Ja**!

Keleş be? – Awa!(Will you come? – Yes!)

Ja can be used in German as a modal particle. In declarative, imperative and in the sentences of the sense of demand it intensifies the sentence. For example,

Da ist **ja** toll! Bul ájayıp eken!(It is wonderful)

In the example the word **Ja** comes in interrogative meaning and it expresses the joke or anger.

In the following examples, when it comes to demanding sentences, the sentence intensifies the sense of urgency and warning: Komm **ja** nicht zu spät heim! [5]

Úyge kesh qaytpa!(Don't be late!)

In the given example the word **Ja** comes in the meaning of warning. Furthermore, **Ja** as a modal particle in interrogative sentences, it expresses the general truth:

Frauen können **ja** nicht Autofahren!

Hayallar mashina aydawdı bilmeydi! (Women cannot drive)

As we can see, this example is about general truth.

Ruhig in German used as an adjective and translated as **tinış, arqayın**(calm):

Peter geht am liebsten im Olympiapark joggen, weil es dort so schön **ruhig** ist.

Piter Olimpia parkine juwırıwğa baradı, sebebi ol jer júdá tinış.

(Peter prefers to go jogging in the Olimpiapark because it's so nice and quiet there.)

Ruhig can be modal particle in German. **Ruhig** used in declarative and in the sentences of demand and intensifies the feeling of permission.

Sie können **ruhig** rauchen, mich stört das nicht! [5]

Siz arqayın shekseñiz boladı, mağan kesent etpeydi.

(Come and smoke, I don't mind!)

As we can see in this example, the word **ruhig** used in the sense of permission.

Ruhig in the demanding sentences, intensifies the sense of demand.

Machen Sie **ruhig** die Fenster zu!

Aynanı jabıń qáne!(Close the windows!)

Schon translated from German, means **álleqashan, qashshan-aq(already)**. **Schon** used as an adverb as follows:

Wir haben **schon** mit ihr zusammengearbeitet.

Bizler onıń menen álleqashan birge islegenbiz.

(We have worked with her before)

Schon can be used as a modal particle and expresses the meaning of being annoyed, resentment, submissiveness. We can see the word **schon** in the examples of declarative, imperative and interrogative sentences:

Mach **schon**!

Isleyǵoysa endi!(Go ahead!)

So, in the example above, in the interrogative sentence given with a sense of urgency, and the order was required to be carried out quickly. In the declarative sentences as follows,

Das wirst du **schon** erfahren!

Bunı da bilip alasań ele!(You will find out!)

In the example the word **schon** expresses the meaning of submissiveness. **Schon** can be used in some cases in rhetorical questions. For example, if a person asks a question to another person, and the other person answers that question with another question, the word **schon** is included in the given answer. This rhetorical question may sound awkward, but it is a natural situation in German. For example,

A: Was willst du denn machen?(What are you going to do?)

B: Na, was **schon**?(What do you mean?)

A: Ne isleyjaqsan endi?

B: Haw, neni?

Vielleicht means in Karakalpak **báلكim, múmkin (perhaps, may be)**. **Vielleicht** used as an adverb:

Ich komme **vielleicht** heute Abend. (I may come tonight)

Báلكim búgin keshte kelermen.

Vielleicht used as a modal particle in imperative sentences and means astonishment.

Du bist **vielleicht** schlau!

Sen dım sumlıqlı ekenseń! (You may be too smart!)

As you can see in the example above, there is a feeling of wonder when you see something you have never seen before.

When we translate the word **wohl** from german, it means **múmkın, shaması, jaqsı** (possibly, almost). **Wohl** used as an adverb. If the word **wohl** comes in the meaning of **jaqsı (good)** (adjective), represents a sign of movement and serves as an adverb. Usually means **múmkın, shaması** (possibly, almost):

Er fühlt sich **wohl**.

Ol ózin jaqsı sezip atr.(He is feeling well)

In the given example the word **jaqsı** comes as an adverb. However, in the following examples expresses the meanings of possibility:

Heribert kommt **wohl** heute nicht.

Heribert búgin kelmedi-aw. (Heribert is probably not coming today.)

In the sentence the meaning of possibility is clearly visible. **Wohl** comes as a modal particle. As a modal particle it can be used in interrogative and declarative sentences and intensifies the sense of probability. For example,

Was meint sie **wohl** damit?

Ol bunıń menen ne demekshi?(What do you mean by that?)

In the given example the **wohl** serves as a modal particle and means possibility and probability.

Wohl in declarative sentences serves in the sense of probability:

-Wo ist Karl?

-Der wird **wohl** nach Hause gegangen sein.

-Karl qay jerde?(Where is Carl?)

-Ol úyine ketken shıǵar.(He probably has gone home)

CONCLUSION

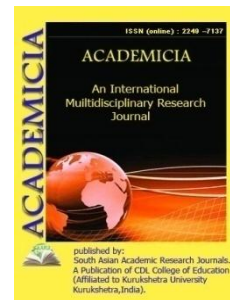
Each of the above-mentioned modal particles has its own peculiarities, which give it a different feeling. Although modal particles in the German language appear to be simple, it is a bit difficult to understand them. Even in the usage of the simple words like **Ja**, can be some confusions. This is because it has been used to explain different meanings in difficult situations or contexts.

In addition, one of the peculiarities of modal particles is that they cannot be translated from German into other languages. That is why, we can see that in German dictionaries, in rare cases, the translation of modal particles is given.

In German, it is not uncommon to use modal pronouns. However, the use of modal particles gives the speech a natural look. Native Germans make extensive use of modal particles in their daily lives. Those who are learning German as a foreign language also have the opportunity to use the modal participles in their speech and to respond to the real German. For this reason, in-depth study of modal particles is of great importance as a step in the study of the German language.

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DOI: **10.5958/2249-7137.2021.00824.7**

THE ACHING METHODS OF READING

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ABSTRACT

This article deals with the development of reading strategies in studying foreign languages. The article provides information on the rules that are important to the understanding and effective interpretation of the text. At the same time, there are some differences in reading comprehension between weak and strong pupils present in all classes and groups.

KEYWORDS: *Skills In Studying Languages, Types Of Competence, Ability To Read, Reading Strategies, Effective Reading Comprehension, Intensive Reading, Intensive Implementation, Figurative Image, Visual Image, Basic Tendency.*

INTRODUCTION

Reading is one of the core competences that students acquire during their elementary school years. The ability to read and interpret textbooks and other assigned material is a critical component of success at university level. Reading skills form the basis for learning and are an important element for obtaining knowledge in academic learning in all subject areas. However, research on both L1 (first language speakers) and L2 (second language speakers) reading indicate that proficient reading is a complicated process that involves a combination of different abilities and strategies at the same time to compensate for each other in processing a text. These competencies are an integral part of communicative competence and are essential for developing students' ability to read fiction texts.

REVIEW OF LITERATURE

While the research cited to this point has relied upon the use of mature accomplished readers, the present study seeks to determine the influence of schemata on the comprehension skills of a sample with less reading experience and a greater diversity of reading aptitude. Brown and Smiley (1) have argued that a reader's ability to detect the structure or theme of a passage and to utilize this information in determining which statements within the passage are important develops with age. The ability to apply an external structure may be subject to the same

developmental constraints. A similar prediction can be made in regard to the grouping of students by general reading competence. Obviously, it is expected that good readers will be able to recall more information. However, this study seeks to determine if the assigned perspective causes good and poor readers to differ in the pattern of their recall. If asked to take a perspective, the superiority of the good readers should be most obvious in this group's recall of information related to then perspective. If good and poor readers are given no perspective, the good readers should retain all material at a uniformly higher rate

According to Zare-eel (2), "Reading comprehension is essential to academic learning areas, to professional success, and to lifelong learning." The struggle to improve the quality of education provided to students relies on the necessity of teaching reading comprehension strategies. The comprehension of written text is now embedded in all content areas, which is assessed on the standardized test given to our students. According to the No Child Left Behind Act of 2001 (2002), for schools to continue to receive government funding, all state schools must show "continuous and substantial improvement" for all students including students with disabilities, minorities, English as a second language, and the low income population. In order to raise standards in the public school system standardized testing is used to measure accountability. In order for students and teachers to obtain a fair evaluation, students must know how to use reading comprehension strategies to provide the accountability data.

Reading comprehension is the main factor that all content standards have in common. In order to provide growth opportunities in every subject matter, reading comprehension strategies must be taught to obtain the knowledge needed to satisfy the accountability standards.

One of the most important opportunities for the development of reading competencies is the fact that a pupil is able to work on the text. In fact, in any classroom, we categorize pupils into strong and weak categories. The question arises as to how the pupil should read the texts and what they should pay attention in order to develop reading comprehension skills. It is also natural to wonder how strong and weak pupils differ from one another. Based on the results of his research, Duke / Pearson (3) acknowledges what the reader needs to pay attention to in reading and using strategies:

- a strong pupil actively monitors the learning process and initially works on the basis of a clear learning objective;
- continuously focuses on the correctness of the purpose of the reading process;
- a strong pupil will look at the text before reading it in detail and determine the purpose of the reading with the help of specific features such as text structure;
- the pupil makes different hypotheses about the continuation of the text in the reading process;
- the pupil is constantly confronted with some questions in selective reading, such as what I read quickly or slowly, what I should read again;
- a strong pupil records and controls the content of what he or she is reading;
- they activate their previous knowledge and link it with the content of the text;

- learns about the author, reflects on the style of reading and the purpose of the text, on historical relationships;
- the pupil strives to understand the meaning of unfamiliar words or concepts in the text;
- they focus not only on the content and the quality of the text, but also on it intellectually and emotionally;
- a strong pupil reads different types of text in different ways;
- they study the text not only in the reading process but also in the short pause and the reading;

We can see from studies that weak students' attitudes toward learning and the use of reading strategies differ from strong students. At the same time, we must note that low levels of knowledge about auxiliary and important strategies are less relevant to the use of reading strategies.

On the other hand, weak pupils have a lack of motivation to study. Intensive reading with texts is essential to successful reading. Intensive implementation of strategies also requires extra effort and attention. A weak pupil not only becomes passive in the learning process but also avoids strategic exercises. It is important to recognize that the reading strategies available to strong pupils are supported by all students in the classroom.

The development of reading skills in the learning process requires the use of learning strategies and self-training. It is also important that pupils have sufficient time for performing text and exercises related to reading skills.

It is important to choose the right texts to increase your interest in reading, for example, be aware of the information contained in the text, understand the rules and regulations of the game and so on. They can understand different types of text if they have sufficient reading and writing skills. In conclusion, we must also note that the understanding of the text always applies to the knowledge of the reader. In this way, by reading a well-chosen text, the reader not only learns new words about the topic, but also focuses on their use in the text.

Teachers can have students diagram the *story grammar* of the text to raise their awareness of the elements the author uses to construct the story. Story grammar includes:

METHODS

As we have demanded, it is important for linguists not only to read and understand all types of texts they understand, but also to write different texts. As a result of the link between reading and writing skills, writing develops in writing, and writing develops in reading.

Based on the above considerations, let us focus on the following steps in developing new strategies. They are:

- express and explain the strategies;
- provided by the teacher and learner;
- general use;
- to do exercises in small groups based on instruction;
- independent expression of the strategy;

- re-examination and identify the acquired knowledge and skills.

The teacher should always pay attention to how the strategies of the learner are used in the use of these particular stages. In this way, they will develop their reading and understanding skills. It is important to choose other approaches when presenting or explaining additional guidelines in order to avoid ineffective and simple use of the strategy. Language learners should independently test the use of strategies and understand their own skills and shortcomings in reading and understanding the text.

Several strategies for effective reading comprehension are presented. Students' knowledge of the topic will be revealed during the pre-text exercise. As you read the sequel, you will see whether the points you make are true or false. Written data is abstract because it is difficult to remember. Figurative images help us to understand and relate the text as well as being specific and easy to remember. Visual images present textual information in graphics, diagrams, models, or drawings. Moving to a visual form enhances the relationship between the learner's ability to read and understand and interpret the text. Summing up the above points, we would like to present below the purposes that are important to the structure of the conversation and the questions that are necessary to continue the conversation.

<i>Purpose</i>	<i>Questions</i>
To start the conversation	What does the author want to report about? What is the author going to say ?
Identifying the author's opinion	What is the author going to say and what does it mean?
Identifying of data connection	What kind of information has the author given us? How can we respond to the information given by the author?
Determine the existing barriers to text comprehension	What kind of shortcomings we have in understanding the content of the text? What can we find?
Read the text to determine whether the comments and conclusions are relevant	Has the author told about that? Have we found the answers from the opinions given by the author?

CONCLUSION

In summary, most language learners need detailed instruction and exercises to perform complex tasks and to understand the text (oral and written). In understanding and interpreting the text, we would like to draw attention to the following rules:

1. Delete insignificant information;
2. Delete excessive information;
3. Express the idea, which was expressed in many words, in one word;
4. Expressing the events in one word;
5. Choose the basic tendency;
6. They should create the basic tendency themselves.

Mentioned rules play an important role not only in the understanding of the text, but they give effective results in conclusions. In summary, the effectiveness of students' learning competences

will be enhanced if the effective use of learning tools is based on the above-mentioned pedagogical and didactic factors. Forming students' reading comprehension competencies also includes teaching them to think, summarise, analyze, make conclusions and express their own ideas. By giving students a creative approach, they can develop a sense of patriotism, respect for their profession and hard-working.

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DOI: **10.5958/2249-7137.2021.00825.9**

EFFECTS OF USING SIGNAL SPEECH IN TEACHING DEAF CHILDREN

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ABSTRACT

This article analyzes historical approaches to the importance of sign language in the education and upbringing of deaf children. The use of sign language in the education and upbringing of deaf children ensures the establishment of a unified system of teaching, upbringing and labor activities in a special school, significantly affecting the generalization, robustness, completeness and differentiation of formed concepts. This has a positive effect on the acquisition of the concepts that make up the content of academic subjects. The article highlights the positive effects of the use of sign language in the teaching of deaf children.

KEYWORDS: *Deaf Children, Teaching, Sign Language, Special Education, Process, Psychological, Pedagogical Approaches, Labor Activity, Integration, Psychological And Pedagogical Bases.*

INTRODUCTION

The use of sign language in the education of deaf children has been at the center of heated debates for centuries. At different times, the solutions of different pedagogical schools and directions have been decided differently depending on the methodological views, ideas about the goals and objectives of teaching, and understanding of the linguistic structure of sign language. The following key approaches can be identified in assessing the role of sign language in the education and upbringing of deaf children: recognition of the leading role of sign speech in the development and upbringing of deaf children ("mimicry method", "bilingual approach"); complete denial of the role of speech in learning ("pure oral method", modern "oralism"); the emergence of sign language as an auxiliary tool (the tradition of teaching Russian sign language in the first half of the 19th century) or one of the tools of the pedagogical process ("general communication") [1,12].

Let's analyze the main arguments of the proponents of the above directions. S. M. Delepe and RA Sicard, the creators of the "mimicry method", the development of the ideas of "Spanish" and "English" schools in the period of individual training, considered the need to include sign speech in the pedagogical process, Voltaire, Diderot, Rousseau and other encyclopedists. Based on their ideas, Delepe and Sicard set the task of educating the deaf spiritually and morally for the first time in the history of sign language pedagogy. Educational opportunities for hearing-impaired, disabled, and deaf children were considered for the possible development of deaf children with healthy sense organs. Therefore, the principle of "natural", "natural - like" (Rousseau) education required the inclusion in the pedagogical process of visual speech, which is perceived through the eyes, which is the child's native speech. In deaf sign language, Delep and Sikar see a way for deaf people to naturally express their feelings and thoughts. Therefore, in the system of means of speech, sign speech played a key role in the pedagogical process. [2, p. 12].

Heinicke Kant's ideas, in particular, the role of spoken language in the development of human thinking [8, p.45]), also reflected on the concept of A. Dister - VYeGA, according to which the priority goal of education is "formal" education, thinking and speech development [2, p. 62]. So, according to Geinica, the main task of educating the deaf is to form oral speech. As for sign speech, Geinicke and his successors could not use sign speech to solve the problems of developing deaf mental operations, because gestures cannot express abstract concepts. In the Pure Oral Method, sign language is not only used in teaching, but also as a way for deaf people to communicate.

When it comes to modern trends in teaching deaf children their mother tongue, proponents of 'oralism' actually use the classic 'pure oral method' argument and thus exclude sign language from the pedagogical process. At the same time, representatives of "total communication" mainly share Detepa's views and advocate the expediency of using all means of speech in the school for the deaf, including sign language. "The most consistent ideas of the" mimicry method "system of teaching deaf children developed by its creators and is called the "bilingual approach". This system began to take shape in Western Europe and America in the late 70s and early 80s. The theoretical platform of the "Bilingual Approach" is based on the latest achievements of modern science: linguistics, psychology, psycholinguistics, sociology, etc. allowed for a different approach. Psycho-logical and psycholinguistic research in recent decades has convincingly shown that sign speech plays an important role in a child's mental development, in the processes of receiving and processing information, and in the formation of a deaf person's personality. Recognition of sign language as one of the most advanced natural languages, recognition of the important role of sign speech in the lives of the deaf, and their cognitive and communicative activities have led to a change in the attitudes of deaf people as members of society [3, p. 34].

In modern cultural-sociological concepts, it is generally accepted that the development of a developed society stems from the successful interaction of its structural micro-societies, which differ in their various national, religious, linguistic and other traditions. Members of such microcolumns do not have all the "standard eligible conditions" that fit a certain size, and have every right to meet their special needs. It has radically changed the way society treats people with disabilities, including the deaf. Deaf people are "not required to be like the deaf, like many." And deaf people who consider themselves members of microsociums of the deaf have the right to develop their culture, speech, and education in national sign language (GL Zayseva [4 , p.78] .These rules formed the basis of the theoretical platform of the "bilingual approach"

system. "Ideologists of the" bilingual approach "should use two equal means of speech in the education of deaf children: the national language (English, German, etc.). and the national status of speech. The new status of sign language and the widespread use of sign language in the education and social services of the deaf in modern Western society and its role in the system of sign language teacher training made it necessary to consider. We will focus on this issue in the next section and look at how sign language is addressed in sign language teaching.

The formation of views on the role of sign language in education in Russia was closely linked with the formation of a national system of teaching the deaf. This system (since the XVIII century) is based on the generalization of the experience of working with the deaf in orphanages, as well as the ideas of AN Radishchev, who considered sign speech as an important tool for the spiritual development of the deaf formed [1, p. 29].

In the Russian school for deaf children in the first half of the XIX century (GA Gursev, VI Fleury had to solve a wide range of tasks (moral education, mental and physical development of children, etc.)) For this purpose from all means of speech: oral speech (in oral, written, and dactyl forms) and sign language. Many questions related to sign language have been considered by V.I. Fleury as "deaf-Mutes in relation to the methods of teaching which are inherent in nature" [4, p. 43] has been discussed in detail and surprisingly sagaciously. Fleury considers sign language to be a "temporary helper" in teaching the deaf, and its use (mainly "natural pantomime") is appropriate in the early stages of teaching. As you become more verbal, sign language will gradually become a tool. Interestingly, VI Fleury was convinced that a sign language teacher should be able to speak in sign language, to work in this way with deaf children, "... combine and, if possible, combine these three methods: facial expressions , writing, and words. "c. I. Fleury and G. A. Gurava commented on the issues, mainly Y.T. Speshnev, I.Y. Seleznev and other teachers, whose activities took place in the 50s and 60s of the XIX century [4, p. 45].

However, in the late 1970s (beginning with A. F. Ostrogradsky), the work of schools for the deaf in Russia was gradually revived under the influence of the ideas of the "pure oral method" [5, p. 45]. The expediency of using sign language is strongly denied. However, it is interesting to note that sign language is of deep interest to experts. Thus, Lagovsky, a strong supporter of the Pure Oral Method, devotes a special section to the signing of language in his book Teaching Oral Speech to the Deaf and Dumb. The author has enough experience working with deaf children and concludes that sign language can be of great benefit to deaf children as a means of interpersonal communication, such as aesthetic education, etc.

However, Lagovsky believes that all this is dangerous for the formation of oral speech. Therefore, the conclusion is to use sign language in the classroom and the communication between students. "Pure oral method" in Russia in the late XIX - early XX centuries. The "pure oral method" was used by most schools in the country in the first decades after the October Revolution. However, gradually the best teaching teams in the theoretical and practical work of many specialists. summarizing his experience, he made it clear that a "pure oral method" for solving new problems was not acceptable. L. S. Vygotsky made a great contribution to the theoretical substantiation of the need to reconsider the content, methods and means of teaching and educating deaf children [6, p. 18]. Vygotsky's approach to identifying the nature and structure of the defect allowed him to see the problem of speech formation as important, but in

his view, it was not the only component of educational work that needed to address the shortcomings and the social upbringing of children in general.

S. Vygotsky considers the developmental features of a deaf child as development in the context of polyglossia. JS Vygotsky formulates his views in his speech at the All-Russian Conference of Deaf Teachers: “.... using all the possibilities of a deaf child’s speech activity, without rejecting facial expressions and treating them as enemies, different forms of speech can only compete with each other. We must understand that they can serve and hinder each other's development. Therefore, the maximum use of all available forms of speech for a deaf child is a prerequisite for radically improving the upbringing of deaf children. Theoretical study of the problem, The importance of sign language in determining the features of the structure of sign speech, the formation of cognitive and communicative activity of the deaf.

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DOI: **10.5958/2249-7137.2021.00826.0**

GERMANY IN COOPERATION IN THE FIELD OF EDUCATION OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The work of the United Nations in the field of education is coordinated by UNESCO, and at the initiative of the organization measures are being taken to improve the quality of education in various countries, the introduction of relevant standards, standards, various innovative projects. Cooperation of Uzbekistan with international organizations and foreign countries in various fields, in particular, with Germany on strengthening the material and technical base of secondary special education institutions, the organization of the educational process, as well as training, organizing scientific conferences on various topics will be analyzed.

KEYWORDS: *Uzbek-German Project, Kfw, Goethe Institute, Academic Lyceum, German Foundation, Inwent.*

INTRODUCTION

The education system has been one of the most important factors in the development of society in all periods of historical development. There is a serious focus on education in the world, and a number of international organizations have been established in this area. In addition, the work of the UN in the field of education is coordinated by UNESCO, and at the initiative of the organization measures are being taken to improve the quality of education in various countries, the introduction of relevant standards and standards, the implementation of various innovative projects. In 2003, UNESCO declared the 10th Anniversary of Education for Sustainability and Development, and extensive work has been done in Uzbekistan in this regard. Uzbekistan has become a member of UNESCO's Global Partnership in Education.

The process of improving the concept and practice of secondary special vocational education in Uzbekistan has been carried out on the basis of innovative technologies. This, in turn, contributes to the process of shaping the strategy of education, as well as the basis for the development and

implementation of an effective model of the modern secondary education system. However, in the context of the government's training policy, it is necessary to study the multifaceted complexity of secondary special education, including the tendency to pursue the development of the sector, staffing issues, shortcomings in the management system and other factors. One of the urgent tasks is the comprehensive study of the history of the field, the study of historical specifications, legal, organizational components in accordance with the requirements of modern historical science. During the years of independence, Uzbekistan has actively cooperated with various international organizations and countries in the political, economic, social and cultural spheres. In international relations, the field of education is one of the central links, and institutions at all levels of the education system have established interaction with certain educational institutions of foreign countries. Uzbekistan has established relations with international organizations such as the UN, UNESCO, UNICEF, as well as international organizations in the field of education in Uzbekistan, such as the Konrad Adenauer Foundation (Germany), the British Council, Tassis.

Results of the research

The project "Support to the development of vocational education in the field of information and communication technologies" in cooperation with the German KfV Bank, the German Technical Cooperation (GTZ) projects "Support for primary vocational education in Uzbekistan". 8.7 million from the German bank KfV. The Grand Project of the German Agency for Technical Cooperation "Support to the Development of Primary Vocational Education in Uzbekistan" worth 4.4 million euros has been implemented. 850,000 marks of the funds were directed to equip professional colleges with modern technical means. During 1999-2001, 1.5 million soums were allocated to equip the training laboratories of 5 colleges in Tashkent city and region, Samarkand region. doychmarka was spent. Curricula and programs have been developed in these educational institutions on the basis of international experience. Also, the German company Pfaff-Zingir from 1999 to 2003 helped to install new equipment in 65 colleges in the country.

During 1999-2004, on the basis of the Uzbek-German project "Support of primary vocational education in Uzbekistan" together with partner companies, the process of training specialists in 4 new professions was piloted in 8 vocational colleges. For example, specialists in financial and organizational work at Kuylik Consumer Services, Bukhara Economics and Banking and Samarkand Light Industry Vocational Colleges, specialists in hotel management, restaurant business and tourism at Sartepa Tourism Vocational Colleges in Tashkent, Bukhara and Samarkand. service, in Tashkent and Bukhara tourism colleges and mechanics on agricultural machinery and equipment were trained in agricultural vocational colleges located in Kibray district of Tashkent region and Khojayli district of the Republic of Karakalpakstan. The educational process in these scientific institutions is organized on the basis of new experimental curricula and programs, where 240 enterprises are involved in the educational process. The educational process was conducted by teachers and engineers-educators of professional colleges, as well as leading specialists of partner manufacturing enterprises.

GTZ is the main executor of the project of the German Society for Technical Cooperation in cooperation with the Center for Secondary Special Vocational Education of the Ministry of Education and Science of the Republic of Uzbekistan and the company ABU-Consult (Berlin). The project, which has been in operation for 5.5 years, was funded by the German Federal Ministry for Economic Development and Cooperation.

1.2 billion soums will be allocated for the equipment of experimental colleges involved in the project. soums were spent. In particular, 9 commercial training companies, 2 foreign language laboratories, 3 training restaurants, 9 special hotels, restaurants and tourism science rooms, 3 training kitchens, 2 metalworking, welding and agricultural machinery repair shops, 1 computer room is equipped with modern technical equipment and tools. The total number of scientific institutions is 53 million. UZS were provided with textbooks, methodical manuals and special computer programs. The German Development Bank (KfW) has pledged \$ 8.69 million. The project "Assistance in the development of vocational education in the field of information and communication technologies", implemented at the expense of investments in the amount of 1 billion euros, includes 14 professional colleges in the field of computer and information technology. Due to a soft loan of 7669.4 thousand euros from the German Development Bank, vocational colleges were equipped with information technology equipment and furniture by German companies Fujitsu Sieshens Coshputers and Lucas Nuelle. Due to the saved 746.6 thousand euros of the German Development Bank's soft loan and an additional 1,200.0 thousand euros of project funds, 8 more professional colleges were equipped with information technology equipment and furniture. In order to improve the content and quality of education in 32 specialized vocational colleges, a grant from the German Development Bank in the amount of 1023.0 thousand euros was spent.

In the 2010-2011 academic year, the workshops of the Tashkent Vocational College of Construction and Communal Services in the field of installation and repair of water, gas supply and sewerage systems were provided with the most modern equipment (on the basis of a soft loan from the German Development Bank). These were training modules of various equipment, which are just beginning to enter the market of construction and housing and communal services, as well as the latest equipment and tools used in the industry. Electric and gas home heating systems, air purification equipment for small businesses, gas distribution point, devices for converting renewable alternative energy sources into electricity and heat, modules of artificial climate devices in buildings and welding, installation equipment, various plumbing tools the set is one of them.

The Center for Social Cooperation was located in Copenhagen, and its representatives in Uzbekistan were Soren Kay Andersen and Mikkel Maylund. The center's programs focus on secondary special education in a particular area.

Social partnership is a mutually beneficial partnership of government agencies, public organizations, businesses and citizens, combining resources and opportunities for common social goals and performing certain tasks. The scope of social partnership is wide, including various categories of NGOs, local associations and entrepreneurs involved in employment and education. Social partnership is inextricably linked with democratic, social and economic development, universal values, and its history has shown that in Western Europe over the past 20 years, a model of corporate relations based on "success" in the labor market has been chosen. Social dialogue is of mutual benefit to employers, employees and government organizations.

In cooperation with influential international organizations and developed countries, Uzbekistan plays an important role in improving the skills of personnel and sending them to foreign countries for internships and training of students, the effective use of world experience in the educational process. All this has significantly helped professors to look to the future with

confidence, to develop new programs for further development and improvement of education, to educate students in modern standards.

The Ministry of Foreign Affairs of the Federal Republic of Germany announced the project "Schools: Future Partners", which was actively attended by students and teachers of a number of academic lyceums in the country. According to the project plan, an international program supporting German language teaching in selected educational institutions around the world has been implemented. The goal of this program is to form an international system of educational institutions where students have the best access to education. Within the framework of the project "Schools: Future Partners", a cooperation agreement was signed between the Goethe Institute and the Nuristan Academic Lyceum under the Karshi Institute of Engineering and Economics. such as teaching students in language courses for young people in Germany. As a result of this cooperation, Dilfuza Otamuradova, a German language teacher at the Nuristan Academic Lyceum, and Shahnoza Nusratullaeva, a student, returned to study in Germany, one of the most developed countries in the world. According to the program plan, 52 students from 8 countries of the world were divided into four classes. Nine students from Uzbekistan took language courses, two of them from Kashkadarya. On June 16-26, 2008, within the framework of the project, 10 executives of the Center for Secondary Special and Vocational Education, professional colleges included in the project were trained in Germany.

On November 17-21, 2008 at Chirchik Vocational College of Industry and Economics with the participation of a specialist from Germany Domenik Wilson was held a seminar-training on "Introduction and effective use of automated control and installation of electrical laboratory equipment in the educational process."

Since 2003, the grant project has been successfully implemented at the expense of the German Fund for International Development (DSE). As part of the project, 75 employees of the secondary special vocational education system attended a six-month training course in Germany. In addition to the 68 seminars conducted in Germany, the in-service educators used the textbooks and materials obtained during the in-service training. The system of secondary special, vocational education has published training manuals based on the experience gained by researchers of the Institute of Advanced Training and Retraining.

In September 2004, a conference was held on the results of the Uzbek-German project "Support for Primary Vocational Education in Uzbekistan", where the project coordinator, Dr. Jürgen Kupfer, spoke and commented on the key indicators. The heads of Samarkand Light Industry, Tashkent Tourism and Kibray Agricultural Vocational Colleges T.Tosheva, A.Shamsiev and Sh.Iskandarov also spoke at the conference about the results and problems of experimental vocational training in their scientific institutions. Professor Stockman, proposed by the German Society for Technical Cooperation, developed the software "Material and technical base of secondary special, vocational education institutions, staffing and information system for monitoring the educational process" and its implementation in the educational process. studies were analyzed. The German International Organization for Advanced Training and Development (InWent) organized a seminar on "Maintenance and repair of vehicles" at the Institute for Advanced Training and Retraining of Secondary Special, Vocational Education from 4 to 9 February and from 14 to 26 April 2008. "Dialogue seminars were organized for teachers who took part in the in-service training course to strengthen the dissemination of the acquired knowledge and skills in educational institutions.

Thus, the cooperation of Uzbekistan with Germany in the field of education plays an important role in the system of international relations, especially in the development of secondary special education. It has established mutually beneficial relations with the developed countries of the world in order to train highly qualified specialists for secondary special education institutions in a market economy and provide them with education at the level of world standards. In order to realize the initiative and talent of the student youth, various funds have been set up and large sums of money have been allocated to them. Uzbekistan has been cooperating with leading international organizations and foreign countries in various fields, including strengthening the material and technical base of educational institutions, organizing the educational process, improving staff skills, attracting students to international competitions, organizing scientific conferences on various topics.

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DOI: **10.5958/2249-7137.2021.00827.2**

LEGAL AWARENESS AND CULTURE OF THE POPULATION TOPICAL PROMOTION ISSUES

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ABSTRACT

Demonstration of individual potential in Uzbekistan, its comprehensive development ensures social formation and implementation. and respect for the rules of ethics, loyalty to national values, arousal of intolerance to offenses, the task of raising the legal awareness of the population, raising the legal culture in society were analyzed.

KEYWORDS: *Concept, Legal Consciousness, Legal Culture, Community, Legal Information, Civil Servant, Civil Society, Legal Democratic State.*

INTRODUCTION

The main goal of the ongoing political, socio-economic reforms in the Republic of Uzbekistan is to build a democratic state based on the rule of law in our country. We know from history that since ancient times, humanity has fought for justice and legal guarantees. Even today, this problem remains relevant. It is important to study the role and importance, meaning and essence of the concept of raising legal culture in society in Uzbekistan, educating and raising the legal consciousness, thinking and culture of the younger generation, ensuring the rule of law in our society.

Research results

Raising legal awareness and legal culture in society is one of the most important conditions for ensuring the rule of law and strengthening the rule of law. Thus, the Decree of the President of the Republic of Uzbekistan No. PF-5618 "On the radical improvement of the system for increasing legal literacy and legal culture in society", signed on January 9, 2019, and the Concept

for improving legal culture in society. The Roadmap for Effective Implementation (Section 5, Clause 88) was approved in 2012.

The adoption of the concept was due to the following problems and shortcomings that impede the formation of respect for human rights and freedoms, increase the legal awareness and legal culture of the population, and increase the level of legal literacy of citizens in society:

First, the work to improve legal awareness and legal culture in society is not organized systematically and organically. There is no effective mechanism for providing legal information in the community, family, district, educational institutions and organizations. The idea of a balance between personal interests and the interests of society is not sufficiently instilled in the minds of the population, especially civil servants;

secondly, in the system of continuous education, the educational process is not carried out in accordance with legal education, history, religion, customs and national values of the Uzbek people are not based on the formation of the legal culture of the population. especially young people;

thirdly, there is no effective system of interaction with non-governmental non-profit organizations and other institutions of civil society when organizing events to improve legal culture, work is not organized on the principle of social partnership;

fourthly, there are no clear targeted measures to form legal immunity from factors that negatively affect the legal education of young people;

fifth, the active participation of government agencies and other sectoral services in organizing and conducting targeted legal advocacy in society is not ensured, there is no high efficiency and effectiveness in this regard;

sixth, legal activity is still conducted in traditional ways, through simple meetings, while innovative methods of the legal profession are not used, including web technologies, there is a lack of legal websites;

Seventh, there are no legal mechanisms to encourage projects aimed at increasing legal literacy, which are organized only for the sake of activities, publication and distribution of legal literature to increase legal knowledge, research is ineffective.

The main goal of the concept is to create an integrated system of regular legal education for all segments of the population, strong-willed, knowledgeable and respecting the law, able to apply legal knowledge in everyday life, an active civil position and an uncompromising attitude to crime.

The main tasks of increasing legal awareness and legal culture in society are: [1]

formation of a system of consistent information about the content and essence of ongoing socio-economic reforms, legislative acts adopted in the country and state programs "The solution of the spirit of respect for the law in society is the key to building a democratic governed state." in law! "strengthening the life idea;

in raising legal awareness and legal culture in society, first of all, to pay special attention to the systemic and holistic management of education, to instill legal consciousness and legal culture in

all segments of the population, starting with preschool education, to promote the development of the idea of a balance between personal and public interests;

instill in the younger generation the concepts of law and duty, honesty and purity, as well as moral norms, teach them important aspects of the Constitution from childhood;

organizing legal and educational activities to form a legal culture among the population in accordance with the history, religion, national values of our people, as well as strengthening the sense of belonging and patriotism in the country through the formation of pride in oneself. State symbols;

raising the legal awareness and legal culture of civil servants, forming their intolerant attitude towards corruption and other offenses;

strengthening cooperation between state bodies and administration, including law enforcement agencies and civil society institutions, in conducting targeted legal protection;

to establish, on a systematic basis, a wide and effective use of the principles of social partnership in organizing activities to raise legal awareness and legal culture in society;

increasing the role of the media in providing legal information, widespread use of innovative methods of legal protection, including the expansion of the use of web technologies;

improvement of legal education, as well as the development of a system of training, retraining and advanced training of legal personnel;

in-depth study of the scientific foundations of increasing legal awareness and legal culture in society

increasing the role of the media in providing legal information, widespread use of innovative methods of legal protection, including the expansion of the use of web technologies;

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in-depth study of the scientific foundations of increasing legal awareness and legal culture in society

The main directions of the Concept:

1. Raising the legal culture of the population in the relationship between the individual, the state and society;
2. Introduction of innovative methods of legal protection in improving the legal culture of society;
3. Strengthening the role of the media in enhancing the legal culture of the population;
4. Development of the legal education system, as well as training, retraining and advanced training of legal personnel;
5. Researching the scientific foundations for improving legal culture.

Improving the legal culture of the population in the relationship between the individual, the state and society is carried out in the following areas: [2]

1. Formation of legal education in the family and improvement of legal culture;
2. Strengthening the role of the institution of makhalla in enhancing the legal culture of the population;
3. Increasing legal literacy in educational institutions;
4. Raising the legal culture of employees of state bodies and organizations;
5. Raising the legal culture of all strata of the population;

The concept of improving legal culture in society

The roadmap for effective implementation for 2019 [3] provides for the implementation of the following measures to strengthen the role of the mahalla institution:

1. Widespread promotion of legal solutions to common problems of everyday life and the essence of recently adopted legislation, as well as free distribution among families of leaflets, booklets and other handouts aimed at conveying legal information.
2. Conducting regular legal advocacy among young people and parents on the age of marriage, conditions for the payment of alimony, marriage between relatives and its legal consequences.
3. Organization of the project "Day of Legal Information" in the makhallas, ensuring the provision of legal clarifications to the population by qualified specialists (lawyers, notaries, legal services, etc.) in a certain area.
4. In order to prevent crime and other offenses, radically reduce civil unrest and educate the population, especially people with difficult upbringing, a sense of respect for the law:
systematic organization of open dialogues of courts with the population in makhallas, expansion of the volume of field trials.
5. Increasing the volume and quality of measures to prevent crime among the population of makhallas in cooperation with public patrol groups "Fidokor Yoshlar".
6. Take appropriate measures to raise awareness of the new legislation among the assistants of prevention inspectors, members of the Mahalla Posboni public structure and members of the Fidokor Yoshlar public patrol group.

It is known that one of the most important means of ensuring the observance of human rights is the formation of a high level of legal culture, in which everyone is well aware of their rights and obligations. Every citizen is obliged to fulfill his duties, using the existing rights and freedoms. In this case, if the law indicates the possibility of action, debt implies an obligation. As long as a citizen exercises his right, these rights should not harm the rights and interests of the state or other persons.

Thus, the following results are expected from the implementation of the Concept:

increasing the legal culture and social activity of the population in the relationship between the citizen, the state and society, ensuring a balance between personal needs and the needs of society;

to systematically instill in children and youth the basic legal concepts and rules of etiquette, to achieve a comprehensive and systematic conduct of legal education;

creation and implementation of innovative methods of legal protection, strengthening the role of the media in promoting legal knowledge;

strengthening respect for the law and the rule of law among officials and citizens, ensuring the effectiveness of crime prevention.

For this, it is necessary to ensure the priority of the Constitution and laws in life. Article 15 of the Constitution also states that “the supremacy of the Constitution and the laws of the Republic of Uzbekistan is unconditionally recognized in the Republic of Uzbekistan.

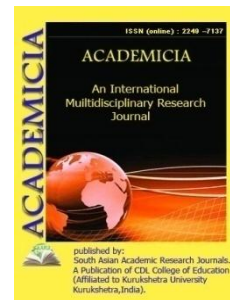
The state, its bodies, officials, public associations and citizens act in accordance with the Constitution and laws ”[4]. This means that everyone is equal before the law, all relations in society are regulated by law, and violators are unconditionally responsible. However, the fact that human rights and freedoms are enshrined only in law does not solve the problem. In order to build a rule of law, which is obligatory for everyone and which can never be violated, each of us must acquire legal knowledge, cultivate a culture of applying the knowledge gained in life, as well as inculcate legal norms. culture in the hearts and minds of the younger generation.

In conclusion In recent years, significant work has been done to radically reform the national legal system, to form a legal culture in society and to train qualified legal personnel. In particular, in raising the legal culture, first of all, the work on legal education and upbringing is not carried out systematically and organically. The removal of jurisprudence in the higher education system is a clear example. It is necessary to take a comprehensive approach to the formation of legal immunity against the factors that negatively affect the legal education of young people, respect for the law and morality, loyalty to national values, intolerance of crime.

Today, the general definition of the tasks to increase the legal knowledge of the population and the lack of a clear effective mechanism for their implementation show that the work to improve the legal culture in society is ineffective.

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DOI: **10.5958/2249-7137.2021.00919.8**

THE REGULATION OF LABOR MIGRATION OF YOUTH IN THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

Labor migration is a situation that arises on the verge of a crisis in the local labor market. The International Labor Organization identifies the following main types of labor migration: contract labor, migration of skilled labor and illegal migration. It should also be borne in mind that there are significant problems in the analysis of migration processes. In particular, in most cases migrants are exploited and their rights violated. The increase in the international mobility of intellectual labor resources in the country is also due to the fact that migration is poorly regulated.

KEYWORDS: *Migration, Labor Migration, Youth Migration, Intellectual Migration, Regulation Of Labor Migration.*

INTRODUCTION

The world scientific literature as the migration of the population is defined as "any territorial movement which involves the crossing of internal and external borders of the administrative-territorial entities.

Migration comes from the Latin word "migratio", which means moving a population to another place. It is from this term that the narrow and broad meanings of migration are distinguished. In a narrow sense, population migration is a change in territorial position, which ends with a change in the place of permanent residence. In a broad sense, population migration is the movement of people between different settlements in one or several administrative-territorial units, regardless of their duration, regularity and purpose [1].

According to the recommendations of International Labor Migration, depending on the length of stay in the country, citizens are divided into the following categories:

1. Visitors - these are people who are here less than three months (for example, tourists). This category is not considered immigrants, but practice shows that the share of labor migration may occur for a short period (less than three months), for example, seasonal migration or the hiring of foreign workers for certain short-term work.

2. Migrants, including

- short-term migrants - people who move from the usual place of residence in another country for a period of not less than 3 months and not more than 12 months;
- long-term migrants - people who move to another country with habitual residence for a minimum period of one year (12 months).

It is known that Turkey, China, India, the Philippines and even industrialized Japan, which have achieved great economic results over the past half century, have made great strides through the systematic scientific study of migration processes and the sociology of human experience. Their experience is now being effectively used by other developing countries.

In general, labor migration is a situation caused by a crisis in the local labor market. There are a number of structural problems that characterize the labor market crisis:

- inefficient employment in some sectors of the economy (for example, in the agricultural sector), which leads to poverty;
- weak business activity;
- uncertainty of the population in the future;
- a tendency to use old equipment and technologies, manual labor, low-income, socially unprotected activities;
- underdevelopment of the manual business due to the lack of labor-intensive industries and sectors;
- weak regional and professional mobility due to the inactivity of the modern housing market in some modern regions;
- discrepancy between the professional and qualification structure of the labor force, taking into account the needs of the labor market¹.

The current stage of the migration process differs from the previous ones in scale, geographical characteristics, dynamic indicators of transformation and integration, and socio-demographic structure. The direction of migration flows around the world is changing. In particular, the migration of citizens of Uzbekistan to distant countries (USA, Europe, Arab countries, mainly the UAE, Egypt, Bahrain, Kuwait, Saudi Arabia, Southeast Asia, South Korea, Thailand, Malaysia), as well as to neighboring countries (for example, Russia, Kazakhstan).

As we see a dramatic increase in the number of people migrating around the world in pre-pandemic conditions, it is no coincidence that the number is expected to increase even after the pandemic. Increased migration is driven by factors such as poverty, unemployment, human rights violations, frustration and despair about the future, unrest and fear over various conflicts and wars.

Today, science and practice have effective tools for vocational guidance of young people, digitization of existing and new jobs, management of high-quality migration processes with the participation of young people, and hence regulation of the youth segment of the labor market, minimizing the professional, qualification, qualification and regional balance. improvement requires a comprehensive concept.

Today, science and practice have effective tools for vocational guidance of young people, digitization of existing and new jobs, management of high-quality migration processes with the participation of young people, and therefore regulation of the youth segment of the labor market, minimizing the professional, qualification and regional balance for improvement, a comprehensive concept is needed.

This, in turn, will form the basis for a scientific study of regulation and improvement of the youth segment of the labor market.

Migrants in their nature are businessmen and active members of society. Historically, migration has led to economic growth, assimilation of nations and enrichment of marginalized cultures[2].

It should also be taken into account that there are significant problems in the analysis of migration processes. In particular, in most cases, migrants are exploited and their rights are violated. It is difficult for migrants to adapt to the culture and lifestyle of the host country. The host countries deprive the indigenous population of jobs. This, in turn, shapes the negative attitude of the local population towards migrants. For these and many other reasons, the problem of migration needs to be studied comprehensively, including politically and sociologically.

Socially in-depth scientific research, on the one hand, covers the new infrastructure of the labor market, labor-intensive industries and technological processes of production, on the other hand, creates and develops market relations in traditional sectors of the economy.

In recent years, migration has been at the center of active political debate. Most people welcome immigrants, but there are also misconceptions and fears. For example, some believe that migrants are burdensome for the economy. Regulated migration has always shown its positive aspects.

The most important tool for regulating migration processes is the improvement of the legal and regulatory framework.

Decree № PP-4829 "On measures to implement the system of safe, orderly and legal migration," signed by the President of the September 15, 2020, opened the way to solving the many problems that still exist in Uzbekistan.

The main purpose of the Decree is to improve the work of the competent authorities in the field of external labor migration, training of persons wishing to work abroad in high-demand professions, protection of the rights of citizens abroad, employment of returning labor migrants, as well as social support for their families

Safe, orderly and legallabour migration system was identified as the following:

- increasing the scale of the organized sending of citizens of the Republic of Uzbekistan abroad for temporary work, expanding for these purposes the range of tasks and powers of ministries, departments and local executive authorities;

- development of international cooperation in the field of external labor migration, strengthening ties with organizations of compatriots and Uzbek diasporas abroad;
- the establishment of effective teaching practice professions and languages of citizens of the Republic of Uzbekistan before leaving to work abroad, the introduction of the issuance of an internationally recognized system of certificate attesting to their professional qualifications;
- expansion of the practice of financial and social support for migrant workers in a difficult situation, the security of their life and health organizations for their cultural and educational events;
- implementation of measures aimed at promoting and ensuring the rights of citizens carrying out labor activities abroad, creating favorable conditions for them;
- reintegration of those who returned from labor migration, including their employment, professional development and promotion of entrepreneurial initiatives[3].

According to the decree, one of the main directions of the system is the effective implementation of the practice of teaching the citizens of Uzbekistan a profession and foreign languages before going to work abroad, the introduction of a system of internationally recognized certificates of professional competence.

Also, according to the decree from January 1, 2021:

- introduced the procedure of issuing microloans persons recognized by the information system "Unified Register of Social Protection," a member of a needy family and traveling abroad by organized labor migration for temporary employment;
- microloans are issued in the amount of up to 10 (ten) million UZS for a period of one year to cover expenses related to employment abroad (including travel expenses, registration of permits for employment);
- part of the microloan interest rate that exceeds the Central Bank's base rate, but not more than 1.5 (one and a half) times the base rate, is compensated by the State Employment Promotion Fund.

A new study from Chapter 4 of the World Bank's World Economic Outlook for Q2 2020 concludes that "... we will look at the economic impact on countries receiving migration, and migration typically improves economic growth and efficiency in host countries." [4]

However, as a result of the pandemic, migration flows suddenly stopped. Excessive self-isolation is temporary, but the pandemic could heighten a general sense of isolation and mistrust of openness to the outside world and have a long-term impact on countries' propensity to accept immigrants. Reduced immigration has led to higher unemployment in the countries that support external migration, and reduced remittances to households.

In addition, migration is viewed as a complex social process affecting many areas of social life, since migration has played an important role in the history of mankind, they are associated with the development of collective and labor relations, land development, the formation of different races, cultures, languages and peoples.

Except for pandemic conditions, the rapid expansion of migration flows has become a component of all global change.

Youth labor migration is now global in nature and is a sign of globalization [5]. As you know, globalization is the process of uniting nations and states; leads to the destruction of borders between peoples and the creation of a single political, economic and spiritual space. It unites the economic systems of different countries into a single system, the world market, which contributes to a change in the culture and lifestyle of peoples. The process of globalization facilitates the access of all mankind to new inventions, technologies, knowledge, removes prohibitions and restrictions on development and creativity, therefore, globalization is systemic and covers all areas of society.

Different types of migration - economic, ethnic, increasing labor intensity - are a characteristic feature of globalization, and the share of migrants in the permanent population of countries reflects the degree of integration into globalization processes. However, migration processes have both advantages and disadvantages, so they become a source of contradictions and conflicts.

Rapid population growth in developing countries has led to an oversupply of labor resources there. The development of modern education in developing countries allows young people to adapt to the requirements of the labor market of developed countries.

For decades, sustainable youth migration has led to segmentation of the labor market in developed countries and the division of sectors in which migrants mainly work. These include, above all, the most discriminatory prestigious jobs that do not require high qualifications in formal or informal employment segments, harsh conditions and low wages.

The increased migration activity of young people can also lead to interethnic problems. Some researchers note that there is a conflict of different cultures, values, confessions, which can lead to serious consequences, such as an interethnic conflict, a war due to the migration activity of youth [6].

The reasons for the increase in the international mobility of intellectual labor resources are: a decrease in the birth rate in developed countries and an increase in demand for highly qualified specialists in the modern sector of the national economy; recipient countries seek to save money and time on their training by attracting appropriate specialists; lack of highly qualified domestic specialists due to technological changes in production in order to ensure the competitiveness of the national economy; expansion of multinational companies; expanding workforce mobility networks; strengthening of intellectual partnership (between research institutes, universities, medical centers, etc.); unification of educational and qualification standards and mutual recognition of diplomas; virtualization of the transfer of knowledge and experience (as a result of the development of information technologies, the possibility of realizing the mobility of labor resources without changing the place of residence).

Advantages of youth labor migration:

1. Migration can provide young people with job opportunities that do not exist in their places of origin.
2. The exit of job seekers can ease the internal pressure of the local labor market related to excess labor supply.
3. Migration can create opportunities for young women and strengthen fair gender norms.

4. Migration for reasons related to education or employment can prevent early marriages between minors.
5. Remittances can contribute to economic growth and poverty reduction in countries of origin and attract investment in human capital.
6. Young migrants can be a source of technology transfer, investment and venture capital for their home countries.
7. The physical or “virtual” return of skilled workers leads to an increase in local human capital, skills transfer, and foreign network connections.
8. Unmarried youth can actively and easily participate in international migration processes.

Negative consequences of youth labor migration:

- Migration often leads to the loss of highly skilled workers and a decline in the quality of important services in the domestic market.
- Economic growth and productivity decrease with the reduction of the stock of highly skilled workers.
- The impact of mental and social deficiencies and intervals on the growth of children in young families can negatively affect the upbringing and healthy development of children.
- Migration can increase the risk of abuse, discrimination and exploitation of young people, especially inexperienced and young women.
- Can allow highly qualified personnel to go abroad and stay there.
- Can create a basis for encouraging the negative impact on the national mentality of the country.

Thus, the globalization of youth migration processes, first of all, serves to objectively increase the permeability of interstate divisions and dramatically increase the speed and intensity of national, transnational flows of human resources. The consequences of migration, as we have seen, manifest in different areas and can be both positive and negative. In this regard, one of the main tasks facing countries in the era of globalization is to develop an effective migration policy that clearly regulates migration processes in order to ensure the prosperous development of these countries, their subsequent economic, political, cultural and social well-being.

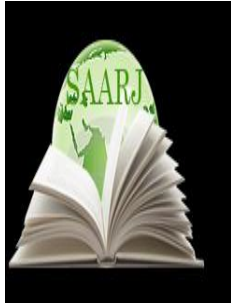
In this regard, the following proposals and recommendations have been developed in the regulation of youth labor migration:

1. Establish common use of digital work platforms. This will ensure that young people’s online employment and income are up to international standards.
2. Establishment of relevant international and non-governmental training centers for vocational training and provision of international certificates in accordance with the International Standard Classification of Occupations (ISCO). This will allow young people to find work abroad quickly and easily in their field.
3. Develop a mechanism for in-depth analysis of employment contracts of young migrant workers with higher education in recipient countries.

4. Formation of a database on labor migrants. In this way, it is possible to develop promising programs for their future socio-economic status. This serves as the basis for the development of science-based recommendations.

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DOI: **10.5958/2249-7137.2021.00920.4**

THE MAIN PARAMETERS OF THE CUTTING PROCESS AND TECHNOLOGICAL FACTORS AFFECTING THE RELIABILITY OF THE AXIAL TOOL

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ABSTRACT

This article discusses the main parameters of the cutting process that affect the reliability of the axial tool. The stability of the technological process of machining is largely determined by the quality characteristics of the tool used: its design, tool materials and modes of its operation, which are determined at the design stage of the technological process. A drill with MNP (multi-faceted non-resurfacing plates) of a new design was developed at the Department of Engineering Technology of the Tashkent State Technical University named after I.A.Karimov, and the study was carried out on the same drill. According to the research carried out: when processing steel 12X18H10T, the specific energy consumption of the cutting process with a drill with MNP is more than 5.0 times lower than that when processing with a twist drill, and when drilling steel 45, it is almost 2 times lower.

KEYWORDS: *Process Mechanics, Drills With MNP, Built-Up Zones, Chip Shrinkage, Friction Coefficient, "Column" Formation, Energy Consumption, Hole Length, Specific Energy, Rotational Speed, Cyclic Load*

INTRODUCTION

Tool wear and durability are closely related to tool reliability. For each tool and each combination of parameters of cutting conditions, there is a wear value that determines the limit of economic durability. In this case, the level of tool reliability is the higher, the more stable the

cutting process in a given operation. The cutting process (as well as its stability) is simultaneously influenced by many factors: the physical parameters of the tool and machined materials (their strength, hardness, thermal conductivity, etc.), cutting modes (cutting speed, cutting depth, feed), cutting temperature (as a result of the above parameters), coolant.

MATERIALS AND METHODS

Technological characteristics of the drilling operation. Drilling is one of the widespread operations in mechanical engineering. In the total machine-tool park of machine-building plants, drilling machines make up 10-20%, in bridge building, crane building and also in agricultural engineering, drilling machines make up 40-50% of the machine-tool park. Drilling operations have the following varieties: drilling holes in solid metal; reaming holes pre-drilled with a smaller drill; countersinking holes cast or punched; deployment of precise holes; deep drilling and deep reaming. An essential feature of the process of drilling holes in solid metal with twist drills is the variable cutting speed along the cutting edges of the tool. The speed is maximum at the periphery at the cylindrical surface and approaches zero at the core of the drill, where the cutting edge has a bridge and its effect is no longer equivalent to that of the cutting tool. By increasing the cutting angle from the periphery to the center, the deformation of the chips along the blade towards the center increases. On the lintel, the deformation is even more significant. Drilling chips are separated by two tapered spirals. In shavings, as well as in turning, crumples in the contact surface and shifts are observed.

When using assembled drills with MNP, it is possible to increase the productivity of the drilling process by an average of 5-6 times in relation to a high-speed tool.

Analysis of literary sources and industrial practice show that there is no coherent system of data and recommendations for the use of drills with mechanical fastening of carbide inserts, and the industry has not accumulated experience to optimize their design. There are practically no data on the dynamics of the drilling process with MNP drills.

The generalization of the research results shows that in the proposed drill designs, the cutting process in the central part of the tool is difficult. This zone determines the value of axial and radial forces during drilling, regulates wear. It is not possible to find fundamentally new solutions that exclude such a significant influence of the transverse cutting edge, rake and clearance angles on the dynamics of the drilling process in traditional designs of two first drills. In this regard, drills with indexable cutting inserts are, perhaps, the only type of tools in the design of which, to some extent, it is possible to provide cutting conditions acceptable for carbide.

The process of drilling with a tool equipped with replaceable carbide inserts is similar to boring in terms of force effects. Experimental verification of the equation that establishes the relationship between the displacement of the cutting edge of the tool, the axial and radial components of the cutting forces P_x , P_y shows that with an increase in the speed and depth of cut, the machining accuracy increases, and with an increase in feed, it decreases. So, in the case of a cantilever bar for boring, the displacement of the cutting edge of the tool Δr depends on two components of the cutting forces.

$$\Delta r = f(P_x, P_y) = A_x P_x + A_y P_y, \quad (1)$$

where

$$A_x = -1.5 \cdot \frac{L_a}{L} \cdot \frac{L^3}{3EJ_x}, \quad A_y = \frac{L_a}{L} \cdot \frac{L^3}{3EJ_x},$$

L_a - distance from the point of application of cutting forces to the axis of the mandrel;

L - mandrel length.

Operators A_x , A_y have different signs, so the total tool displacement may coincide with the direction of P_y , or it may be directed in the opposite direction, or be absent altogether when $A_x P_x = A_y P_y$.

The presence of the force component P_y leads to the appearance of transverse bending stresses in the horizontal plane, and the component P_x leads to eccentric buckling. The combination of unbalanced forces causes elastic deformations in the holder. In this case, the radial vibrations of the tool lead to breakage of the cutting edges and errors in the dimensions of the hole being machined. In such a situation, the main link that compensates for the radial forces is only the cantilever holder, the elastic characteristics of which should provide a margin of resistance to its complex bending and torsion.

Drills with MNP, as a tool with two cutting blades, are divided into two groups. The first group consists of tools working on the principle of dividing the cutting width, the second - on the principle of dividing the feed. The designs of both groups of instruments are widely described in the literature [1,2]. For drills of the first design, one plate is located closer to the center, and the second to the periphery of the drill, providing overlap along the entire diameter of the hole being machined. For drills of the second, both plates are located symmetrically relative to the axis of the drill. In theory, the cutting edges are in all cases positioned such that to ensure a balance of forces, the resultant force at the peripheral cutting edge is parallel, equal in magnitude, and oppositely directed to the resultant force at the inner cutting edge. Regardless of the selected shape of the cutting edges, their angular positions and length are calculated in such a way that the cutting forces act in parallel and mutually perpendicular directions [3]. As a result, for drills with MNP, the ratio $A_x P_x = A_y P_y$ should be maintained. In practice, this ratio is not maintained. This is due to the following reasons.

First: The cutting process is carried out at different speeds along the cutting edge. The mechanics of the cutting process are considered separately for low and high cutting speeds, because anomalous phenomena occur in all zones of speed variation. The result of the temperature-rate factor is the simultaneous existence of built-up zones and zones with different coefficients of friction in a carbide drill. In the transition zones, the process is unstable and in them it is practically difficult to provide equivalent operating conditions for both edges and, accordingly, the balance of forces. Since the build-up process is not stable, the size and shape of the build-up are continuously changing over time. The actual rake angle changes accordingly. This is evidenced by a significant variation in parameters with changes in chip shrinkage, friction coefficients and actual rake angles. Schematic view of P_x ; P_z ; $\xi = f(V)$ for the zone of low and high velocities is shown in Fig. 1. Drill with MNP structurally, the drill is made in such a way that, in contrast to the spiral, a hole is left in the central part, the minimum diameter of which is

0.7 ... 1.2 mm. As a result, in the process of work, a column is formed, which periodically breaks.

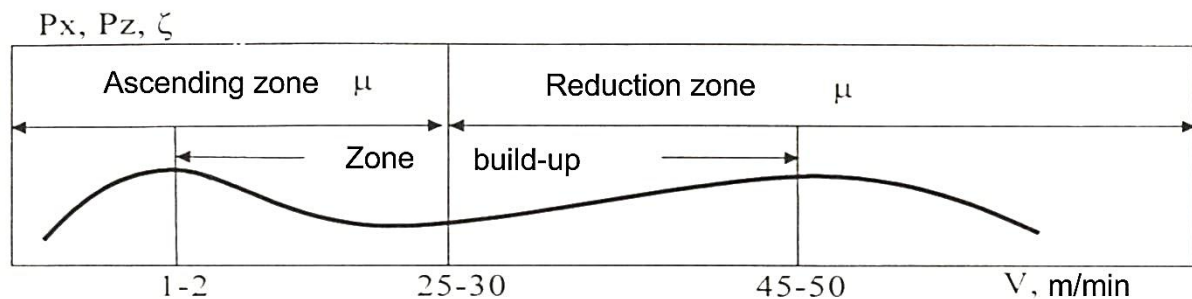


Fig. 1. Schematic representation of the effect of cutting speed on cutting forces and chip shrinkage.

Consequently, the zones without build-up, inherent in ultra-low cutting speeds ($V = 1 \dots 2$ m / min), are absent in drills with MNP.

Second. Differences in the wear of individual parts of the cutting edges, the processing of inhomogeneous materials, inevitable errors in the manufacture and installation of cutting inserts, as well as inaccuracies in the manufacture of the drill body lead to a redistribution of the load and can disturb the balance of forces [3]. Drills, in addition to torque and axial force, experience a bending moment. As a result, a single cutting edge in split feed drills will practically take up the entire load on the tool. Drills with MNP do not have guiding elements, like twist drills for deep drilling, therefore, the disturbing force resulting from an imbalance of forces, except for the rigidity of the drill body itself, has nothing to compensate for. An oscillating system is created, and the drilling process can proceed under interrupted cutting conditions with vibrations.

Third. The design of the cutting part of drills with MNP determines the constancy of cutting angles in a static coordinate system. The actual angles in the kinematic coordinate system will change along the cutting edge depending on the feed [4].

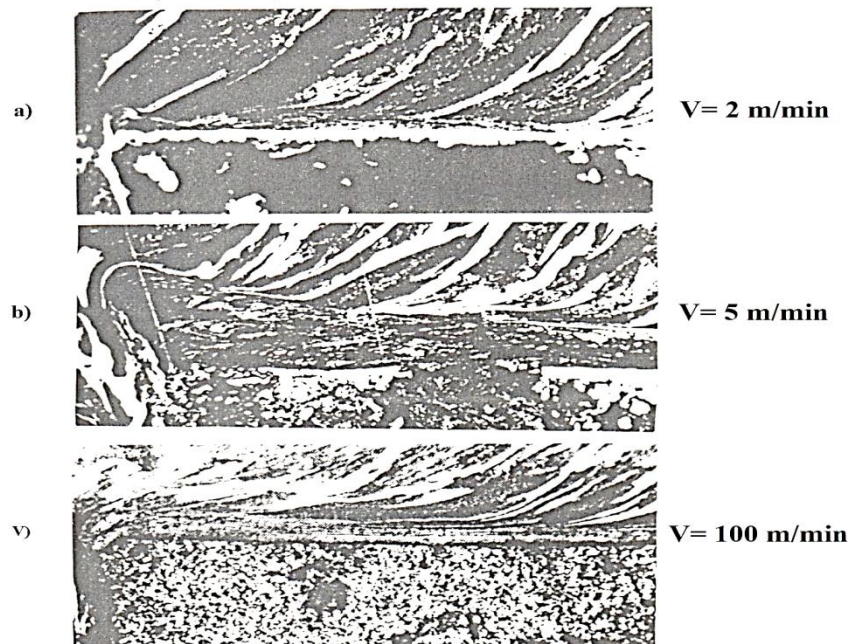


Fig. 2. Micrographs of the cross-section of the roots of the shavings recorded during turning of steel 40 at different cutting speeds. ($\gamma = 10^\circ$, $s = 0.285$ mm / rev).

$$\gamma_s = \gamma + \mu_s \quad (2)$$

$$\mu_s = \arctg \frac{S_0 \cdot \sin \varphi}{\pi d}, \quad (3)$$

where

φ - angle in the plan;

S_0 - feed, rpm;

d - drill diameter.

RESULTS AND DISCUSSION

It follows from formulas (2) and (3) that the kinematic angles are always greater than the static ones. However, for a MNP drill, the change is less than one degree. If an insert with a positive rake angle is used, then this change can be ignored. A number of designs and technologies for the manufacture of drills with mechanical fastening of cutting plates have been developed at the Department of Mechanical Engineering Technology of the Tashkent State Technical University. During the development and manufacture of drills of new designs, the rich experience described in foreign literature was used. Drill manufacturing technology developed at Tashkent State Technical University was based on the use of CNC lathes and milling machines. The most important and distinctive features of the investigated type of drills with MNP structures of Tashkent State Technical University from drills available in the industry and offered by firms are the following:

1. Standard three-sided hard-alloy plates according to GOST 19048-80 are used as cutting inserts.
2. The base plane of the cutting inserts is turned at an angle of $-5 \dots -7^\circ$.
3. The central column is formed by displacement of the plates above the axis of symmetry by $0.25 \dots 0.3$ mm.
4. The planes of the chip flutes are located above the axis of the drill, which significantly increases the size of the core and, accordingly, increases the rigidity of the tool.

Experiments were carried out to study the peculiarities of the cutting process when drilling with MNP drills and the possibilities of their design.

In the process of cutting with MNP drills, a series of instantaneous radial unbalanced forces arise, leading to dynamic instability of the drill. This kind of instability under conditions of rapidly changing forces imposes its own limitations on the design of drills. Insufficient knowledge of the process of drilling with MNP drills has led to the fact that today there is a large range of designs of this tool, even within one firm, which, nevertheless, does not meet the requirements of accuracy and productivity of machining. It is interesting to analyze the specific energy consumption spent on hole processing. The cutting work per hole is determined by the formula:

$$A = 9,8 \cdot \frac{2\pi m}{60} M \frac{L}{nS}, \quad (4)$$

where

M - cutting moment, Nm;

n - tool rotation frequency, rpm;

L - hole length, mm;

S- feed, mm / rev.

Hole volume:

$$W = \frac{\pi \cdot d^2}{4} L, \quad (5)$$

then the specific work of cutting will be:

$$A_{yo} = \frac{A}{W} = \frac{8M}{d^2 \cdot S}, \quad (6)$$

In fig. 3. illustrationthe diagram of the maximum specific energy consumption when processing steel 45 and 12X18H10T with a twist and drill with MNP is presented. The diagram shows that when processing 12X18H10T, the specific energy consumption of the cutting process with a drill with MNP is more than 5.0 times lower than those when processing with a twist drill, and when drilling steel 45, it is almost 2 times lower, i.e. the efficiency of using a drill with MNP significantly increases with a decrease in the machinability of the material (total energy costs

when machining one hole with a twist drill are equivalent to machining five holes with a drill with MNP when cutting 12X18H10T and two holes when drilling steel 45).

The peculiarity of the flow of contact processes during the operation of the drill with MNP and the formation of cutting forces is largely determined by the absence of a bridge[5]. The "column" formed in this case should be chipped without reaching too great a length. The destruction of the "column" occurs due to fatigue loads, which are formed according to the following scheme. A drill with MNP has two symmetrically spaced plates that form a gap δ , i.e. the diameter of the "column" will be determined by the value δ . The cutting edges of the installed plates protrude from the body by the value, k , and the body itself has a jumper in the form of a sharp wedge located asymmetrically relative to the tool axis (Fig. 4). The "column" formed during the drilling process when drilling a hole with a depth of k will have a cylindrical shape. In this case, the forces acting on it in the form of a torque will not have a cyclic component [6].

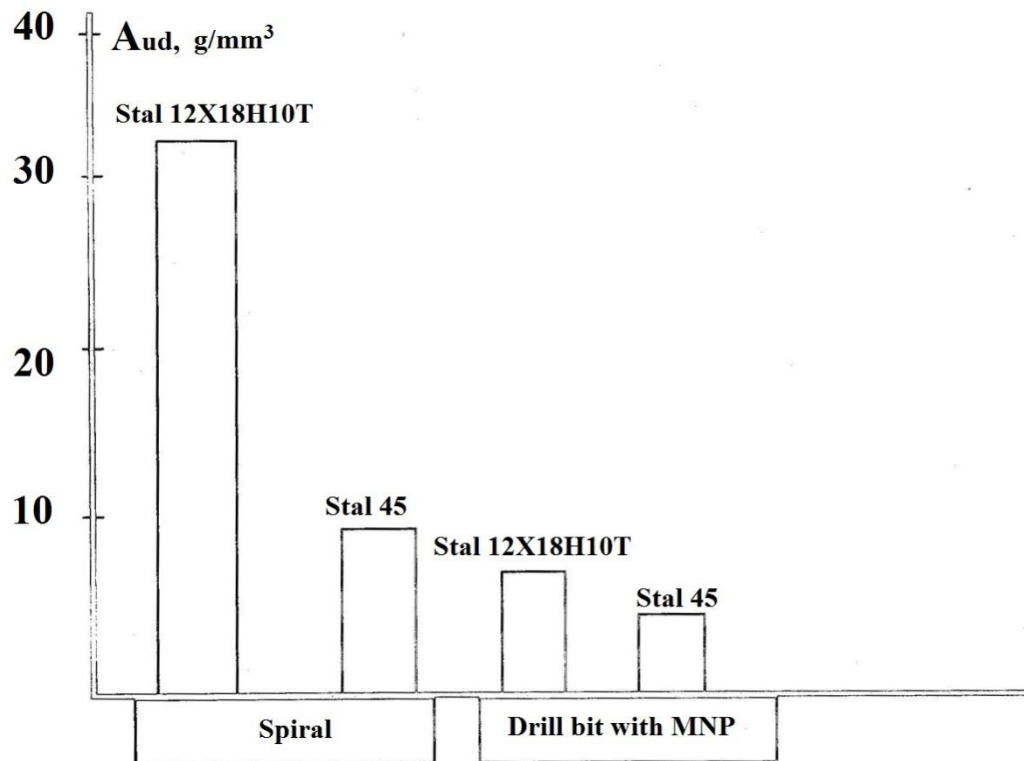


Fig 3. Specific cutting work diagram during operation twist drills and drills with MNP.

With further drilling, the top of the "column" will begin to interact with the asymmetric jumper of the body, the resulting force will begin to bend the "column", and taking into account the rotation of the tool, it will have a rotational character.

The rotational speed of the bending force is equal to the rotational speed of the tool. The number of cycles perceived by the "column" can be determined:

$$N = \frac{l - R}{S} n, \quad (7)$$

where

l - the total height of the "column",

R - plate overhang;

S - minute feed,

n - spindle speed.

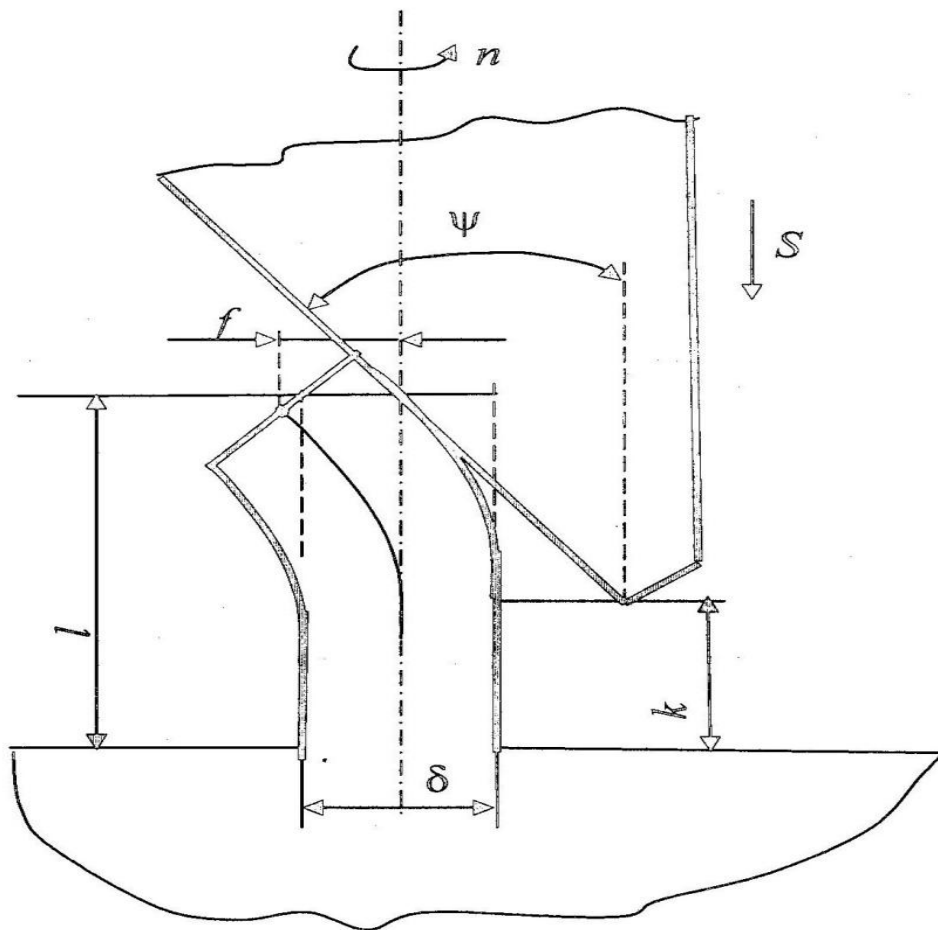


Fig. 4. To the calculation of the maximum height of the central "column".

The number of cycles of oscillation of the central column establishes the relationship between the tool feed and the dimensions of the column itself, which must be known when constructively choosing the radial arrangement of the cutting inserts, especially with their asymmetric arrangement.

The amount of deflection of the "column" relative to the axis of rotation of the tool can be determined by the formula:

$$f = (l - k) \cdot \tan \psi, \quad (8)$$

where

ψ - the angle of inclination of the asymmetric body jumper.

The "post" can be thought of as a cantilever clamped beam. The radial force can be determined:

$$P = \frac{3EJf}{l^3}, \quad (9)$$

where

E - modulus of elasticity of the processed material:

$J = 0,05\delta^5$ - moment of inertia of the "column" section.

As a result of the bending of the "column" in the section of the base, stresses arise, the average value of which can be determined:

$$\sigma_{cp} = \frac{24EJf}{\pi\delta^3 l^3}, \quad (10)$$

or

$$\sigma_{cp} = \frac{1,2EJ\delta^2}{\pi l^3} = \frac{1,2E\delta^2}{\pi l^3} (l - k) \cdot \operatorname{tg} \varphi. \quad (11)$$

The cyclic load arising from the bending of the "column" is characterized by a symmetric loading diagram with an asymmetry coefficient $R = -1$. In the presence of an initial crack located radially from the surface to the center of the "column", the change in the stress intensity factor will be:

$$\Delta K_1 = \gamma \frac{P}{\delta^{1.5}}, \quad (12)$$

$$\gamma = 1,72 \frac{\delta}{d} - 1,27,$$

where

P - radial load;

δ - the diameter of the rod;

$d = \delta - 2a$;

a - crack length.

The fatigue crack growth equation is:

$$\frac{da}{dn} = A \cdot (\Delta K)^m. \quad (13)$$

In expanded form it will look like:

$$\frac{da}{dn} = A \cdot \left(\gamma \frac{P}{D^{1.5}} \right)^m = A \cdot \left[\left(1,72 \frac{\delta}{\delta - 2a} - 1,27 \right) \cdot \frac{3EJf}{l^3 \delta^{1.5}} \right]^m$$

$$\frac{da}{dn} = A \cdot \left\{ \left[\frac{1,72}{(\delta - 2a)\delta^{0.5}} - 1,27 \frac{1}{\delta^{1.5}} \right] \cdot \frac{3EJf}{l^3} \right\}^m,$$

or

$$\frac{d \cdot a}{\left[\frac{1,72}{(\delta - 2a)\sqrt{\delta}} - \frac{1,27}{\delta^{1.5}} \right]^m} = \left(\frac{3EJf}{l^3} \right)^m dn.$$

After simplification, we get

$$\frac{(\delta - 2a)^m \delta^{1.5} da}{[1,72\delta - 1,27(\delta - 2a)]^m} = \left(\frac{3EJf}{l^3} \right)^m dn, \quad (14)$$

where:

A, m - constants of the equation of fatigue crack growth,

a - average crack length.

Solving equation (14), it is possible to determine $a = f(h)$, while destruction can occur at

$$a \geq a_{kp}. \quad (15)$$

a_{kp} - the critical crack length is determined from the equation:

$$K_{1c} = \gamma \frac{P}{D^{1.5}} = \left(1,72 \frac{\delta}{\delta - 2a_k} - 1,27 \right) \frac{P}{\delta^{1.5}}, \quad (16)$$

where

K_{1c} - material viscosity

From (12) the critical crack length is equal to:

$$a_k = \delta \left[0,5 - \frac{1,72 \cdot P}{K_{1c} \cdot \delta^{1.5} - 1,27 \cdot \rho} \right] \quad (17)$$

The number of loading cycles before the destruction of the "column" can be determined by jointly solving equations (10) and (14), i.e.

$$n = \left(\frac{l^3}{3EJf} \right)^m \delta^{1.5} \cdot \int_0^{a_k} \left(\frac{\delta - 2a}{0,45\delta - 2,5a} \right)^m da, \text{ and}$$

$$a_k = \delta \left(0,5 - \frac{1,72 \cdot P}{K_{lc} \delta^{1,5} - 1,27 P} \right). \quad (18)$$

CONCLUSION

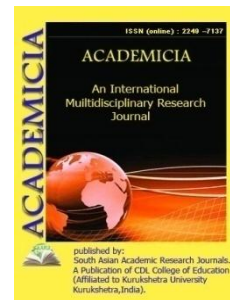
The solution of equation (17) is possible by a numerical method or by expanding the integrand into a Maclaurin series. The following conclusion can be drawn from the system of equations (18):

- with a decrease in the minute feed and an increase in the spindle rotation frequency, the number of cycles per unit length of the drilled hole increases and, as a consequence, the length of the "column" decreases;
- with an increase in the strength properties of the material being processed, the breakage of the "column" is carried out at its smaller length, i.e. the drilling process is more stable;
- the angle of inclination of the asymmetric body jumper should be performed as much as possible;
- the gap between the plates should be kept as minimal as possible.

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DOI: **10.5958/2249-7137.2021.00921.6**

THE FIRST DASTAN OF THE "FIVE" ALISHER NAVOI AND THE PROBLEM OF THE UNIVERSAL CHRONOTOPE

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ABSTRACT

This article deals works of AlisherNavai. In particular, comparison of historical genres on the basis of the principle of poetic evolution has shown that "Five" Navoi is a whole, unified genre system. It has been shown that the function of the framing component organising semantics-structural integrity of "Five" performs the first dastan. In the semantic-structural connection of this dastan with the subsequent four leading is the principle of epic universalization. Semantic-structural units, which serve as the basis of epic universality, also define and canons of genre and at the same time give us grounds to assert that "Five" is a universal genre.

KEYWORDS: *Koran, Alisher Navoi, Comparative-Historical, Comparative-Typological, Textological Aspects, Chronotope, Makalat, Creative Methods*

INTRODUCTION

The uzbek people, possessing a historically rich cultural heritage, originality and way of thinking, have presented the world with a whole galaxy of great thinkers, and Navoi occupies a special place among them.

The XXI century puts on the agenda the problem of studying the work of writers of a universal scale, including AlisherNavoi, from the standpoint of globalized scientific and theoretical thought. The application of the experiments of historical and theoretical poetics in the system of theoretical methods that are updated and improved from year to year and the study on this basis of the works of the great masters of the word with a worldwide reputation, including AlisherNavoi, has become an urgent task of modern literary science, which involves the implementation of a comprehensive study of creativity great poet.

The first edition of AlisherNavoi's "Five" was published in 1939. In 1960, the Navoi expert P. Shamsiev prepared and published a complete edition of "The Five". At the same time, the publication of the collected works of Navoi in 15 volumes was carried out. Between 1987 and 2003, a twenty-volume edition was published, and in 2011 a ten-volume edition of the complete works of AlisherNavoi. All these works had a significant, positive impact on the development of the literary-historical process, especially in the following four aspects: a) contributed to the formation of the academic system of textual criticism and source study¹; b) provided a comprehensive study of the heritage of Navoi; c) raised the scientific level of research in the comparative historical and theoretical directions; d) opened the way for the study of the poet's epic heritage, in particular, questions of the poetics of the "Five". Despite the existing problems associated with the social and social life of the era and the methodology of literary criticism, it can be argued that, starting from the 20s of the twentieth century to the present time, Navoi studies have acquired specific outlines as an independent scientific direction.

The first studies devoted to the study of the "Five" were carried out by representatives of Uzbek literary criticism of the era of national revival. In their works, they paid attention to: A. Fitrat in the 1920s in his book "Samples of Uzbek Literature" and in a study devoted to the dastan "Farhad and Shirin"; V. Mahmud in some of his articles in the form of remarks and comparisons; A. Sadi in his articles and doctoral dissertation².

In his works, published in the 1920s - 1940s, in particular, in the books by Olim Sharafiddinov "AlisherNavoi, Life and Work", S. Aini "AlisherNavoi", M. Shaikhzode "The Genius Poet" and in the collection "The Founder Uzbek literature" in a general context, the life and work of Navoi and issues related to the study of the "Five" were considered. The works of H. Zarif and H. Alimjan were republished, studies of such representatives of the academic school as V. Bartold, A. Kononov, A. Borovkov, A. Semenov, M. Salie, A. Yakubovsky, A. Boldyrev appeared, which have great scientific significance³. Among them, one should especially emphasize the works of E.E. Bertels, who comprehensively investigated the life and work of AlisherNavoi in the comparative-historical, comparative-typological, textological aspects.

In the works of such scientists as V. Zakhidov, H. Suleimanov, I. Sulton, A. Kayumov, S. Ganiev, A. Khaitmetov, A. Abdugafurov, A. Rustamov, B. Valikhodzhaev, S. Erkinov, N. Komilov, Ya. Iskhakov, R. Vakhidov, I. Khakkulov, created in 1960-1990, carried out a comparative study of the epic poetry of Navoi with folklore and works of classical literature of the East, highlighted the issues of the creative method, poetics, problems of sufism⁴. Being one of the central problems of literary criticism, the poetics of the chronotope, which we applied to the «Five» of Navoi, has been studied in world and Russian literary criticism within the framework of certain eras, literary trends, creative methods, specific literary figures, genres and genre components, philosophy of philology. This can be confirmed by the studies of V. Toporov, M. Okhundov, A. Gurevich, N. Trubnikov, P. Florensky, E. Voitovich, E. Efremova, O. Rezina, B. Sorokin, T. Prokhorov, M. Geio,

N. Rzhevskaya⁵. It should be emphasized that the basis of all studies devoted to the poetics of the chronotope in world and Russian literary criticism are theoretical concepts substantiated in a number of fundamental works of the Russian scientist M. Bakhtin⁶. In Uzbek literary criticism, there are not enough scientific works devoted to this issue. Their list is limited to a few studies, which consider the issues of the system of artistic time, the chronotope of the novel, the history of the theory of the chronotope, the poetics of the chronotope and Uzbek classical dastan⁷.

In monographic studies dedicated to the problems of the classical gazel (the process of composing the divan) and daznas, the “preamble” (“debocha”) has been studied to a certain extent. Some literary scholars characterized it as the «traditional introductory part», while others pointed to the connection with the author’s biography, the history of the creation of the work and the composition peculiarities of the divan.⁸

But there is no experience in the study of the preamble of the first dastan as a single system that concentrates and generalizes within the artistic chronotop the composition, plot and images, as well as the semantic-structural meaning of the preamble in the genre system.

The preamble of the “framing dastan” in the “Five” Navoi consists of seventeen composite parts of generalizing content. Starting with the first lines of the first chapter, the style of “Five” is defined and takes concrete features. It is a style of “system contrast” and in a work by means of such contrast different concepts are interpreted, numerous events and phenomena are described, such as faith-disbelief, knowledge-ignorance, good-evil, white-black, day-night, fire-water, sweet-bitter. The thesis, which is presented in a strict sequence at the beginning of the story, is divided into two opposite parts, a detailed description of the first and then the second part, after which the author reverts back to the thesis and draws a conclusion (conclusion, synthesis).

In parts of “unfomed” (glorification of Allah) and “munajat” (a plea to God) the “three worlds” are depicted as a system of worlds without borders, infinite, to which the concepts of astrological time, space do not apply. On the basis of this, we classified them as follows: “primary world”, “middle world”, “lower world”.

In the “preamble” the chronicle of the life of our prophet (may peace be upon it!) is reflected in the framework of five “Nats”(praises) and at the same time each step is subordinated to the goal of advancing a specific concept of the righteous, and also has a peculiar chronotypical form. The part of the “preamble”, located after the praise of the prophet, touches on three important issues directly related to the “compositional frame”. It is: 1) the history of creation Hamsa, the poet-forerunners of the creator of “Five”, the artistic discourse with teachers in a great perspective; 2) Judgments on the word and thoughts, which constitute the semantic-structural basis of the genre “Five”; 3) Questions related to the human soul which are present in the sections “Five” as many significant interlayers.

In the context of the “framing dastan” as the object of the discourse, mainly, the three great predecessors of Navoi - Nizami Ganjavi, Khusrav Dehlavi and Abdurahman Jami - are chosen (only in some places other poets are mentioned, including Ashraf). While the two poets and teachers who developed the basics of Hamsa writing occupied an important place in Navoi’s choice, Abdurahman Jami, a contemporary of the poet who supported him, took his place alongside them. In addition, three dastans of Abdurahman Jami (“Gift of pure soul”, “Rosary of righteous”, “Book of wisdom of Iskander”), which were part of “Seven Thrones”, on their conceptual basis, content and form very close to the framing dastan of Navoi. Last Lines of Discourse

If they disappear in the cave of eternity,

Let me be, «fourth - dog»...⁹

They emphasize that this dialogue takes place in a vast artistic and cognitive space (Islamic knowledge), and reveal such features of Navoi’s character as extreme courtesy and humility.

Their content coincides and harmonically combines with the conceptual views of the author regarding the word and thought, which were reflected in “Five”.

The chapter dedicated to the description of the soul in the chronotope “Preamble” performs the following four tasks: a) shows the degree (poppy) of the soul and its connection with the “chronotop of the three worlds”; b) Gives human touches to the essence of the soul; b) contains a hint on those manifestations of the Dastani phenomenon, the interpretation of which the author intends to give in “Five”; r) is the conclusion of the “Preamble” and directs the reader’s attention to the main part.

In general, the chronotop “Preamble” in the context of “Five” performs the function of a poetic key for subsequent composite parts (Dastan), and is also a poetic whole in which the world view, faith, talent, artistic concept and image of the author are manifest. At the same time, the three astronomical dimensions of time (past, present, future) and time outside these dimensions are concentrated in one circle. Thus, the epic concept of subsequent daostan is defined and the ground for chronotop “Five” is prepared.

The function and conceptual essence of the phenomenon “amazement” are determined by three factors. The first of them is connected with the leading cognitive concept of the author in comprehension of the Creator and himself, the second - with compositional traditions in the history of Hamsa writing, the third - with the method of artistic interpretation of the image of a person in “Five”

By its essence and goals “Astonishment of the Righteous” is a work that depicts the way of understanding the Creator through the analysis of the person, his essence. The conceptual basis of “Five” finds its reflection in the term “amazement” (hayrat). The chosen words-concept at the same time determines the nature of the artistic components of “Five”, such as genre, composition, plot, image. In our view, it is no accident that Alisher Navoi came to this concept. First, he first as a Sufi who achieved perfection, as a spiritual guide led “amazement” through the prism of his individual, theoretical thought and reworked it. Secondly, he drew on existing deep traditions in the history of the cognitive thought of the East and Sufism. On the basis of all this, Navoi put the phenomenon “astonishment” in the center of “Fives”. In “Winds of Love” in the section assigned to the ninth sheikh - the saint, the following wise sayings are given: «And Zunnun has told: The desire to comprehend the essence of Allah with thought - ignorance and hint on it - disbelief. *Truth of knowledge is amazement*» (highlighted by us - U.J.). *A generalized analysis of the text «Fives» shows that the roots of the concept of «amazement» in the works of Alisher Navoi go into this cognitive concept.*¹⁰

In the section «Three Astonishments» three states of the soul are gradually represented. In the image of the process of amazement, its stages, including the last higher stage, consistently retain the principles of systematism and evolution. According to this sequence, the first stage of astonishment and cognition is intuitive (sensual) cognition, the second is rational (mental) cognition, and the highest is belief, divine intelligence. Each individual stage of “journey”, depicted in the chapter “Three Amazement”, has the purpose of showing the rise of “passage” on these steps and in them the artistic grounds of thinking that each step is comprehended through amazement and its result - knowledge, The highest point of knowledge, its truth is the knowledge of Allah. The interpretations of these processes applied to the “middle world” (land, earthly life and society) have found their reflection in “macalats and stories” dastan.

J.C. Trimingham gives such a general definition of the term “abror”: “Rank in the spiritual hierarchy of Sufism¹¹”. In the note he notes that this word derives from the root of the Arabic word “barren” in the form of a single number and literally means “fulfilling their vow”. But he, on the basis of the general purpose of the research, as well as following the majority of European orientalists, “constrains” to get a deeper insight into the essence of the term. In the “Explanations of Sufi Terms” in the book “Sufi Life” “Abrore” is interpreted in the following way: “Abror” are people who themselves their words and deeds are righteous; people known for their good deeds and their moral integrity. In Sufism, the Abraham is divided into two groups: 1. Futuvy people are those who have dedicated themselves to the service of humanity. 2. People who have distanced themselves from creatures made by God, who have fully devoted themselves to Allah¹² i.e. This interpretation is also limited to Sufi teaching and specialized. Therefore, in our opinion in dastan Navoi, cannot express the essence of the concept “abrogation”. We believe that considering the term in a system of specialized Sufi terms, understanding it and explaining it from that point of view, or giving it too much secular meaning, would mislead us and discourage study, uncovering the true essence not only of Dastan “Astonishment of the Righteous”, but also “Five” as a whole, for at Navoi the temporal-spatial dimensions of the human phenomenon are defined so widely that both simple and selective are equally covered. It is this feature that they acquire a common Islamic and universal character. In their essence, the vocabulary meanings of the term “abror” – “fulfilling their vow”, “faithful to their vow”, “committed vow¹³” - in Navoi from the point of view of time universalised up to maximum. Here the concept of “vow” (Akhed) is directly related to time “al-misak” and question “Alastou birobbikum?” – “I am not a god to you?” Then the souls of all people not yet created by the Creator, confirmed that he is their God: “Kolu bala” – “Have told: Yes, of course” (Sura “Aarof”, oyat 172). Abror at Navoi a man who, according to this vow, has gone on a great “journey”. The path of the righteous man is, in fact, the way of the fulfillment of this vow, the way of loyalty to the vow.

In the dastan before the section about “macalata and stories” a general conceptual artistic interpretation of the degree (poppy) achieved by the righteous in the first two worlds – “world of angels” and “world invisible” is given, as well as in one country – “country of the body” within the chronotop of “primary” and “median” worlds. The path of testing is gradually traced from “evening of non-existence” to “country of body”, which is overcome by “walking”. In the section “makalats and stories” the author, using the method “allegoria-truth”, interprets the knowledge of the “walker”, which has reached the degree of the ruler in the country of the body, in the secular plane (social, horizontal chronotop), as well as the knowledge of the Creator, aspirations to the “original homeland”. In short, the means and conditions allowing the righteous person, being within the time space of the “median world”, to associate with the “world of primary”. At the same time, most of the plots of the stories, which serve as a peculiar illustration to the Makalats, coincide with events from the lives of the persons mentioned in “Love Breezes”.

The life path of the man-abraham, the parking places through which he passes, his noble qualities served as a basis for the artistic ideal of Navoi, his conceptual generalizations. But in life, not everyone can reach that level. The ancient laws of life are such that in it the knowing and ignorant, morally perfect and lecherous, truthful and hypocritical, sheared and greedy, impatient and patient, satisfied little and selfish are beside each other. The path of Allah to the step of the happiness of the righteous passes between these opposites. That is why Navoi in his macalates shows two sides of the medallion, depicting also in sharp dramatic contrast to the style

of the holy Koran. At the same time, the stories fulfill the task of artistic argument for the Makalats. Thus, the chronotop of macalates and stories has a function of universal scale, so it together with the chronotop "Five" makes one organic whole. As part of the makalats and stories, Navoi also gives important touches to the portraits and characters of such later dastan heroes as Farhad, Majnun, Bahram, Iskander, Shirin, Layli, Dilaram. Such strokes he makes to the image and the path of trial through which these heroes pass, gives a conceptual generalization of the poetic steps of the path of love, the type images of rulers.

CONCLUSIONS

1. According to the historical poetry, the first examples of poetry were syncretic. They originated from human role models of a particular reality, objects, phenomena and movements. Poetry, which existed as a syncretic unit, over time, as a result of social, cultural, biological, psychological processes, survived the phenomenon of "physical explosion", which contributed to the beginning of the differentiation process. The circular movement of singled out from the poetic units of the syncretic form of "fragments" led to the process of synthetics. Thus, conditions for the emergence of new genres, genre components, poetic canons.
2. "The Five" represents a perfect model of world artistic thought, in particular, the phenomenon of synthetics, characteristic of East Islamic literature. Comparative analysis shows that "Fives" has synthesized specific features, artistic components of such genres as epos, novel, narration, drama, story, kasyda (ode), gazel, sonnet and such works of world significance as "Shahname", "Science leading to happiness", "The Pearls Made", "The Center of Truth". The results of primary analyses give us grounds to conclude that "Five" is a synthetic phenomenon, at the same time an independent poetic system.
3. In the history of world literature there are independent works combining forms of several genres. This poetic phenomenon is consistently observed in folklore, in the written literature of the West, and in the history of Eastern literature. In particular, the artistic structure of epic cycles of world folklore, ancient Greek romances, tales of prophets, "Thousands and one night", "Kalila and Dimna", "Shahnome" testifies to the fact that this process has developed consistently before the emergence of "Five" shows that the system of five-year-old (Hamsa), of which Nizami is the founder, did not appear by accident, but arose on the basis of certain regularities of the development of aesthetic thought of mankind.
4. A comparative analysis of the above-mentioned processes shows that "Five" has a number of differences from the genre cycles that existed before it and has an advantage in terms of perfection of its theoretical canons, a manifestation of purely genre features. Although the cycle of works that existed before "Fives" has certain properties, they acquire a common essence, but the system of canonical units that make up the genre system is not sufficiently formed in them. In "Five Steps" Nizami and Khusrav Dehlavi he also does not act as a coherent, independent system, as it is not foreseen by the artistic design of the author. But Navoi from the very beginning aimed to create a whole artistic system, which is specially underlined by the author in some places "Five".
5. Comparison of historical genres on the basis of the principle of poetic evolution has shown that "Five" Navoi is a whole, unified genre system. It has been shown that the function of the framing component organising semantics - structural integrity of "Five" performs the first dastan. In the semantic-structural connection of this dastan with the subsequent four leading is the

principle of epic universalization. Semantic-structural units, which serve as the basis of epic universality, also define and canons of genre and at the same time give us grounds to assert that “Five” is a universal genre. Based on the chronotopic comparison and analysis, the above canonical units can be classified as follows: a) Universal epic time; b) Universal epic space b) A universal story and a fable system; r) a universal image; d) A universal epic concept.

6. Universality of epic chronotop in “Five” Navoi found its reflection in the semantic-structural system of the preamble “Astonishment of the Righteous”.

The system analysis of parts “hamd” (praise of Allah), “munajat” (pleading, appeal to God) and “nat” (praise of the prophet) allows to come to the following conclusion. This chronotyped form serves as an image of artistic time space in three dimensions, consisting of “primary”, “median” and “lower” worlds, and in a harmonic combination gives a poetic interpretation of the trinity “The Creator - everything is human” circularly.

7. The section “three amazement” in the first dastan serves as the justification of the author’s concept in “Five”.

In it three stages of amazement, through which goes “hoja” - sensual (irrational), mental (rational) and betrayable (superrational), serve as an artistic and conceptual basis for the steps of love in subsequent dastans. Therefore, for the love of ordinary people the basis is a sensual (irrational) amazement, for the people of the chosen - mental (rational) and for the love of righteous - betrayed (superrational, divine). Evidence of this can be found in the passion for all worldly in Bahram, the madness and selflessness inherent in Farhad and Majnun, the principle of loyalty to the Creator, strict compliance with Iskander’s installations.

8. At the heart of the concept of the human being, which has its artistic meaning in the section of makalats and short stories, is the phenomenon of the human-abrector. The human-abromous image depicted here does not fit within the existing artistic and Sufi terms. By its essence and content, the roots of this image reach to the time “al-misak” (a vow) and a vow given before the Creator, and in the vocabulary as well as in the artistic-conceptual meaning denotes a person faithful to his vow in “al-misak”. In this way, the image of the human-abroint from Navoi acquires a universal human essence and at the same time, in a semantic-structural sense, concentrates in itself the central images of the following four dastans.

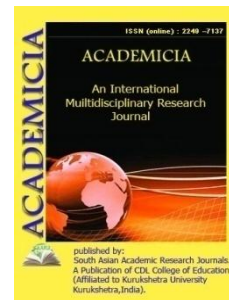
9. The interpretation of the “Human-Abrore Path” and the theoretical basis of the “Human-Abrore” image were reflected in the work of Navoi “Love Winds”. The analysis of images of our prophet Muhammad (peace be upon him!), his four friends, as well as episodic images of such saints as Bahauddin Nakshband, Feared Bistami, Robiya Adaviyah, Ibrohim Adham, etc. Thus it can be argued that the theoretical results of the study of “Five” Navoi on the basis of the chronotop poetry lead us to the following conclusion: “Five” is an independent genre, a universal poetic phenomenon characterized by the original composition system, A kind of story and a complete system of images.

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DOI: **10.5958/2249-7137.2021.00972.1**

THE IMPACT OF THE ZOROASTRIAN TEACHING ON THE DEVELOPMENT OF EARLY GREEK SCIENCE

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ABSTRACT

In the following article the impact of the Zoroastrian teaching on the development of early Greek science and its influence on the modern day development of the Pedagogies are analyzed. Its origins are discussed through the framework of the Oriental and Occidental points of views. The hereditary relations of the science and the Middle Eastern and Central Asian schools of thought are revealed through the comparative study of the texts.

KEYWORDS: *Greek philosophy, AhuraMazda, Zoroastrianism, Yasna, Universe, Avesta, Thales, Jacques Duchesne-Guillemin.*

INTRODUCTION

For centuries, among scholars, the development of science of world has been dominated by the idea that the classification of sciences in its present form originated and developed in ancient Greece. Moreover, the philosophy which had fulfilled the role of foundation for all of social sciences was developed based by the efforts of Thales, Anaximander, Aristeus, Germotim, Socrates, Plato, Aristotle, underlining the rule that the notion that other sciences were founded based on the philosophy is recognized as an axiom.

However, the in-depth, scientific analysis of the Avestan texts and historical-ethnological, eschatological, archeological sources suggests that the first scientific buds appeared in Central Asia and later influenced the development of Greek philosophy and later sciences based on the

ideas of Zoroastrianism. When studying the influence of Zoroastrianism on the formation and development of early Greek philosophy, firstly we must rely on the text of the Avesta and Zoroastrian didactics, as well as passages from the works of ancient Greek philosophers, also the political and economic situation between states, nations and tribes.

Due to the fact that the Scythian-Sarmat tribes in eastern regions gradually transferred the vast territories to their sphere of influence, their worldview, as well as their ideas, which were considered advanced for their time fulfilled their programmatic function for the peoples living in the regions of Asia Minor, they became the impetus for the formation of their worldview and teachings. As a result of the development of cultural ties between the peoples, the ideas of Zoroastrianism, which are the blessings of the thinking of the peoples of the East, began to adapt to the emerging sources of Greek philosophy.

LITERATURE REVIEW

In the teachings of Zoroastrianism, ideas such as being, the absolute soul, the movement of the soul, the properties of the mind and thinking, goodness and depravity were first incorporated into the content of his teachings by Thales of Miletus (624-546 B.C.), the founder of philosophy¹.

When we compare the basic principles of the philosophy of Thales with the principles of Zoroastrianism, we see a striking resemblance, a balance:

According to Thales: He is the most ancient of all beings, yet he was not created.

According to "Avesta": -"Hey, Mazda! The seed of the eternal universe – basis- founder! (Yasna 28-verse,1) I praise ... the greatest of the great, the most beautiful of the beautiful, the most superior of the superior, the wise of the wise, the mighty and the unique Ahura Mazda. It is the one who gives Good Will and joy with good intentions. He created the lone of lones. Created our body. He raised us". (Yasna 1, Verse1)

According to Thales: Universe is the most beautiful of all, yet it was created by God.

According to "Avesta": "O Mazda Ahura! You warn me of your world! Tell me in your own language about the beginning of this world! What was it and how was it built? (Yasna 28-verse.11).

"Finally, we applaud Ahura Mazda. It is Allmighty, the great. We praise it. We sing of its beautiful creation. He created the classical universe and the supreme truth. The light, the ground, and the whole good thing was done". (Seven great Yasht, 16)

O Mazda Ahura!... The thinking of the world that created the world was Yours ... Let's give him the prosperity of this world, the splendor of grace", ... Ahura is the only just judge in this world. It will be what he wants (Yasna 29-verse.2,4).

According to Thales: It is the largest space of all, it encompasses everything.

According to "Avesta": "Ahura Mazda, which Zoroaster reported to the Magavan Mughals, means to enter the abode of obedience and worship. This place is the palace of Mazda Ahura from the beginning. This is the truth that is revealed because of the guidance of good intentions and Ashah-Khaqiqat. I warn you about them" (Yasna 51- Verse.15)

According to Thales: The most powerful destiny, the one who rules the world.

According to “Avesta”: O Mazda Ahura!...You have made this destiny worthy for us; so that we may be with you and Ashah-Khaqiqat forever in our earthly life and in the world of the mind. We will be together”(Yasna 40-verse,2).

“Recognize and don’t forget, The fidelZaroastr,

It is totally dependent on our opinions,

Whatthis world should be good,

What will happen in the end of Universe?”(Yashts, 1-yashts.26)

According to Thales:It is the smartest of all, it leaves everyone behind.

According to “Avesta”: “O Mazda! O Glorious One, Who created the earth, the water and the plants!Give me perfection and eternity.Give strength and endurance with the guidance of good intentions. Enjoy the light of your enlightenment!”.

“Ormaiti-Perfect mind gives purity to human beings, and man gives strength to Ashakh-Khaqiqat with knowledge, words, deeds and religion ...I also want this good knowledge ”(Yasna 51-verse.7,21).

According to Thales:The wisest of all is time, in which existence is manifested².

According to “Avesta”: “Hey, ashavanAhuraMazda! We glorify you in search of the wealth and wheat; in the hope of all good deeds and events created by good men and Ashakh-Khaqiqat. Let us we all live for long periods in this wealth. In summer, also in winter” (Yasna 16-verse.10)

“O Mazda! All the goodness of this world of life, which you have, was, is, and will be forever, please us with your grace.With the help of Good Aim, the emperor of the Universe and Ashakh-Khaqiqat.

May lord, with the assistance of the Emperor of the Universe and Ashakh-Khaqiqat provide with the eternal body virtue” (Yasna 33-verse.10)

According to Thales:

What is difficult in the universe? – “Self-awareness”.

What is easy? – “Give advise to someone”.

What is with splendour? – “Success”.

What is from Allah? – “It who does not know the beginning and the end”.

“When does unhappiness easily recede from your heart? “When you see your enemies in a worse situation than you”

Who is happy? -“A person who is physically healthy, pure in heart and devoted to upbringing”³ such ideas are also recognized in harmony with the ideas of the essence of the spiritual world of the peoples of the East.

In turn, on the basis of the analysis of the works of Greek historians, hystrioigraphers, as well as the analysis of sources, the ideas of the sacred book of Zoroastrianism “Avesta” had a significant impact on the emergence and development of the teachings of the first Greek philosophy (6- 5

centuries BC) the brightest representatives Anaximander, Pythagoras, Xenophanes, Heraclitus, Parmenides and Empedocles.

Sources also state that Spytamen Zoroaster was the master of a Mugh named Aston, who was famous in Hellas, and that the same Aston propagated the Mugh doctrine in Greece and in turn he was a master of Democritus and Protogor⁴.

MAIN PART

Through the data of Greek thinkers, the image of Zoroaster became the property of European culture.

The famous Belgian Avesta scholar Jacques *Duchesne-Guillemins* says the following about Zoroaster: "Among all the children of Asia, the West first adopted Zoroaster as its 'son'. His teachings enriched Greece four centuries before the teachings of Jesus. Plato well knew Zoroaster. It took a long time for the teachings of Buddhism and Confucius to arrive in Europe. For this reason, for centuries, Zoroaster was the only person in the West who demonstrated the wisdom of ancient Asia ... In Greece, Plato's contemporary and student Cnidus Eudoks equated his master with Zoroaster ..." ⁵.

The followers of Prodicus, a contemporary of Plato, boasted that they possessed the secret works of Zoroaster and were familiar with their contents. Aristotle, Dinon, Eudex, Theopopos were well aware of the principles of Zoroastrianism. Even then, the Greeks swore by "the right to the name Zoroaster" ⁶.

Philostratus in the book «Appolonius of Tyana» writes the following (I,2): "Empedocles, Pythagoras, and Socrates, after negotiating with the Mugh, interpreted many unnatural words and ideas. But for this, no one has taken them to responsibility" ⁷.

The Timon from Fliurt mockingly describes the greatness of Pythagoras in his comic book "Sillalar":

Before lied Magis of the imaginary words,

Bending head, the Pythagoras,

Afterwards the bearer of absolute words,

Tried to "hunt" for the humans

Plinius (23-79 B.C.) in his treatise "Natural History" (XXX,1,9) states: "It is well known that Pythagoras, Empedocles, Democritus and Socrates 'swam across the seas' in order to study and understand the teachings of the Mugh. After they returned, they adopted the teachings of the Mugh and began to teach them to the people, but kept their contents secret from others" ⁸.

In "The Life of Pythagoras", Porphyry: "After Kambiz conquered of Egypt, Pythagoras, who was being educated by priests, was taken as prisoner and exiled to Babylon, where he studied the teachings of the Mugh. He learned from the Mugh all the information about the cult of the Gods and the rules of life" ⁹ his admission that Zoroastrianism had an incomparable influence on the formation of the philosophical views of the Greek scientific circles.

At this point, it is important to recognize that Pythagoras and members of his school made a revolutionary, tremendous contribution to the development of world culture.

It is noteworthy that the representatives of the Pythagorean school laid the foundation stone of ancient civilization, laid the foundation for the system of primary, secondary and higher education, and determined the content and scope of the seven disciplines. Also, the emergence of sciences such as solid state physics, astronomy, optics, the design of the first amphitheater and theater buildings, the theory and practice of governing the state with the help of police are associated with the name of the Pythagoreans. We still use terms introduced to science by Pythagoras today, regardless of the original source: philosophy and philosopher, esoteric, symbol, mathematics, symmetry, catheter and hypotenuse, parabola, hyperbola, ellipse, optics, cycle, ecliptic, diatonics, engarmonics.

Paying attention to the testimonies of ancient historians, we can see that many ideas in the views of Pythagoras (570-497) are manifested in quality in harmony with the ideas of the doctrine of Zoroastrianism. Well what is this harmony and reciprocity manifested in:

First, Pythagoras, in his interpretation of the concept of being, acknowledges the two bases and causes of the existence of things in it, namely **light** and **darkness**.

Hippolytus (Oproverjenievsekyerese, I, 2, 12) noted the following: "Pythagoras received education from a wise man of the Chaldean nationality named Zaratu. Zaratu told him that the two bases of all things are the presence in the form of the mother and father: father-light, mother-darkness, in turn gave knowledge that light consists of: boiling, dryness, lightness and speed, and darkness-cold, humidity, heavy and slow"¹⁰. It can be seen that the concepts of light and darkness are also ingrained in the content of the Pythagorean doctrine under the influence of the concepts of good and evil (Ahura Mazda and Ahriman), which form the basis of Zoroastrian teaching.

In "Avesta", the sacred book of Zoroastrian, the content of the process of constant struggle between Ahura Mazda and Ahriman, that is, on the basis of life, progress, is always in mutual struggle, such as good and evil, light and darkness, truth and falsehood, beauty and ugliness, justice and injustice, the interpretation of the mutual struggle of contradictory concepts and ideas.

Based on the content of these ideas, Pythagoras introduced the concept of opposition to philosophy. He drew up a table of 10 pairs of opposites. They are: infinity and infinity, even and odd, singular and plural, right and left, male and female, stable and moving, straight and curved, good and evil, square and parallelogram. The first of all contradictions is the pair of end and infinity, and it is possible that this recognition was formed under the influence of the Zoroastrian idea of Zurvan brin (intiho) - Zurvon akanarag (timelessness).

Second, Pythagoras interprets wisdom as one of the main attributes of the creator of being: "there is no other wise man than God"; "Whoever pursues a wise attitude and way of life with reason should be called a lover of wisdom, that is, a philosopher"¹¹. This idea, in turn, is interpreted as an initial definition of the term philosopher. In this view of Pythagoras lies the idea that God, as the creator of all beings, is the "philosopher of all philosophers".

Here we can see that the main of the qualities of god Ahura Mazda, that's from the viewpoint of his being wise, the holder of supreme mind was ground for the teaching of Pythagoras, that's in the "YashtKhurmuzd" of Ahura Mazda said:

"My name is requestor, the faithful **Zoroaster**.

My second name is Matlub, my third name is **Qudrat**.

The fourth is Truth, and the Fifth is **All Goodness**.

The sixth is Wisdom, and the Seventh is I am **Wisdom**.

Eighth - I am the **Doctrine**,

Ninth — I am a **Master**".

"In practice I'm head, In Truth **I'm needed**...,

Wise is my name¹²,"

In Zoroastrianism, special attention is paid to the concept of intelligence and mind (khrad).

"The moon, the earth, and all created creatures and beings are protected and governed by the intelligence and mind.

- The laws of the Universe are determined by it. Good deeds and noble deeds are done through the intelligence and mind.
- It does little harm to an intelligence and thoughtful person.
- A person with an intelligence and mind is rich.
- The intelligence and mind are superior to any wealth and cannot be bought.
- The intelligence and mind help to acquire knowledge, experience, skills and competencies in all areas, to live a good life, to have joy, to have glory, and to go to heaven after death."¹³.

Also, when thinking about the educational process, Pythagoras emphasizes the following: "Properly organized education ... should be done through the mutual will and desire of the teacher and the student. The secret of any science and art, as it is studied voluntarily, is to achieve its goal correctly, while in the compulsory case it is ineffective and effectless".

THEORETICAL BACKGROUND

In turn, the Avesta interprets the struggle of contradictory concepts and ideas, such as good and evil, light and darkness, truth and falsehood, beauty and ugliness, justice and injustice, on the basis of life and development, as a logical development of these is described as the wise teacher and coaches, are opposed to the ignorant and letter less teacher, coaches. In this case, teachers and educators are divided into good and bad teachers, depending on how much they know their knowledge, attitude to the profession, dedication, responsibility for their duties.

"A smart teacher admonishes his student... He deceives and misleads the ignorant" that is, a good teacher encourages his disciples to avoid such vices as ignorance, blasphemy, dishonesty, selfishness, injustice, greed, immorality, unprofessionalism, and ignorance, and to praise God always, believing in God, truthfulness, kindness, purity, justice, honesty, and fairness and considered it his sacred duty to help him display such qualities as humanity, and served in this way. It is praiseworthy to sing about the Master: "He is the one who leads to the abode of humility and cheerfulness in the light of truth, and you have made this path a building for those who are aware of goodness".

At the same time, in the holy book Avesta, bad teachers who sell their faith and knowledge to giants and durujs are severely criticized and condemned. “The evil educator, by his teaching, reverses the divine words and destroys the perception of life. In fact, it turns people away from the priceless investment of truth and good intentions”, or “O people who come from near and far with the intention of acquiring knowledge! Now all of you listen, hear my transparent words and keep them in your mind tightly: Never let a bad educator degrade your life, never let with the help of beast loving seducing language it should’d mislead you¹⁴”. Just as goodness and goodness (Ahura Mazda) always triumph over evil and ignorance (Ahriman), the teachings of wise teachers and mentors take precedence over the teachings of bad teachers, ultimately leading to the maturation of students and pupils who have embraced good deeds in their hearts and minds.

It is clear from this that there is no doubt that the definition of teacher and master in the Avesta, the interpretation of the teacher-student relationship, influenced the views of the Greeks on the educational process. At the same time, it is clear that the application of these ideas and views in the educational process, in the direction of spiritual and enlightenment education will have a high effect. This, in turn, requires a deeper, specialized study and analysis of the rich cultural, spiritual and enlightenment heritage of our ancestors.

Concluding our remarks on Pythagoras, we quote the words of Heraclitus from Ephesus (Hērakleitos ho Ephésios), who showed that the ideas in the context of Zoroastrianism were the basis of Pythagorean doctrine: “Pythagoras was aware of their religious teachings and then adopted them as his own”¹⁵.

There is an opinion that Heraclitus himself studied the teachings of the Mughals and priests based on Zoroastrianism and formed the framework of his views on the basis of these teachings.

In his article “The Influence of Zoroastrianism on the Philosophical Views of Plato and Aristotle”, A.N.Khrust admits that the teachings of Zoroastrianism have roots in the views of the ancient Greek thinkers. Included there, he considers Heraclitus’s famous phrase “war is the father of all things” and Empedocles’ idea that “love and hate form the two foundations of the universe and govern it in turn” to be a sign of the eternal struggle between Ahura Mazda and Ahriman and he asserts that Heraclitus and Empedocles were more or less aware of the basic ideas of Zoroastrianism¹⁶.

Hippolytus makes the following points about Heraclitus: “Heraclitus has the teaching that the soul returns to the body from which we originated. He knows that God is the cause of this resurrection. He says following: The wise people while wakening from the sleep of death in Aida (inferno), in standing mode protects the existing and dead people”¹⁷.

It is here that Heraclitus’ views on the eternity and protection of the soul, as well as the doctrine of the Fravashis in Zoroastrianism, became clearly intertwined. In the Avesto, fravashi means to protect, to support, to shelter. “The Fravashis have a number of responsibilities: to resist the forces of evil, to protect the interests of relatives and the people, to bless, to cooperate with Ahura Mazda in preserving the world - all of which he is responsible for,” he said”¹⁸.

Ahura Mazda said to Sipiytmon Zoroaster:

- Spiytimon! Actually, it informs you on the truth and impact, the help and assistance of the zavr, power, mighty fravavashis, also, the help of happy ashavans of fravashis to me and their extent.
- Zoroaster! I will preserve the bottomless earth created by Ahura because of their majesty and splendor. This low-rise and endless ground is selected from the beauties... Due to their might and splendour I save the children born in the fetus of the mothers... If the mighty fravashis hadn't helped me my beautiful animals and men could be perished... due to their might and glory the brave men will be born: This man while discussing in the meetings, his words are put to ears; This wise man will be the victor in the disputes¹⁹.

RESULTS

It is clear that the teachings of Zoroastrianism served as the basis for the perception of body and soul, soul and heart, life and death, goodness and depravity, beauty and ugliness, which later became the central problem of Greek philosophy.

Heraclitus' only pamphlet, "About nature" has reached us in 130 pieces of patchworks. According to his teaching, all things come from the fire and are in constant change. For Heraclitus, fire is the basis of existence. The fire combines with the air, and the air turns into water, and the water into the soil. This is the way down. In turn, the soil melts and turns into water. Everything else is made of water. The water evaporates and turns into fire again. This is the way up ... In fact, the Earth we live in was once part of a common fire, which later "cooled"... This cosmos is one and the same for all, it was not created by any god or man, but it has always existed and will exist like a fiery, restless fire. "Fire is a necessity, an abundance and a scarcity"²⁰.

Given the fact that in the doctrine of Zoroastrianism, the fire is considered sacred and recognized as the basis of all things in nature, it seems that Heraclitus is also well aware of the ideas of this doctrine.

In the "Avesta", fire is applauded in harmony with the names of Ozar and Otash. "Ozar" is considered to be the guardian god of fire, and it has a very responsible job. Fire is recognized by Zoroastrians as a symbol of the greatness of Ahura Mazda. The Zoroastrians recognized not the flame, but the hilarity in the quality of light, which is radiated from it as a higher cosmic substation. All material things are wounded by light, irradiation. Fire is the most advanced, most visible form of light. It is the energy that controls temperature, heat, dryness, movement, activity. In Christians, the cross and the crescent in Islam are symbols that serve to strengthen the foundations of religion, while in Zoroastrianism, fire has played a similar role. This is why it is absolutely wrong to call Zoroastrians fire followers. Now, in our opinion, we quote excerpts from the "Avesta" texts which influenced the worldview of Heraclitus about the fire:

"Hey the fire of Ahura Mazda! We applaud you, we honor you; we want to make the best sacrifices, vows. You deserve total praise and honor. Hope to see you having applauds and glory in this wealth".

"-Hey the Fire of Ahura Mazda! May the wood in our hands be for you! Let its smoke be yours! May its blessings be upon you! May the heaps of wood be yours! Let this noble creature be your creature! Let this religion aware be your custodian!

Be in this wealth the light!

Be eternal light in this household!

Be enlightened in this wealth!

Stay on foot for long periods til the Resurrection; be eternal, till the Domesday having the good and might!

Hey the fire of AhuraMazda, dedicate to me the solution immediately! Give me shelter immediately! Give me a prosperous life and shelter immediately! Immediately grant me long life, wisdom, eloquence, beautiful language, vigilant spirit, immortal and prosperous intellect!²¹

CONCLUSION

There is no doubt that how deep are the sources of thought of our ancestors, the world around us, the rich content of their weltanschauung formed on the basis of levels of imagination about being, for thousands of years the springs of science have sprouted in these heaven-like regions were one of the cornerstones of the foundation of world civilizations of this spirituality and culture.

In our next research, we will try to cover issues of influence, mutual harmony and proportionality on the formation and development of the teachings of Socrates, Plato and Aristotle, which are considered the founders of Greek philosophy, science, the doctrine of Zoroastrianism.

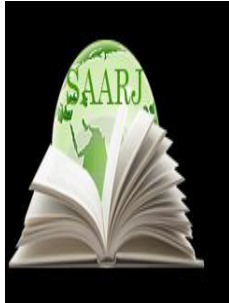
Especially during the conquest of Persepolis by Alexander the Great, it was on his orders that the 12,000 head of cattle kept in the library of King Darius were engraved in golden letters on the Avesta, the most advanced artistic-philosophical, natural, medical, socio-economic, political the translation of legal, enlightenment-ethical, ecological ideas into Greek by Aristotle is an important historical fact, indicating that these sources were the basis for the development of Greek science in the later period.

In its turn, the studying and researching emergence of the essence of the ideas in the teaching of Avesta and Zoroastrianism as the basis for the emergence of politics, ethics, aesthetics, didactics, grammar, rhetoric, poetics, arithmetic, geometry, astronomy, music and many other sciences requires a complex, scientifically based branching research.

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DOI: **10.5958/2249-7137.2021.00973.3**

MATHEMATICAL MODELING OF PHYSICAL PROPERTIES OF TERRY TISSUE PRODUCTS

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ABSTRACT

In this paper, the main physical properties of terry towels are air permeability, absorption and drying of vapor, capillary properties of body and back yarns, and the construction of a mathematical model using statistical analysis based on experimental results. In the mathematical modeling of the physical properties of terry products, the method of determining the regression model based on the results of experiments from multivariate planning was used to analyze the effect of changes in Pili length and fiber composition on the physical properties.

KEYWORDS: *Terry, Terry Towel, Pili Length, Fiber, Cotton, Polypropylene, Air Permeability, Water Vapor Permeability, Liquid Transfer Rate.*

INTRODUCTION

The main factor in the production of any product is the use of products that meet the requirements of quality consumption with the correct use of available raw materials. Fur is one of the most widely used textiles in everyday life. Users prefer ready-made gowns and towels to be comfortable and fresh, made of light and soft construction, stay dry with quick absorption of accumulated water and sweat on the body, and be in a hygienic and natural form. Therefore, for water-related cases, terry fabrics are an important need for textiles, and the physical properties of towel fabrics must be unique. In such products, air permeability, water vapor permeability, liquid transfer rate, drying time and water absorption are distinguished among the quality characteristics. In order to identify and predict these features, they were selected and implemented in the Central Non-Composite Experimental Experimental Unit (MNKT), which is widely used in the study of technological processes in the textile industry.

Selection of unwanted parameters

Convenience properties were determined according to the areas of application of terry products and weaving properties were selected and convenience features were considered taking into account the studied literature [1].

Cotton fiber Ne 24/2 (34.5 / 2) linear density yarn for the body and cotton fiber Ne 16/1 (27/1) linear density yarn for the back, as well as staple cotton fiber for the fur (Ne 36/2) Ne 20/2 yarns have been used and we have used polypropylene yarns for Pili yarns in experiments and its effect on product properties has been studied.

In mathematical modeling, the parameters of the product raw material and technological processes are taken as an unwanted property. Air permeability, water vapor permeability and liquid transfer rate of terry products have been identified as important factors determining the following properties.

X₁- fibrous composition of Pili yarns. Changes in the proportion of cotton and polypropylene in the yarn,%;

X₂-is the length of the thread used for the Pili on the surface unit of the piece. The number and heights of the Pili strands in the product vary, so we use the sum of the lengths of the Pili strands per unit area, cm;

X₃-final processing — final processing is mainly the cutting of ring-shaped Pilis, in which the change in the proportion of cut Pilis is taken as factor 3;

The following were identified from the properties of Terry products as parameters that take into account the composition of the raw material, the properties and processing of the yarn:

Y₁-Air permeability (mm / s);

Y₂-Water vapor permeability (g / m at 21 hours);

Y₃-Water absorption rate, capillary in the direction of the body strip (mm / 60 s);

Y₄- Water absorption rate in the direction of the back strip, capillary (mm / 60 s);

In determining the limits of variation of factors, the basic level and range of variation of each factor was selected on the basis of preliminary research and theoretical research, as well as the experience of enterprises. The levels and intervals of change of all factors are given in Table 1.

TABLE 1. LEVELS AND INTERVALS OF CHANGE OF FACTORS

Name the factors	-1	0	1	Change
X ₁ - fibrous composition of Pili yarns.	100 % Cotton	50% Cotton and 50% Polypropylene	100 % Polypropylene	50 %
X ₂ -the length of the Pili thread per unit area of the product	46	53	60	7 cm
X ₃ -final processing	0	50	100	50 %

The central non-composite experimental working matrix and the results of the experiments are given in the following table 2.

TABLE 2. CENTRAL NON-COMPOSITE EXPERIMENTAL MATRIX

№	Factors			x_1x_2	x_1x_3	x_2x_3	x_1^2	x_2^2	x_3^2	\bar{Y}_1	$S_u^2\{Y_1\}$	\bar{Y}_2	$S_u^2\{Y_2\}$	\bar{Y}_3	$S_u^2\{Y_3\}$	\bar{Y}_4	$S_u^2\{Y_4\}$
	x_1	x_2	x_3														
1	+	+	0	+	0	0	+	+	0	421	12,0	549	14,0	26,8	15,2	27,7	11,4
2	+	-	0	-	0	0	+	+	0	474	13,0	580	21,0	25,7	8,0	27,4	8,4
3	-	+	0	-	0	0	+	+	0	483	11,0	1153	18,0	39,9	12,0	42,7	11,0
4	-	-	0	+	0	0	+	+	0	529	15,0	1106	11,2	34,4	14,6	42,3	9,8
5	+	0	+	0	+	0	+	0	+	288	11,2	541	15,0	46,6	16,0	50,0	12,8
6	+	0	-	0	-	0	+	0	+	672	10,5	587	14,6	7,0	17,2	5,0	9,4
7	-	0	+	0	-	0	+	0	+	282	8,0	577	19,0	44,4	9,0	48,2	10,8
8	-	0	-	0	+	0	+	0	+	753	12,4	1682	18,2	29,9	14,0	36,9	8,6
9	0	+	+	0	0	+	0	+	+	301	9,0	567	14,5	48,7	8,0	50,7	14,2
10	0	+	-	0	0	-	0	+	+	713	22,0	1073	22,1	16,0	9,2	31,3	13,1
11	0	-	+	0	0	-	0	+	+	284	10,5	600	16,0	44,3	11,2	49,3	6,8
12	0	-	-	0	0	+	0	+	+	788	15,2	810	16,2	14,0	14,2	36,3	7,5
13	0	0	0	0	0	0	0	0	0	372	12,4	541	17,2	36,5	11,1	39,0	10,7
14	0	0	0	0	0	0	0	0	0	313	16,2	417	16,4	28,7	12,1	28,2	10,8
15	0	0	0	0	0	0	0	0	0	410	14,2	502	16,8	35,2	12,4	31,5	10,7

Based on the results of the experiments, we look for a secondary regression multivariate mathematical model. As a result of this experiment we can obtain the following general regression model:

$$Y_R = b_0 + \sum_{i=1}^M b_i x_i + \sum_{\substack{i=j=1 \\ j \neq 1}}^n b_{ij} x_i x_j + \sum_{i=1}^M b_{ii} x_i^2$$

or because three factors are involved in our experience, the above expression takes the following form:

$$Y_R = b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_{12}x_1x_2 + b_{13}x_1x_3 + b_{23}x_2x_3 + b_{11}x_1^2 + b_{22}x_2^2 + b_{33}x_3^2$$

In the equation $b_0 \dots b_{11} \dots$ are the regression coefficients of the mathematical model, x_1, x_2, x_3 are the coded values of the factors.

To calculate the regression coefficients, we use the following values of the coefficients. [3]

$$g_1 = 0,2; \quad g_2 = 0,166; \quad g_3 = 0,125; \quad g_4 = 0,25;$$

$$g_5 = 0,125; \quad g_6 = 0,0625; \quad g_7 = 0,3125$$

1. Y_1 -We construct the regression coefficients to construct the air permeability property model.

We determine the regression coefficients:

$$b_0 = \frac{1}{N_y} \sum_{u=1}^{N_y} \bar{Y}_u = \frac{1}{3}(372 + 313 + 410) = 365$$

$$b_i = g_3 \sum_{u=1}^N x_{iu} \bar{Y}_u$$

$$b_1 = 0,125(421 + 474 - 483 - 529 + 288 + 672 - 282 - 753) = -24,12$$

$$b_2 = 0,125(421 - 474 + 483 - 529 + 301 + 713 - 284 - 788) = -19,75$$

$$b_3 = 0,125(288 - 672 + 282 - 753 + 301 - 713 + 284 - 788) = -442,75$$

$$b_{ij} = g_4 \sum_{u=1}^N x_{iu} x_{ju} \bar{Y}_u$$

$$b_{12} = 0,25(421 - 474 - 483 + 529) = -2$$

$$b_{13} = 0,25(288 - 672 - 282 + 753) = 21,75$$

$$b_{23} = 0,25(301 - 713 - 284 + 788) = 11,5$$

$$b_{ii} = g_5 \sum_{u=1}^N x_{iu}^2 \bar{Y}_u + g_6 \sum_{i=1}^M \sum_{u=1}^N x_{iu}^2 \bar{Y}_u - g_2 \sum_{u=1}^N \bar{Y}_u$$

$$\sum x_1^2 \bar{Y}_1 = 421 + 474 + 483 + 529 + 288 + 672 + 282 + 753 = 3901$$

$$\sum x_2^2 \bar{Y}_1 = 421 + 474 + 483 + 529 + 301 + 713 + 284 + 788 = 3992$$

$$\sum x_3^2 \bar{Y}_1 = 288 + 672 + 282 + 753 + 301 + 713 + 284 + 788 = 4081$$

$$\begin{aligned} \sum \bar{Y}_1 &= 421 + 474 + 483 + 529 + 288 + 672 + 282 + 753 + 301 + 713 + 284 + 788 + 372 + 313 + 410 \\ &= 7082 \end{aligned}$$

$$\sum_{i=1}^M \sum x_i^2 \bar{Y}_1 = 3901 + 3992 + 4081 = 11974$$

$$b_{11} = 0,125 \cdot 3901 + 0,0625 \cdot 11974 - 0,166 \cdot 7082 = 60,39$$

$$b_{22} = 0,125 \cdot 3992 + 0,0625 \cdot 11974 - 0,166 \cdot 7082 = 71,76$$

$$b_{33} = 0,125 \cdot 4081 + 0,0625 \cdot 11974 - 0,166 \cdot 7082 = 82,89$$

We also determine the regression coefficients of the remaining outgoing parameters in the above sequence and write the equations taking into account the determined regression coefficients:

$$Y_1 = 365 - 24,12x_1 - 19,75x_2 - 442,75x_3 - 2x_1x_2 + 21,75x_1x_3 + 11,5x_2x_3 + 60,39x_1^2 + 71,76x_2^2 + 82,89x_3^2$$

$$Y_2 = 486,67 - 282,6x_1 + 30,8x_2 - 466,75x_3 - 19,5x_1x_2 + 264,75x_1x_3 - 37x_2x_3 + 201,69x_1^2 + 159,57x_2^2 + 159,44x_3^2$$

$$Y_3 = 33,7 - 5,3x_1 + 1,6x_2 + 29,27x_3 - 1,1x_1x_2 + 6,28x_1x_3 + 0,3x_2x_3 - 0,3x_1^2 - 0,93x_2^2 - 0,79x_3^2$$

$$Y_4 = 32,9 - 7,5x_1 - 0,36x_2 + 22,17x_3 - 0,02x_1x_2 + 8,43x_1x_3 + 0,8x_2x_3 + 0,28x_1^2 + 3,72x_2^2 + 3,72x_3^2$$

We determine the significance of the regression coefficients.

To do this, we determine the variance of the outgoing parameter.

$$S^2\{Y\} = S_m^2\{Y\} = \frac{1}{N_y - 1} \sum_{u=1}^{N_y} S^2\{\bar{Y}\}$$

$$S^2\{\bar{Y}_1\} = \frac{1}{3-1} \cdot 42,8 = 21,4 \quad S^2\{\bar{Y}_2\} = \frac{1}{3-1} \cdot 50,4 = 25,2$$

$$S^2\{\bar{Y}_3\} = \frac{1}{3-1} \cdot 35,6 = 17,8 \quad S^2\{\bar{Y}_4\} = \frac{1}{3-1} \cdot 32,2 = 16,1$$

and on this basis we calculate the variance in determining the regression coefficients:

$$S^2\{b_0\} = g_1 S^2\{\bar{Y}_1\} = 0,2 \cdot 21,4 = 4,28$$

$$S^2\{b_i\} = g_3 S^2\{\bar{Y}_1\} = 0,125 \cdot 21,4 = 2,68$$

$$S^2\{b_{ij}\} = g_4 S^2\{\bar{Y}_1\} = 0,25 \cdot 21,4 = 5,35$$

$$S^2\{b_{ii}\} = g_7 S^2\{\bar{Y}_1\} = 0,3125 \cdot 21,4 = 6,69$$

We calculate the variance in determining the regression coefficients of the remaining outgoing parameters in the above sequence and write them in Table 3 below.

Table 3. Mean squared deviation values in determining regression coefficients:

Mean square deviation	Y_1	Y_2	Y_3	Y_4
$S\{b_0\}$	2,07	2,25	1,89	1,79
$S\{b_i\}$	1,64	1,76	1,49	1,42
$S\{b_{ij}\}$	2,31	2,51	2,11	2,01
$S\{b_{ii}\}$	2,59	2,8	2,36	2,24

Then, using the following equation, determine the calculated value of the Student Criterion and write Table 4:

$$t_R\{b_i\} = \frac{|b_i|}{S\{b_i\}}$$

Table 4. The calculated value of the defined Student Criterion

The calculated value of the student criterion	Y_1	Y_2	Y_3	Y_4
$t_R\{b_0\}$	176	217	17,7	18,3
$t_R\{b_1\}$	14,8	159	3,56	5,29
$t_R\{b_2\}$	12,1	17,3	1,09	0,26
$t_R\{b_2\}$	271	263	19,6	15,6
$t_R\{b_{12}\}$	0,86	7,77	0,52	0,01
$t_R\{b_{13}\}$	9,4	105,5	2,97	4,2
$t_R\{b_{23}\}$	4,97	14,74	0,14	0,4
$t_R\{b_{11}\}$	23,35	71,87	0,13	0,13
$t_R\{b_{22}\}$	27,75	56,86	0,39	1,66
$t_R\{b_{33}\}$	32,05	56,82	0,33	1,66

Table value of student criterion
 $t_j [P_d = 0,95; f\{S_u^2\} = 3 - 1 = 2] = 2,77$

It is known that if the calculated value of the criterion is less than the table value, that coefficient is not significant and we subtract it from the equation. We rewrite the equation by subtracting the checked values.

$$Y_1 = 365 - 24,12x_1 - 19,75x_2 - 442,75x_3 + 21,75x_1x_3 + 11,5x_2x_3 + 60,39x_1^2 + 71,76x_2^2 + 82,89x_3^2$$

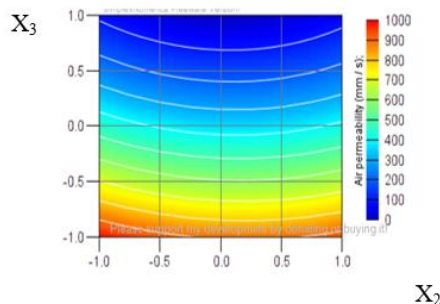
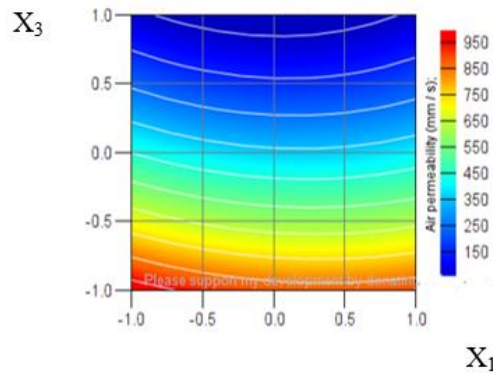
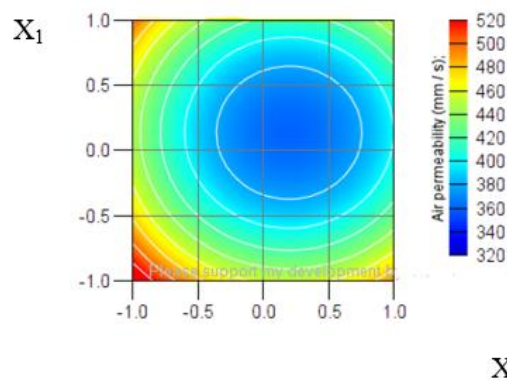
$$Y_2 = 486,67 - 282,6x_1 + 30,8x_2 - 466,75x_3 - 19,5x_1x_2 + 264,75x_1x_3 - 37x_2x_3 \\ + 201,69x_1^2 + 159,57x_2^2 + 159,44x_3^2$$

$$Y_3 = 33,7 - 5,3x_1 + 29,27x_3 + 6,28x_1x_3$$

$$Y_4 = 32,9 - 7,5x_1 + 22,17x_3 + 8,43x_1x_3$$

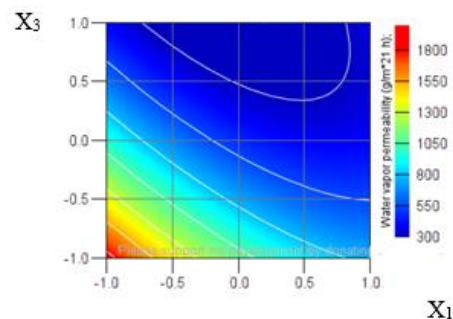
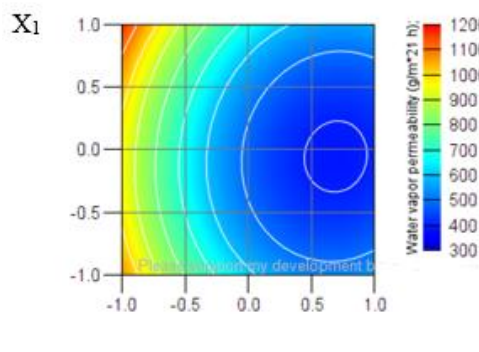
RESULTS AND DISCUSSION

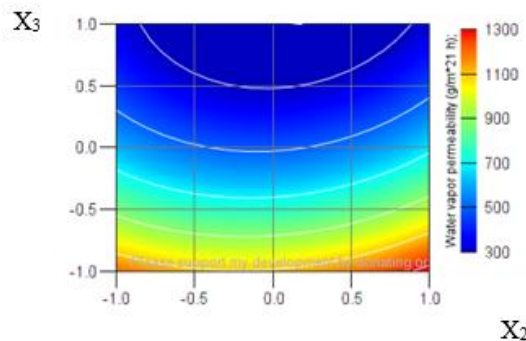
Since the equation constructed to determine the properties of the output parameter for the study is three-dimensional, one of the input factors in the analysis is assumed to be $X_i = 0$ (central position), and we construct a two-dimensional graph by dividing the models into 3 equations.



Y_1 -Air permeability (mm / s);

As can be seen from the graph above, the air permeability shows the result at the lowest value of the X_3 property, and we see that the values of the X_1 and X_2 factors change over a short range.





From the graph describing the permeability of water vapor, we can see that the results of the turbine X1 and X3 show the result at the lowest value, and the values of the factors X2 change in the range. We can see the results in the same form as the models of the remaining properties.

CONCLUSION

Models were created using the results of experiments in 15 cases that we analyzed. From these models, Y_1 -Air permeability (mm /s) and Y_2 -Water vapor permeability (21 hours g/m) were closely related models. we can see that they decrease during the final processing of X3 tissue, and the number of Pils per X₂-tissue surface unit is a key factor in the corresponding improvement of the values of these two properties.

From the 3-4 models in the body, we can conclude that the rate of water absorption in the direction of the body and back strip, capillary (mm/60 s) X² is completely insignificant, but the higher the content of cotton fiber, the better the capillary.

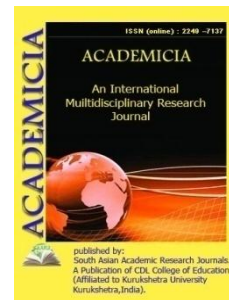
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DOI: **10.5958/2249-7137.2021.00974.5**

THE ROLE OF UZBEK FOLKLORE IN THE AESTHETIC DEVELOPMENT OF YOUTH

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ABSTRACT

This article tells about the role of examples of Uzbek folklore in the aesthetic development of our youth. Folklore heroes not only live as artistic images, but also become emblems and symbols that represent our people. As the First President of the Republic of Uzbekistan Islam Karimov noted, "Each of the national emblems and symbols serves to enhance our national pride. Each of them is a great textbook." Folklore springs are still boiling all over the country. It is no secret that the world community is studying our masterpieces with sincerity and enthusiasm.

KEYWORDS: *Folklore, culture, spirituality, tradition, legend, myth, talent.*

INTRODUCTION

Examples of Uzbek folklore are our invaluable heritage, which has been passed down from generation to generation for centuries, renewed and expressed in its content the culture and spirituality of the people. That is why the words of the head of our country Shavkat Miromonovich Mirziyoyev: "We have a great history worth envying. We have great ancestors who spoke to the staff of creative organizations, writers and artists who are worthy of envy. We have incomparable riches that are worth envying. And I believe that if we are lucky, we will have a great future, a great literature and art, which is worth envying. "directly apply to folklore (Mirziyoyev, 2017).

Indeed, one of the priorities of folklore studies is always to cherish national values, to study them comprehensively and to make them the object of scientific research.

In this regard, it is worth noting that in our country, along with the highest examples of modern art and literature, great work is being done to make the rich spiritual heritage of our nation, which has withstood the test of centuries, in the way of a partnership, solidarity, and progress for present and future generations.

In this regard, it should be noted that the decision of the Cabinet of Ministers of the Republic of Uzbekistan on October 7, 2010 "On approval of the State Program for protection, preservation, promotion and use of intangible cultural heritage in the years of 2010-2020" is being implemented. This creates great opportunities for the treasures of our national folk art to make a more effective contribution to the spiritual development of the present and future generations.

Folklore is an artistic treasure of the wisdom of life. We can cite many examples to prove this.

It is known that the best customs, traditions, folk etiquette play an important role in the development of the younger generation with high moral qualities. Because whoever - from a young age, who has mastered the etiquette of our people's centuries-old, popular way of life, who listens to the advice and teachings of our ancestors, will find a high reputation in the country.

We want to focus on one important thing based on these views. It is known that folklore lives in harmony with all layers of people's lives, it is impossible to imagine it without some of the listeners. The listener of an epic, fairy tale, or folk song is also a carrier of folklore. That is, folklore is alive not only with the narrator, the storyteller, the singer in general, but also with the listeners who are the carriers of folklore. The listener who listens to a particular piece of folklore assimilates it, and when he hears it again and again, he also develops the ability to perform certain parts of it. Even the most talented and intelligent listeners rise to the level of folklore critics, in modern parlance. As noted in the works of our master folklorists, before passing mature students to recite independent epics, they passed the examination of great poets. Along with these great poets, the audience also gave their assessments. Therefore, as a unique feature of folklore, it should be noted that in this creative process, along with the performers, the audience also participated, and the audience contributed to the preservation and development of centuries-old patterns of the people.

It is no coincidence that Ergash Jumanbulbul's son said, "Uzbeks have a lot of critics of words" (Bulbul Taronalari, 1973: 112).

Why does our great poet emphasize that there are many critics of the word among our people? Because: the critic of the word does not accept the negative word, denies it, and does not allow himself and others to be morally harmed.

We need to pay special attention to this quality today. This is the reason why our country is trying to bring up a healthy, spiritually mature, harmoniously developed, aesthetically harmonious person. If our youth is aesthetically perfect, then "Popular Culture" will never be able to influence it. Therefore, we should learn from the experience of educating folklore not only the consumer, but also the creator.

Folklore springs are still boiling all over the country. It is no secret that the world community is studying our masterpieces with sincerity and enthusiasm.

Journalist Abdulla Holmirzaev published an article about the art of Badash, which is still going on in Surkhandarya, but has not yet received scientific attention. The author notes that Badash is performed mainly on Navruz and Hosil holidays, circumcision and weddings with the accompaniment of such musical instruments as doira, chonqovuz, drum sibizga, dutor, and writes that Badash is mainly called doira, chonqovuz or drum badashi in relation to the accompanying instrument, thus indicating that there are about 70 types of badash, of which about 50 types of badash are performed at weddings:

“The interesting thing is that a woman who didn’t know how to play the doira didn’t have that much prestige, which is why girls have been taught to play the doira since childhood. Most of the women knew about 50 badash words and danced accordingly” (Kholmiraev, 2014).

After all, this is an aesthetically perfect person! An aesthetically harmonious woman raises an aesthetically harmonious generation.

Let's read the rest of the article:

“The woman who tells Badash is wearing a red satin dress and a white shawl over her head, which is called a qasaba. She had a pearl button pad on her feet. She wore a five-cornered earring and the hair around the ear, is curled” (Kholmiraev, 2014).

So, a spiritually beautiful person has become beautiful on the outside as well. Every female performer lived as a living work of art, a living artistic image.

So, in the process of educating young people, we need to make them active and creative. It is important that the thousands of years of creative experience of our people are fully realized today in the example of folklore.

In this sense, the fact that schoolchildren, students of academic lyceums and vocational colleges, students of higher educational institutions, as well as children and young people in general participate in our biggest events as amateurs, often captivates everyone with their skills. It shows that the experience of folklore is also being used effectively. We believe that our generation, which is growing up familiar and creative with folklore, national and world culture, will never be deceived by "Popular Culture".

It should be noted that our young people are proving themselves as carriers and successors of our rich culture. For example, the folklore expeditions of students of philological faculties are rich in discoveries. In one article, folklorist O. Madaev describes the results of folklore practice conducted by undergraduate students of the National University of Uzbekistan named after Mirzo Ulugbek in Kashkadarya region (Madaev, 2012). They visited villages, houses, talked to young and old, and recorded samples of different genres of folklore. The author of the article points out that there are legends, myths, fairy tales, jokes, bridal greetings, quick recitations, labor songs, fairy tale versions of epics "Alpomish", "Ravshan", "Dalli", that include riddles, laments, prayers (donation prayer, table prayer, travel prayer, bride and groom prayer, melon-watermelon prayer, exam prayer). "It has also been revealed that there are songs that are rarely recorded in folklore, such as 'Churiya', 'Hosh-hosh', 'Calling the wind', 'stopping the wind', and 'Calling the rain.' At the same time, he includes in his commentary the full text of a "Hosh-hosh" song, three proverbs, four riddles, a lament, two joke stories, or a comic-story. In our opinion, the essence of this report is summarized in the following sentences: "In the works of folklorists there are some comments about the declining process in the development of folklore in the late twentieth and early twenty-first centuries. However, direct contact with the population living in the villages of the region shows that it is too early to make a firm decision."

Most importantly, the students recognized the examples of folklore in a vivid way - in the image of dear people full of compassion. Now they can feel the charm of its live performance even when they read the written text of a folklore work.

Widely popular execution patterns, on the other hand, can have a great aesthetic impact.

It is no coincidence that there is a growing desire to embrace intangible cultural heritage, including musical folklore, in all its diversity and at the same time in harmony with this diversity. We think that the fact that in the film "Odnoklassniki.ru" (directed by Hilol Nasimov) thirsty melodies appear as a symbol of our national spirituality is a proof of this. Bo'ri, who has sunk into the swamp of badness and earns his living by making money for his countrymen, finds out that the next victim is his own daughter. She rushes to the rescue ... It's as if she rescued her daughter from the clutches of trouble, as if she took him into her shelter. But what happened was a tragedy that even animals wouldn't ... didn't allow him to think so. Then the remnants of honor and humanity, preserved in the blood of this unfortunate man, but also in his instinctive roots, are shaken and spoken. When he was face to face with his daughter, he must have felt how low he was... He instinctively expects salvation from the folk melody - chankobiz, ringing, ringing ... It's as if the melodies of thirst are relieving her daughter's pain, igniting her extinct feelings of humanity ... These melodies are a living expression of the people's spirituality, purify the soul, bring the fallen to their feet, and satisfy those who walk. The scene of chankobiz melodies is the moral and aesthetic embodiment of the film "Odnoklassniki.ru". If we imagine that this scene does not exist, it will be as if the beauty of this film is lost.

In conclusion, I would like to say that we all have an equal duty to ensure the effectiveness of the noble work being done in our country to form and enrich the spirituality of a healthy generation - no matter what field we work in.

Folklore heroes not only live as artistic images, but also become emblems and symbols that represent our people. As the First President of the Republic of Uzbekistan Islam Karimov noted, "Each of the national emblems and symbols serves to enhance our national pride. Each of them is a great textbook."

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DOI: **10.5958/2249-7137.2021.00975.7**

THE ESSENCE OF INNOVATIVE ACTIVITY AND ANALYSIS INDICATORS

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ABSTRACT

The main way of successful socio-economic development of the country is the development of innovative activities of enterprises, the production of competitive products and economic growth in production. The article highlights the adoption of various normative and legal documents on the development of innovation in Uzbekistan, the work being done in this regard and the indicators. Also, the content and essence of innovation, innovative activity, the scientific approaches of scientists in this regard are presented. In recent years, the indicators of innovative activity in the economy of Namangan region, the existing problems have been highlighted. The parameters of the development of innovative activity in our country are reflected. In our research, the methods of observation, generalization, comparison, logical approach were used, as well as recommendations for existing problems.

KEYWORDS: Innovation, Innovative activity, types of innovation, Financing of innovation activities.

INTRODUCTION

The reforms carried out in our country require the introduction of modern innovative ideas, developments and technologies that will ensure the rapid and high-quality advancement of our

country on the path to becoming one of the leaders of world civilization. An analysis of the sectors of our economy shows that technical and technological innovations, the production of products that are competitive on foreign markets have not yet been fully implemented and the degree of utilization of available opportunities is low. As a result, it was not included in the Global Innovation Index rating which in recent years was made up by influential and authoritative international organizations.

As a result, a number of regulatory documents in the field of innovation have been adopted in our country, and attention is being paid to finding solutions to a number of issues in this area. In particular, the creation of effective mechanisms for the promotion and implementation of promising achievements of research and innovation in the country, including scientific and experimental specialized laboratories, high technology centers, establishment of technoparks and other innovation-oriented structures, especially with the participation of foreign investors, and strengthening the material and technical base¹; carrying out fundamental, applied scientific researches and implementation of innovative developments in advanced technologies; implementation of targeted scientific, technical and innovative programs at the level of world requirements and standards, assistance in research and development in manufacturing enterprises²; development of human capital as a key factor in determining the level of international competitiveness and innovative development of the country, Achieving the Republic of Uzbekistan to be among the top 50 countries in the world according to the Global Innovation Index by 2030, innovation, scientific research, strengthening the inflow of public and private funds for experimental design and technological work, introduction of modern and effective forms of financing of measures in these areas³; to organize their public procurement in order to ensure the guaranteed implementation of science-based products and advanced technologies; assistance in training, retraining and skills development in the field of innovative activities⁴ and a number of similar normative documents.

Thus, the development of educational institutions, research institutes, manufacturing enterprises to work with them is one of the main ways of innovative development, since it develops knowledge and skills associated with the economy entering new stages of development.

Analysis of the relevant literature.

In the course of the literature review, it was revealed that: innovation is a revolution and alteration; application of new knowledge to the production or marketing of a product, as a result of which the investor and his company gain an advantage over competitors. By using patents, a successful innovator can secure a temporary monopoly. Innovation plays an important role in the economy: it contributes to the growth of labor productivity, reducing production costs, improving product quality, as well as increasing the opportunities for competition, stimulating sales, maximizing firm profits and ensuring economic growth⁵.

Innovation (eng. Innovationas – introduced transformation, invention) - 1) funds spent on the economy to ensure the replacement of equipment and technology generations; 2) innovations in areas such as engineering, technology, management and labor organization, based on scientific and technical achievements and best practices, as well as their application⁶ in various fields and activities.

Innovation is a new or significantly improved product (product, service) or process introduced for use, a new method of sales or a new organizational method of work practice, job creation and external relations.

The concept of "innovation" in the early twentieth century in the scientific work of the Austrian and American economist J. Schumpeter illuminated his new life as a result of the analysis of "innovative combinations", changes in the development of economic systems. Schumpeter was one of the first scientists to introduce the term into scientific use in economics in the 1900s. The specific content of innovation is, in the words of J. Schumpeter, "change", and the main function of innovation is the "change management function". This is the most general and broad view of innovation.⁷

According to V. I. Prikhodko, F. E. Lyashko "... the management of innovations in the organization should be considered as a system that includes the development and implementation of an innovative strategy, as well as constant updating of all internal and taking into account changes in external factors of the functioning of the organization in consistent with this strategy. Management of innovations involves the solution of complex multicriteria problems in conditions of initial uncertainty and in constantly changing external conditions. As an example, consider a situation in which only three parameters of innovation management are taken into account: products, technology (internal factors) and the market (external factor)"⁸.

According to A.V. Tychinsky "Innovation is a product (product or service) of scientific activity, as a result of the application of which fundamental changes occur in production, entailing cardinal organizational, administrative and production and technological transformations. Innovation is the improvement of a certain part of the technological or production process, which does not require stopping production and significant economic costs. The innovation does not change the organizational and production-technological processes. It is aimed at both improving the manufacturing process and improving the final product (product or service).

The strategic importance of state policy is acquiring the innovative activity of companies, the content of which is the development and launch of new products on the market, the development and implementation of new technologies, the creation and application of new knowledge".⁹

The innovation process is the process of transforming scientific knowledge into innovation, which can be represented as a sequential chain of events during which innovation matures from an idea to a specific product, technology or service and spreads in practical use.¹⁰

Innovation activities are activities aimed at using and commercializing the results of research and development to expand and update the range and improve the quality of products (goods, services), improve their manufacturing technology, followed by implementation and effective implementation in domestic and foreign markets. Innovation activity associated with capital investment in innovation is called investment activity.¹¹

Theoretical bases of innovation activity are studied by economists of our country F.M. Matmuradov, B.E. Tashmuradova, N. Jiyanov, D.X. Suyunov, M.N.avshanov, M.Sh. Butaboev, A.T. Akhmedova, G.K. Tarakhtieva and studied in the scientific work of others.

According to B.E. Tashmuradova and N. Jiyanova, the concept of "innovation" includes not only technical research, but also to mastering innovations in enterprise activities.¹²

Innovation ensures technological development of the enterprise, which allows modernization, new processes, product, and service diversification due to the integration of new ideas. Optimization of existing or planned activities is aimed at introducing new ideas and scientific and technical activities into business through constant updating, explains G.I. Tarakhtieva.¹³

In general, innovations can be divided into the following types:



1st Picture Types of Innovation

Product innovations are innovations aimed at the development and introduction of technically and technologically new or improved products (works and services). Process innovations are innovations aimed at the development and implementation of technically or technologically new or improved production or training methods, as well as the transfer of technology. Marketing innovations are innovations aimed at introducing new or improved methods, including changes in product design and packaging, the use of new ways of selling and providing products (works and services), the formation of new pricing strategies. Organizational innovations are innovations aimed at introducing new or improved ways of organizing and running a business, creating jobs and establishing external relations.

Consequently, innovation is about - 1) a new set of innovations in the field of implementation, management and organization of scientific and technological achievements; 2) investment in the economy, ensuring the change of generations of technology and technology; 3) new technology, technology, which are the result of scientific and technological progress. The development of invention, the emergence of pioneering and major inventions is an essential factor of innovation.

Innovation activities are all scientific, technological, organizational, financial and commercial steps which actually, or are intended to, lead to the implementation of innovations. Some innovation activities are themselves innovative; others are not novel activities but are necessary for the implementation of innovations.

RESEARCH METHODOLOGY

The research has formed, studied and analyzed data, statistics on innovative activities in our country, in particular in Namangan region. Based on the collected data, the methods of generalization, observation, comparison, logical approach were used.

ANALYSIS AND RESULTS

In recent years, the country has been taking targeted measures to develop innovative sectors of the economy and social sphere, to provide comprehensive support and improve the effectiveness of science and research. A strategic program was approved, aimed at including the country in the list of 50 most advanced countries in the world ranking of innovations, new mechanisms for financing research projects were introduced, and additional conditions were created for material incentives for highly qualified personnel in science.

The main criterion for the effectiveness of reforms is the timely implementation of innovative ideas in practice, including science and industry, in the development of the economy of our country. Innovation is an innovation introduced to ensure the quality growth efficiency of processes and products based on market demand. And any kind of innovation must be influenced not only by innovation, but also as a factor that significantly increases the efficiency of the existing system. Innovation is the transformation of knowledge and ideas into capital. In this regard, it is important to study some aspects of the evaluation of products produced in enterprises, which are applied in practice.

Innovation is the result of the creative activity of an enterprise or organization designed for marketing (implementation). In recent years, special attention has been paid to the development of innovative activities in Namangan region. The share of enterprises and organizations producing innovative products, works and services is growing.

TABLE 1 NUMBER OF ENTERPRISES AND ORGANIZATIONS PRODUCING INNOVATIVE PRODUCTS, WORKS AND SERVICES IN NAMANGAN REGION
(*In quantity*)

Naming	Year 2017	Year 2018	Year 2019	The rate of change, the ratio of 2019 to 2017 in percentage
Enterprises and organizations that produce innovative products, works and services on their own	117	192	184	157.3

According to the table, the number of organizations engaged in innovative work in 2019 was 184, which is 67 more than in the previous 2017, or 57.3%. In recent years, a certain amount of money has been spent on the development of innovative activities, focusing on technological, marketing and organizational innovations. In particular, in 2017 and 2018 for technological innovations, respectively, 52668.2 and 134051.7 million uzbek sums; 2585.2 and 2582.7 million uzbek sums for marketing innovation; Expenditures on organizational innovations amounted to 354.8 and 89.2 million uzbek sums.

Of particular importance in the development of innovative activities is financing, which is carried out from several sources, including in 2020 at the expense of own funds of enterprises

and organizations 127312.1 million uzbek sums, foreign investments 16457.3 million uzbek sums, 133412.8million uzbek sums from loans of commercial banks and 67.8 million uzbek sums from other sources.

In 2020, the financing of innovative activities increased by 5 times compared to 2017.

TABLE 2 SOURCES OF FINANCING OF INNOVATIVE ACTIVITY IN NAMANGAN REGION

(Million soums)

#	Source of financing	Year 2017	Year 2018	Year 2019	Year 2020	The rate of change, the ratio of 2020 to 2017, in percentage
1	Own funds of the enterprise and organization	49769.4	120604.5	152954.6	127312.1	2.5 times
2	Foreign investment funds	1112.2	12456.4	14328.6	16457.3	15 times
3	Loans from commercial banks	3614.5	3141.0	165081.2	133412.8	37 times
4	Other funds	1112.1	335.5	55.9	67.8	6.1
	Total	55608.2	136723.6	332420.3	277250.0	5 times

Funding from foreign investments is also growing from year to year. One of the fastest growing sectors in Namangan region is light industry, in which innovative development plays a significant role. With this in mind, it is planned to implement new projects for the innovative development of the industry.

TABLE 3 PROJECTS TO BE LAUNCHED IN NAMANGAN REGION IN 2021 IN THE FIELD OF LIGHT INDUSTRY

#	Project	Product type	Production capacity	Project cost	New jobs (person)	Start date
1	"Aminjon Xalima Tekstil" LLC	Terry towel products	1500 million units	13.5 million USD	800	01.11.2021
2	"OQTOSH TEKSTIL" LLC	Terry towel products	3200 metric tons	9.5 million USD	600	01.11.2021
3	"Shofirkon ekvatorial teks" LLC	Denim products	3 million units	11.2 million USD	1500	01.12.2021

4	"ART SOFT HOLDING" LLC	Terry towel, bed sheets	22.5 million units	8.6 million USD	1000	20.10.2021
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Using the table above, we have listed the indicators of some projects to be implemented in 2021 in the light industry in Namangan region. We can see from the data that this will increase the level of economic development and employment in the region. In addition, the regional economy will receive additional foreign exchange inflows from exported products.

As a result of research, we can see that there are cases of non-implementation of innovative activities, problems and risks in the development of these activities:

- There is no perfect method and methodology for the development of innovative activities;
- Incomplete use of scientific, technical and educational potential, production capacity;
- The development of innovative activities is lower than world standards; lack of experience;
- The need to identify contradictions that negatively affect the development in this area;
- The need to pay more attention to the innovative development of education, the continuous development of teachers and continuing education, which promotes the development of innovative activities; import of new technologies in education for the development of science; the need to learn from experience;
- Increase the attitude of the population to science, scientists and their activities in social life;
- Probability of non-implementation of the innovative project; this includes unexpected political changes, organizational conditions, the possibility of changes in the environment being an obstacle, and so on.

Overcoming the above problems, the development of innovative activities in the future, large-scale reforms at the current stage of development of the country, improving the mechanisms of public administration in science and innovation, increasing transparency in the formation of state programs of scientific activity and scientific achievements and innovation. In order to accelerate the introduction of technologies, development indicators have been identified. It envisages a number of indicators - funding for research and innovation projects, training of scientific and technical personnel, increasing the share of funds allocated to science in GDP and other indicators.

TABLE 4 PERFORMANCE INDICATORS OF THE MINISTRY OF INNOVATIVE DEVELOPMENT OF THE REPUBLIC OF UZBEKISTAN FOR 2020-2021¹⁴

#	Name of indicators	Unit of measurement	The current figure for the beginning of 2020	Indicator on the results of 2021 (plan)
1	The average amount of funding for a single research and innovation project	Million uzbek sums	530	600

#	Name of indicators	Unit of measurement	The current figure for the beginning of 2020	Indicator on the results of 2021 (plan)
2	Training of highly qualified scientific and scientific-technical personnel (per 1 million population)	person	950	977
3	The total cost of conducting research and preparing developments	Billion uzbek sums	570.0	780.9
4	The share of funds allocated to science in relation to GDP	Percentage	0.2	0.5
5	Funds raised from abroad to finance research and innovation projects	Billion uzbek sums	7.2	12.0
6	Young scientists sent abroad for internships	person	242	500
7	Number of international joint research projects	Units	21	55
8	Number of participants in startup project acceleration programs	units	60	200
9	Production capacity of products based on commercialized scientific developments	Billion uzbek sums	35	70
10	Introduction of new technologies, innovative products	Units	60	400

According to the table, in assessing the effectiveness of the Ministry of Innovation Development of the Republic of Uzbekistan in 2021 compared to 2020 to increase funding for science from 0.2% to 0.5% of GDP; increase the number of introduced new technologies and innovative products by 6.5 times; increase the number of participants in the acceleration programs of startup projects by 3.5 times; doubling the number of commercialized scientific developments; It is planned to double the number of international joint research projects.

Innovative activity and its development is first of all directly related to the development of science, in this regard, the concept of development of science in our country until 2030 has been developed.

TABLE 5 TARGETS AND INDICATORS OF THE CONCEPT OF SCIENCE DEVELOPMENT UNTIL 2030¹⁵

#	Targets	Unit of measurement	Indicators						
			year 2021	year 2022	year 2023	year 2024	year 2025	year 2027	year 2030
1.	The share of funds allocated to science in relation to GDP	%	0.5	0.8	1.0	1.1	1.2	1.6	2
2.	The share of funds allocated by the private sector for research and development in the total funding of science	%	12	15	17	18	20	25	30
3.	The share of innovative products (goods, works and services) in the total volume of products (goods, works and services) sold in the field of research and development	%	3	5	7	9	10	15	20
4.	Proportion of the value of machinery and equipment up to 5 years in the total value of machinery and equipment available in research and development organizations	%	15	20	24	27	30	40	50
5.	The share of expenditures on self-implemented technological innovations in the total cost of technological innovations in the field of research and development	%	11	15	17	21	25	35	65
6.	The share of the cost of purchasing machinery, equipment and software in the total cost of technological innovation	%	52	50	48	45	40	30	15
7.	The share of new markets for innovative goods, works and services in the volume of innovative products (goods, works and services) in the field of research and development	%	6	7	8	9	10	12	15

Increasing the share of innovative products (goods, works and services) in the total volume of products (goods, works and services) sold in the field of research and development in Provard, innovative goods in the volume of innovative products (goods, works and services) in the field of research and development, It is planned to increase the share of new sales markets for works and services and raise the development of innovative activities to new levels.

**TABLE 6 EXPANSION OF FUNDING AND DIVERSIFICATION OF FUNDING
SOURCES FOR SCIENCE AND RESEARCH IN 2021 - 2023
TARGET PARAMETERS¹⁶**

#	Name of expense items	Currency type	Source of funding	total	Including by years:		
					2021	2022	2023
		Total expenses	Million uzbek sums		8715309.1	1592137.1	2508927.6
Thousand USD			284515.4	30 283.1	102542.3	151690	
Including:							
1.	Financing the implementation of the program to strengthen the material and technical base of scientific organizations in 2018-2021	Million uzbek sums		116019.4	32352.1	29905.3	-
		Thousand USD		32270.8	8713.1	7422.3	-
2.	Funds allocated for the development of infrastructure of scientific and innovative activities on the basis of the implementation of the second stage of the program to strengthen the material and technical base of scientific organizations in 2022-2025	Million uzbek sums	State budget funds	250000	-	-	250000
		Thousand USD	State budget funds	50000	-	-	50000
		Thousand USD		960	-	320	640
3.	Funds allocated for the needs of the Fund for Support of Innovative Development and Innovative Ideas	Million uzbek sums	State budget funds	331000	100000	110000	121000
4.	Attracting funds of international credit	Thousand USD	Funds of international	113000	3000	55000	55000

organizations on favorable terms for the development of science and innovation		credit organizations					
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It is known from the target parameters for the expansion of funding for science and research in 2021-2023 and the diversification of funding sources that the financing of science and research is mainly funded by the program to strengthen the material and technical base of scientific organizations, innovative development and For the needs of the Fund for Support of Innovative Ideas, it is planned to take measures to attract funds from international credit organizations on favorable terms for the development of science and innovation.

CONCLUSIONS

In order to overcome the existing problems in innovation in our country, as well as in Namangan region, and to develop this area, we recommend the following:

- In the direction of exports of industrial products, focus on reducing the export of raw materials, in particular, the export of semi-finished and finished products;
- Membership in the international insurance system "Green Map";
- Placement of orders of international brands in enterprises;
- Implementation of cooperation in innovative activities, conclusion of agreements with interested foreign organizations, funds and investors;
- Implementation of joint innovative activities, development and implementation of international innovative programs and projects, creation of favorable legal, economic, financial and organizational conditions for their implementation;
- Organization of joint training, retraining and advanced training in the field of innovative activities and mutual exchange of experience;
- Holding international conferences, seminars, symposiums, innovation fairs (exhibitions) and events in the field of innovation, etc.

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DOI: **10.5958/2249-7137.2021.00828.4**

SOVIET AUTHORITY OF SOVIET AUTHORITIES AND ITS OWN ASPECTS OF ITS IMPLEMENTATION IN UZBEKISTAN (EXAMPLE OF KASHKADARYA REGION)

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ABSTRACT

In recent years, the historian recently evaluating objectively in the history of the Soviet era has intensified. Because unilateral approach has dominated the historical processes that took place during the Soviet era. In recent years, Uzbekistan has conducted specific research on the study of collectivization, listening, and exiles in this process. The Soviet government's land and water reforms in the Kashkadarya oasis are later implemented than in another region, and the cooling process in the oasis villages is significantly flawed. All villages in the mass partial areas were included in the kolkhoz, which is gradually implemented.

KEYWORD: Soviet Era, Collecting, Listening, And Shoots, Land, Water, Reform, Communal, Land, Work, Work, Work Animals.

INTRODUCTION

In recent years in Uzbekistan, it is strength to evaluate objectively in the history of the Soviet era. Because unilateral approach has dominated the historical processes that took place during the Soviet era. In recent years, Uzbekistan has conducted specific research on the study of collectivization, listening, and exiles in this process. In Kashkadarya oasis, the Soviet government's land and water reforms were later carried out later than another region.

With the adoption of the Resolution of the Session on January 5, 1930 on January 5, 1930, the collectivization process of the Collective processing process began to adopt the Resolution of the Central Committee of the Central Committee [1]. It is noted that as a strict instructions for the

construction of decisions, strengthen the material and technical base of the kolkhoosis, assisting training of agricultural and increasing the amount of loans to the kolkhozes. It was divided into three groups of the alliance and when each area completes the collections. The decision set out when the collective process will continue in every territory of the country. Uzbekistan is included in the third group, which was scheduled to end the collections in the spring of 1933. In Uzbekistan, the rapid movement has begun to carry out government commission.

The issue of Uzbek Commissioner in the IV plenum of MC on January 12-19, 1930 was measured in the IVlun of MC, measures to develop a plan to collectively mass collective in areas [2]. One of the leaders, one of the leaders, said AkmalIkramov noted that the "Embers of the Emper Restriction Politics is a Participant." However, the leaders of the Soviet state, in particular, the rapid focus of the collective collection in the center, has not paid its demand to the establishment of the Central Asian republics and the leadership of the Uzbek leadership did not pay attention to it. A. Ikramov's output is criticized by Soviet government leaders. Because Uzbekistan has objective and subjective factors of limited access to collective policy in the Kashkadarya and Surkhandarya areas. Uzbekistan's southern oblasts were economically backward and national liberation movements lasted longer in the area. The springing process in the villages of these areas is much more defeated.

On January 28, 1930, the Resolution "On the tasks of the MC MK MK Central Asia Bureau (Sredazburo) was adopted" On the functions of the Central Asia Parties. With the decision, the issue of the collectivization was transformed into the focus of party and Soviet organizations in the spotlight. In Uzbekistan, the rapid implementation of the plan to quickly began the implementation of the plan and the "self-control" of the collectivization in the central standards was put up for the agenda. But in the central regions, they lost that the amount of funds allocated for the collection, as well as "the concept of the traditional medium landowner can be easily eliminated."

On February 17, 1930, its decision was announced on February 17, 1930, the Resolution "On collectivization and liquidation of ear farms." The document previously declared 17 areas in Uzbekistan as the district of the collectivization. But Uzbekistan was not ready for the collection. Because farms are just adaptating to the changes to the result of land and water reform, which most of the leaders responsible for the collectivity is a serious barrier for the collection process.

The research result: in the mass collection, the kolkhoz was used forms of kolkhoz, such as the communal, Artel, the land together. The table is a high form of collective farm, which is summarized by production tools and the distribution of production. The main production facilities in the form of Artel will be summarized by the buildings of labor, tractors and work, management buildings. Land-building companies are a form of collective shape to drive the Earth as a team, which is not summarized.

Results of the research

With the announcement of the Soviet government's decision to collectively collectively, work has become accelerated in this area. Collections have been made in the main task of local authorities. These events were also carried out in Kashkadarya district. Each district of the district, relieving headquarters was organized. In accordance with the task of the headquarters, active workers were involved in advocacy work. They were working mainly to pooren cutters and promoting poor windows and threatening to deprive them of water and stop selling industrial

goods. At the same time, among the population, it was threatened to put the police for top of the hesitant.

In 1930-1931, it became a period of mass collectivization for Uzbekistan. In March 1930, Uzbekistan (47.3%) was collected (47.3%) [3]. In general, in 1928, the collectivization of individual farms in Uzbekistan was 1.2%, in 1932, in 1932, 74.9% was 98.9 percent. So the collectivization process was continued until the end of the 30s. Also, the number of collective farms in the Kashkadarya region has increased year by year. In 1927, in 1927, in the region, in January 1930, in January 193, 147 in March this year, and in April, their number in April. Also, the number of farms has increased from 85 to 14,119, as well as for these years. 21.2% in the area in general is combined to collective farms. Collective farms in the region was organized in the form of cleaning, Artel and communal. In particular, by May 1930 in Uzbekistan, the collectivization was 288.5 thousand (29 percent) [4]. The reason for the decrease in the number of kolkhozes is explained by the integration of small collective farms. It is also important that in the course of the collectivization, local authorities have established the way to write the number of collective farms in order to perform the tasks of the top on fire. The collective farms were formed on the paper. As a result of the investigation of this process, the collectivization rate decreased.

The collective processors did not have a simple understanding of the collective forms. In the collective structure, it is generalized not only industrial tools, households, small pets and poultry, but also housing.

At the beginning of 1933, 79.5 percent in Uzbekistan was joined collective farms. As of April this year, this was 83.8% [5]. A number of dissidents were allowed as a result of rapid carrying out collectivization policy. In January 1930, A. Alimov, chairman of Kashkadarya regional performance, held a meeting on the collection of the Collection, saying, ordered. The rest of the farmers will move to the left side and the rest. A. Salimov writes that 15 people cannot conduct the activities of 15 people, "where will you," go there, "he said against them. These processes show that they do not have enough learning and concept of responsible for the collectivization.

This situation can be observed in other regions. For example, in the Chirakchi district, the mass consent of the population without commenting on the farmers and the consent of entering the "consent of the entry." The worst is the 5 villages away from each other to a single collective. Most of the farmers did not participate in these meetings [6]. The Lenin Road Colossor was formed in the Guzar district. The population fled and applied to the kolkhozes. Or the other way, that is, the population, was legally licensed by the order of the Soviet access on the collective farm. The Kashkadarya region, especially books and Karshi regions, has managed the collectivization in Oblad. For example, on January 18, 1930, representatives of the Soviet government held a meeting in Varganza, Urus, Winter, Sufibek, Sinaboh villages, and deciding on the liquidation of the collection in rural areas [7]. It is planned to establish collective farms on 25-30 thousand hectares in Kashkadarya region Guzar district. The collective measures are becoming a real purpose of the Soviet state.

On March 3, 1930, the Kalinin's district of the Kashkadarya region was held in the Kalinin Polkhose in the village of Karnari, where in which the issue of finding seeds for crops will be discussed. The meeting decides to seize the seed from rich farms. From the village of Guzarhoja, 200 pounds and gates from KingwojaKabarko, 200 puddanKholikov, 150 pounds and qorinajimov is pulled for seeds of 150 pounds and qilikNajimov;]. From the village of the

Covenant, 11 psalopes of NasrullaShodiev were taken away and given to the Agricultural Artel. These actions clearly demonstrated the nature of the robbery of the collectiveization process of the Soviet authorities. In addition, the work of landowners took over the work was continued.

Thoughts on the process of collectivics of the Soviet government are the truth, indicating that they have acknowledged the outcome of the agricultural policy.

The article "Narrers" was announced in the March 2, 1930 issue of the March 2, 1930 issue of I. Savda, the title of "Neighboring" [10]. The article is an artificial accelerative of collectiveization, only the "paper" collective farms, and the situation in Uzbekistan is also criticized.

UzKP (b) MK decided that on March 10, 1930, 1930, the principle of voluntary access to the kolkhoz should be ruled for a serious situation. According to the document, compulsory kolkhozers were determined to leave the kolkhoz, while retaining their own land and inventory. As a result, forcibly collocated farms began to leave the kolkhozes. Up to 25 years, up to 25 times, a newly established 535 joint collective spread by 1,135 Central Asian kolkhox was divided into 1,19415 farms. There are 270 colloxes in Uzbekistan. In Kashkadarya district, there are 2 collective farms with 450 farms. There are also 230 farms from the surviving kolkhozes. In general, 47% of farms in 1930 in Uzbekistan have fallen into May - 29 percent. This means that these figures indicate that farmers are forcibly held by farmers.

In order to support collectivization measures, the Resolution of the SSR HKS "On additional benefits" was adopted on the Columbers of MK on February 2, 1930. In accordance with the decision, the Columbers were exempted for two years from the generalized land, work, animals, irrigated plants, vines and gardens. The cotton fields were exempt from taxes. At the same time, the collective farms were partially equipped with building materials, and land and rent was reported. In addition, if there was an industrial to the disposal, if there is an industrial facility, if in the field of kolkhoz, it was transferred to the disposal.

The Soviet government has tried to support the collective farms everywhere. For example, in the pricing of agricultural products, 47.4 rubles, poor farms farms were paid 47.4 rubles, and poor farmers' average advance. The Columbers also gave a number of benefits. Partial collective farms were exempt from collective taxes. Lammi lands were exempt from full tax.

So, the collectivity of dehkan farms in Uzbekistan was almost once higher than the center. There are specific factors of this situation, which are first in the social structure, the high share of poor and pastors in the social structure is explained by the lack of the high share of poor dehkan farms. In the success of the policy of the collection, the reconstruction of new economic policy, land and water reform, water reform, provision of quality seeds, agricultural and work animals, the introduction of tax benefits is named.

The impact of the communist party, as the influence of the Soviet ideology (workers, collective farmers), was strengthened in the state and society. The Soviet state formed a base in the construction of kolkhozes in rural areas. All villages in the massivities are included in the collective farms. This process is gradually implemented.

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DOI: **10.5958/2249-7137.2021.00829.6**

FEATURES OF EXPRESSION OF GENDER RELATIONS IN ENGLISH AND RUSSIAN LANGUAGES

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ABSTRACT

Currently, the linguistic component of gender studies attracts a large number of scientists, however, gender studies in linguistics still do not have a clearly established scientific definition. In the scientific literature, you can find such terms as “gender linguistics”, “linguistic gender studies”, “genderology” (Kamenskaya, 2001) and “linguistic genderology” (Kirilina, 2002). The fundamental works in this area were the works of R. Lakoff, S. Tremel-Ploetz, Y. Kristeva and other scientists. The subject of this article is the gender marking of phraseological units of the English language, considered not only as fragments of the nominative system, in which the gender factor is manifested in its purest form, but also as examples of embodiment in the language of the nation's worldview, serving as an indicator of cultural information and historical memory of the people. They recorded and reflected the mentality of the people, their way of life, customs, beliefs, national stereotypes and standards, relations within society, historical events, everything that is the subject of national culture and participates in the formation of a conceptual picture of the world, which materializes in language, reflects the linguistic picture of the world.

KEYWORDS: *Feminization Of Modern Society, Formation Of Gender Asymmetry, Masculine, Feminine, Andro-Centricity, Real Man, True Woman, Mental Disability, Humanitarian Branches Of Knowledge, An Unspoken Code, Behavioral Patterns Of Men And Women.*

INTRODUCTION

The study of gender aspects in such humanitarian branches of knowledge as linguistics, sociology and cultural studies began half a century ago at the moment when scientists drew attention to a special type of social interaction, based not on social, physical, national or class

characteristics. The revealed pattern testified to the existence in any society of certain norms of behavior, or an unspoken code, according to which men and women are prescribed to perform certain roles. The behavioral patterns of men and women adopted in each community are based not so much on biological and anatomical differences between the sexes, but on cultural and social stereotypes, in accordance with which there is a clear division and consolidation of certain standards of behavior and responsibilities for men and women. Historically, gender interaction was based on asymmetry: gender inequality reinforced in the minds of most representatives of society the second-rate women and the primacy of men. The gender system, created in most cultures, is based on mental and social stereotypes, according to which the overwhelming majority of the role of women is reduced to serving men and procreation.

Gender is understood as a set of norms of behavior that is usually associated with males and females in a given society. Gender is based on the idea that "it is not so much biological or physical differences between a man and a woman that are important, but the cultural and social significance that society attaches to these differences". One of the first researchers who put forward the idea of considering gender, and then "gender concepts" was the English scientist - historian Joan Scott. She refers to "gender concepts", first of all: a figurative-symbolic system, describing a woman and a man in culture; a set of norms that predetermine the figurative-symbolic system and find expression in scientific, legal, religious and political doctrines and trends; social relations and institutions formed by them; personality self-identification. It must be said that gender research focuses on stereotypes about female and male roles and qualities. Gender stereotypes mean "culturally and socially conditioned opinions and presuppositions about the qualities, attributes and norms of behavior of both sexes and their reflection in the language". Thus, gender stereotypes underlie the formation of certain social expectations in relation to the sexes, encouraging some and negatively evaluating other traits and qualities of people depending on their biological sex. Studies of language and gender asymmetries in it are based on the Sapir-Whorf hypothesis: language is not only a product of society, but also a means of shaping its thinking and mentality.

Being the main form of transmission of everyday knowledge, folklore, in comparison with other literary forms, most accurately and vividly expressed folk philosophy, fully consolidated experience previous generations, served as a source of knowledge and understanding a person of other people, including the opposite sex, and reflected linguistic picture of a person of the era. Therefore, consideration of gender, in particular problems of gender inequality, based on folklore seems motivated.

Folklore - folk spiritual culture, the art of words; spiritual, verbal, poetic creativity. V. Ya. Propp, discussing the relationship between folklore and literature, indicates the simultaneous closeness and specificity of these two forms. Based on the need to highlight special methods of researching folklore as folk art, Propp distinguishes the following literary tasks of folklore:

- 1) Highlighting and studying the category of the genre and each genre in separately;
- 2) study of the internal structure of works, that is studying composition, building;
- 3) study of specific means of poetic language and style;
- 4) study of the specifics of folklore poetics, different from poetics literary.

T.V. Zueva speaks about the inseparability of folklore from history: "The works of folklore are comprehensively determined by the time. Some folklore genres reflect historical representations of the people themselves. "The connection of Russian folklore with folk history, preservation of folk historical memory in folklore researched the historical school, which was one of the most influential in folklore of the late XIX - early XX century. The principles of the historical school finally took shape in the middle 90s XIX century. In the generalizing work of V.F. Miller "Essays on Russian folk literature". Miller wrote: "... I see the main interest of our

epics in the nationalization of these plots, I try to trace the history epics in the mouths of the people and note the layers deposited on it from different epics. I am more interested in the history of epics and the reflection of history in epics".

V.F. Miller believed that the researcher of the epic should answer four main questions: where, when, in connection with what historical events it was created and on what poetic sources it relied creators. The culturological approach to the study of folklore is highlighting four concepts, each of which gives its own definition the concept of "folklore":

- 1) sociological (folklore - orally transmitted common people experience and knowledge; this concept should have arisen in the early period of the development of ethnography and folklore studies, since it could not yet propose a unified method for studying various areas of folk culture, differentiated to consider different areas of traditional culture);
- 2) aesthetic (folklore - popular artistic creativity, "artistic communication"; being oriented exclusively on artistic forms of artistic culture, this concept is fraught with disregard of natural nature traditional archaic forms of folklore);
- 3) philological (folklore - common verbal tradition; folklore is recognized as speech, verbal communication; wherein two problems arise: first, the isolation of folklore from the ordinary, business, practical speech, secondly, folklore, as opposed to language, presupposes the entry of texts into tradition, their assimilation and playback);
- 4) oral (folklore - oral tradition; orality as the most important peculiarity of folklore; the concept is based on the desire to distinguish among verbal forms oral, connect the main features of folklore with direct and contact type of communication).

Modern cultural studies emphasize the connection between culture and tradition, that is, there is no society without culture. Both fabulous and epic traditions they create, as it were, their own world, which has no direct analogies in reality. This world is invented by collective fantasy, it represents transformed reality. However, no matter how complex the connection fabulous reality and genuine reality, it exists and reflects not just and not only something universal, but also the features of being and thinking of a certain people.

Despite the feminization of modern society, such stereotypes continue to influence the development of the individual. The formation of gender asymmetry is laid at an early age, when adults convincingly advise a crying boy not to "cry like a woman". In the future, the system of upbringing and education, the media and culture as a whole lay in the mind of a person the setting for compliance with certain stereotypes about what a "real man" or "true woman" should be. Going beyond these stereotypes threatens public censure and labeling, of which the expressions

"Masculine woman" or "man, but behaves like a woman."

The influence of gender on the language system is most vividly expressed in paremiology - an industry that studies proverbs, sayings and phraseological units. Proverbs and sayings are an excellent example of cultural stereotypes that capture people's experiences and self-awareness. When considering Russian paremiology in the gender aspect, it is impossible not to notice an important component: along with the existence of androcentricity, that is, such a picture of the world that assumes the primary importance of the masculine principle, there is also a female worldview in Russian proverbs and sayings.

In other words, Russian culture differs from Western culture in that a woman, despite a huge number of oppressive and enslaving factors (such as, for example, the Domostroy system), managed not only to defend the right to vote, but also to preserve her point of view, your attitude. Of course, in the quantitative ratio in Russian paremiology, male triumph is recorded.

The male picture of the world is filled with power over the woman

("Wife is not glass - you can beat"),

self-awareness

("The husband plows, and the wife dances") and the representation of a woman as a half-man

("A chicken is not a bird, a woman is not a man").

A striking evidence of the intervention of men in the female world are "pseudo-feminine" sayings that imitate women's speech, but in fact reflect gender stereotypes:

"Sell, husband, a horse and a cow, but buy my wife an update."

The female picture of the world, reflected in Russian paremiology, testifies to the greater gender role and importance of women. Unlike Western culture, in which a woman is mostly presented as a weak and voiceless being, the Russian woman is not devoid of willpower and determination.

However, here too negative qualities prevail, which are attributed to any woman: grumpiness, talkativeness, lack of intelligence. Sayings illustrating these qualities are known to every native speaker of the Russian language since childhood:

"The hair is long, but the mind is short", "a woman's tongue is a pomelo", "an evil wife will drive you crazy" etc.

The positive qualities of women are associated in Russian consciousness exclusively with the cultural concept of "woman - mother". In this case, the feminine principle is associated with creativity, hard work and the warmth of maternal care: "There is no better friend than dear mother", "warmth from the sun, good from mother". Thus, despite the dominance of the male picture of the world, female influence can be traced in Russian culture, and gender roles assigned to women do not always have negative characteristics.

Such asymmetry (by gender) in the Russian language exists not only at the lexical level. A striking example of the inferiority of women is the absence of feminine forms in certain nouns. Most of these words are lexemes denoting persons of a certain profession: doctor, professor, general, secretary, and so on. The rules of the Russian language only allow the use of verbs with these words in the desired generic form: the doctor(he) came / the doctor(she) came. The

historically established trend, according to which only persons of a certain gender could receive these professions, continues to influence the Russian language today. Despite the fact that the overwhelming majority of secretaries today are women, the word “secretary” is used exclusively in a negative way. The same can be said about such forms as "doctor", "professor", the use of which indicates a disdainful attitude towards this person. This allows us to conclude that there is a gender stereotype in the language system and in the Russian mentality, which reflects the idea of the secondary and mental disability of women.

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DOI: **10.5958/2249-7137.2021.00830.2**

PHRASEOLOGICAL UNITS WITH ADJECTIVAL COMPONENTS AND THEIR PRAGMATIC AND SEMANTIC ANALYSIS

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ABSTRACT

This article dedicates the study of the phraseology units and its linguistic structure with the usage of adjectives which presents a certain interest both for theoretical investigation and for practical usage. Phraseology is one of the sources of vocabulary enlargement and enrichment. It is the most colourful part of vocabulary system, and it describes the peculiar vision of the world by this speaking community. It reflects the history of the nation, the customs and traditions of the people speaking the language.

KEYWORDS: *Phraseological Units, Linguistic, Analysis, Component, Thematic, Denote, Compound Word, Structural Type, Free Word Group.*

INTRODUCTION

“The road is difficult, not because the deep river and the high mountains that bar the way, but because we lose heart when we think of the river and the mountains”- Vietnamese saying.

The Vietnamese saying exactly describes the difficult process of learning and teaching phraseological units. It is often seen by both teachers and students as an extremely complex area of language teaching.

Phraseology tends to reflect the correspondence of language and culture. Consequently, the language user needs shared knowledge in order to be able to understand given units properly. The knowledge of connotative meanings of components enables the language user to decode modifications of canonical forms of phraseological units as well as to create their own modifications.

Phraseological units may be defined as specific word-groups functioning as word-equivalents; they are equivalent to definite classes of words. The part-of-speech meaning of phraseological

units is felt as belonging to the word-group as a whole irrespective of the part-of-speech meaning of component words. Comparing a free word-group, e.g. a long day and a phraseological unit, e.g. in the long run, we observe that in the free word-group the noun day and the adjective long preserve the part-of-speech meaning proper to these words taken in isolation.

Prof. A.I. Smirnitsky worked out structural classification of phraseological units, comparing them with words. He points out one-top units which he compares with derived words because derived words have only one root morpheme. He points out two-top units which he compares with compound words because in compound words we usually have two root morphemes.

Among one-top units he points out three structural types;

a) Units of the type (verb + postposition type), e.g. to art up, to back up, to drop out, to nose out, to buy into, to sandwich in etc.;

b) Units of the type “to be old”. Some of these units remind the Passive Voice in their structure but they have different prepositions with them, while in the Passive Voice we can have only prepositions “by” or “with”, e.g. to be tired of, to be interested in, to be surprised at etc. There are also units in this type which remind word-groups of the type “to be young”, e.g. to be akin to, to be aware of etc.

c) Prepositional- nominal phraseological units. These units are equivalents of unchangeable words: prepositions, conjunctions, adverbs, that is why they have no grammar center, their semantic center is the nominal part, e.g. on the doorstep (quite near), on the nose (exactly), in the course of, on the stroke of, in time, on the point of etc.

Among two-top units A.I. Smirnitsky points out the following structural types:

a) attributive-nominal such as: a month of Sundays, grey matter, a millstone round one's neck and many others.

b) verb-nominal phraseological units, e.g. to read between the lines, to speak BBC, to sweep under the carpet etc.

c) phraseological repetitions, such as : now or never, part and parcel, country and western etc.

Phraseological units the same as compound words can have more than two tops (stems in compound words), e.g. to take a back seat, a peg to hang a thing on, lock, stock and barrel, to be a shadow of one's own self, at one's own sweet will.

According to these classifications of structures of phraseological units, in my research I have analyzed the components of phraseological units with the usage of adjectives in the following way;

Component analyses:

Adj + N

A blind alley – тупик

A false alarm – ложная тревога

A smart Aleck- самоуверенный наглец

The awkward age – переходной возраст

The gilded age – позолоченный век

Golden age - золотой век, период расцвета

Tender age - ранний, нежный возраст

Executive agreement - договор, заключаемый президентом с иностранным государством

Hot air - болтовня, пустые слова; вздор, чепуха, ерунда

The strong arm - применение силы, насилие

Cold arms - холодное оружие

The assumptive arms - геральд. вновь присвоенный, ненаследственный герб

Bear arms - служить в армии

High camp - талантливое использование примитивного, наивного, банального

An old campaigner - бывалый человек

Red carpet - элегантный, изящный, парадный

A red cent – медный грош

Fat chance - ирон. никаких шансов;

Long chance – риск, сомнительный шанс

V + ADJ + N

To put (or throw) a wet blanket - охладить пыл, действовать расхолаживающе, обескураживать, отбивать

To make a long arm - протянуть руку, потянуться за (чем-л.)

To sell a bag of gold bricks - обмануть, надуть, обжулить, облапошить кого-л

V + ADJ.

To do brown – обманывать

To bleed white – бледнеть

To look back – грустить.

V + N + ADJ

To keep the bones green – беречь здоровье.

To catch somebody red-handed – задержать кого-то в преступлении.

To make the air blue – ругаться, сквернословить

V + ADJ + N + PREP

To make little account of smth – Непридавать значения чему-л

To drive a hard bargain for - много запрашивать, усиленно торговаться

To get a new angle on - стать на новую точку зрения по какому-л. вопросу

N + ADJ + N

Worship the golden calf – поклоняться золотому тельцу

PREP + ADJ + N

Of small account - незначительный, не имеющий большого значения; не пользующийся авторитетом

For so far - совершенно, совсем

Of good cheer - весёлый, жизнерадостный, полный жизни

V + PREP + ADJ + N

To be in great demand – пользоваться большим спросом

To be in different camps - принадлежать к разным лагерям

N + PREP + ADJ.

The gentlemen in the black – дьявол.

The boys in blue – полицейские.

Agony in red - ярко- красный костюм

In component analysis I defined that there are a lot of phraseological units which belong to the type of adj+n.

From the above examples it is seen that every meaning in language and every difference in meaning is signaled either by the form of the word itself or by the context. The complexity or the semantic structure of the word in general, in particular, explained by the fact as reflection of nature, of people life and culture including their history, traditions, and other such like factors which are sometimes full of contradictions and deep unity.

Grammatical features of adjectives in Phraseology.

As I have studied and analyzed all literatures, I found out that the adjective in phraseology sometimes lost its meaning but anyway the function of the adjective in phraseology is an **attribute**. As an example the following adjectives proof my opinion.

A smart Aleck - самоуверенный наглец

The awkward age - переходный возраст

The gilded age – позолоченный век

Golden age - золотой век, период расцвета

The assumptive arms - геральд. вновь присвоенный, ненаследственный герб

Bear arms - служить в армии

The broad arrow - английское правительственное клеймо

A round dance – вальс

A bad deal грубое, суровое, несправедливое обращение, притеснение

Drydeath- любая смерть кроме смерти от утопления, насильственная смерть без пролития крови

Toput (orthrow) awetblanket - охладить пыл, действовать расхолаживающе, обескураживать, отбивать

Tomakealongarm - протянуть руку, потянуться за (чем-л.)

Tosellsmb.agoldbrick - обмануть, надуть, обжулить, облапошить кого-л

Tomakegoodcheer - пировать, веселиться

Tokeepgoodcompany - бывать в хорошей компании, встречаться с хорошими людьми

To make the air blue – ругаться, сквернословить

Tobeabuttonshort - винтика в голове не хватает, не все дома

Toclimbintotheblack - давать прибыль, стать рентабельным

Keepclearofsmb - держаться подальше от кого-л

Agonyinred - ярко- красный костюм

Thelongarmofcoincidence - удивительное совпадение; редкий случай

By the way I also have analyzed proverbs and sayings, while classifying the structure of the phraseological units with the adjective components and I found out that the adjective's function as an attribute stays the same not only in phraseological units but in proverbs too.

Foreg:

Shortacquaintancebringsrepentance - с новым другом недолго и в беду попадет, на нового друга не полагайся

Angerisashortmadness - гнев — кратковременное безумие, гнев сродни безумию

Asoftanswerturnedawaywrath - кроткий ответ отвращает гнев, повинную голову меч не сечёт

The higher the ape goes, the more he shows his tail - чемвышеобезьяनावзберётсянадерево, темвиднеееехвост

The devil is good when he is pleased - и чёртбываетдобр, когдаондоволен

Lexica - Semantic features of Adjectives in Phraseology

It would be interesting now to look at phraseological units from a different angle, namely: how are all these treasures of the language approached by the linguistic science? The very miscellaneous nature of these units suggests the first course of action: they must be sorted out and arranged in certain classes which possess identical characteristics.

It should be clear from the previous description that a phraseological unit is a complex phenomenon with a number of important features, which can therefore be approached from different points of view. Hence, there exist a considerable number of different classification systems devised by different scholars and based on different principles.

The traditional and oldest principle for classifying phraseological units is based on their original content and might be alluded to as "**thematic**" (although the term is not universally accepted). On this principle, idioms are classified according to their sources of origin, "source" referring to the particular sphere of human activity, of life of nature, of natural phenomena, etc. So, L. P. Smith gives in his classification groups of phraseological units used by sailors, fishermen, soldiers, hunters and associated with the realia, phenomena and conditions of their occupations. In Smith's classification I also found groups of phraseological units associated with domestic and wild animals and birds, agriculture and cooking. There are also numerous phraseological units drawn from sports, arts, colour etc.

For eg:

Proverbs and sayings

Short acquaintance brings repentance - сновым другомнедолгои вбеду поасть,
нановогодруганеполагайся

Anger is a short madness - гнев — кратковременное безумие, гнев сродни безумию

A soft answer turned away wrath - кроткий ответ отвращает гнев, повинную голову меч не сечёт

The higher the ape goes, the more he shows his tail - чем выше обезьяна взберётся на дерево, тем виднее её хвост

The devil is good when he is pleased - и чёрт бывает добр, когда он доволен

Phraseological units denoting colour

Red cheeks – красные щёчки.

Red meat – консервированная говядина.

Black Friday – бедный день.

Black Monday – первый учебный день после каникул.

White light – дневной свет.

White man – дисциплинированный человек.

Blue study – погружаться в дом.

Blue blood – семья аристократов.

Phraseological units denoting features of character of person's

Give a good (fine, splendid, etc.) account of oneself - показать себя молодцом

Good advice is beyond price - подлый человек

A smart Aleck - самоуверенный наглец

An angel of light - дорогой, всеми любимый человек

A straight arrow - прямой, честный человек

Black beast - ненавистный человек

Phraseological units denoting variety of action

Getanewangleonsmth - стать на новую точку зрения по ка- кому-л. вопросу

Have a longarm - иметь длинные руки, достигать всюду

Makealongarm (for) - протянуть руку, потянуться за (чем-л.)

Be glad to see smb.'s back (или the back of smb.) - радоватьсяизбавлениюоткого-л

Gofrombadtoworse - становиться всё хуже и хуже, ухудшаться

Phraseological units denoting object and quality

Colddeck - колода краплёных или подтасованных карт

Drydeath - любая смерть кроме смерти от утопления

Black (или dark) comedy - чёрная комедия

Diplomaticcold - дипломатическая болезнь

Falsecoin – подделка

Blind alley employment - (job или occupation) бесперспективноезанятие

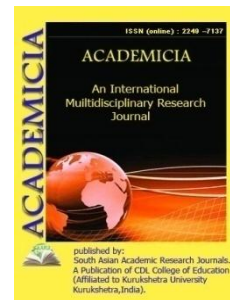
A false alarm - ложнаятревога

The thematic principle of classifying phraseological units has real merit but it does not take into consideration the linguistic characteristic features of the phraseological units.

A strong knowledge of phraseological units will help language users to be better speakers and negotiators. And they will be in a much better position to take advantage of the opportunities that come to their way.

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DOI: **10.5958/2249-7137.2021.00831.4**

LINGUOCULTUROLOGY AS THE THEORETICAL BASIS OF LINGUISTIC CULTURE

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ABSTRACT

This article is devoted to linguo culturological problems have appeared in modern linguistics. Linguo culturology is a complex field of scientific knowledge on the interconnection and interaction of language and culture. Linguoculturology is designed to identify, with the help and on the basis of linguistic data, the basic oppositions of culture fixed in the language and manifested in discourse. Reflected in the mirror of the language and in it are fixed ideas about cultured areas: spatial, temporal, activity, etc

KEYWORDS: *Linguoculturology, Brunch, Linguistics, Structure, Discipline, Material, Goal, Culture, Language.*

INTRODUCTION

Linguoculturology is closely connected with such disciplines as linguistics, ethnolinguistics, psycholinguistics, cognitivistics. As a relatively new science, linguoculturology is characterized by a number of contradictions. So, for example, in the framework of linguoculturology, according to V.N. Telia, language phenomena in synchrony should be considered. However, at the turn of the XX–XXI centuries it is necessary to study the language and using not only the synchronous but also the diachronic method. The emergence of linguoculturology is a natural result of the development of the philosophical and linguistic theory of the XIX–XX century. In the last decade, several works devoted to this discipline were published. The most popular in science work can be considered a textbook by V.A. Maslova. It provides a methodological basis, describes the current trends of linguoculturalresearches. The author emphasizes the interdisciplinary nature of linguoculturology, defining it as “a branch of linguistics that emerged at the junction of linguistics and cultural studies’ as” a humanitarian discipline that studies the material and spiritual culture embodied in a living national language and manifested in linguistic

processes' or as an "integrative field of knowledge that absorbs the results of research in cultural science and linguistics, ethnolinguistics and cultural anthropology".

The goal of linguoculturology, in the opinion of V.A. Maslova (the study of the ways in which the language embodies in its units, preserves and translates the culture), the tasks (to identify how culture participates in the formation of linguistic concepts, or whether the cultural and linguistic competence of native speakers exists in reality), as well as the conceptual apparatus are formulated very widely. The author affirms the possibility of using a wide variety of techniques and methods of research "from interpretative to psycholinguistic".

Linguoculturology is considered as the theoretical basis of linguistic culture; It is defined as "a complex scientific discipline of the synthesizing type that studies the interrelation and interaction of culture and language in its functioning and reflects this process as an integral structure of units in the unity of their linguistic and extralinguistic (cultural) content through systemic methods and with an orientation to modern priorities and cultural Establishment (a system of norms and universal values)". The main object of linguoculturology, the author calls "the interaction and interaction of culture and language in the process of its functioning and the study of the interpretation of this interaction in a single systemic integrity", and the subject of this discipline are "the national forms of society, reproduced in the system of language communication and based on its cultural values", — everything that makes up the "linguistic picture of the world".

Vorobyov introduces the main unit of linguocultural analysis — lingvoculture, defining it as a "dialectical unity of linguistic and extralinguistic (conceptual and objective) content". V. Krasnikov also solves similar problems: in the work "Ethnopsycholinguistics and linguoculturology" he defines the latter as "a discipline studying the manifestation, reflection and fixation of culture in language and discourse, directly related to the study of the national picture of the world, linguistic consciousness, features mentally -lingual complex". In the opinion of V.V. Krasnykh, the subject of linguoculturology is a unit of language and discourse possessing a culturally significant content, which is the "channel" by which we can enter the cultural and historical layer of the mentally-lingual complex.

Linguoculturology is designed to identify, with the help and on the basis of linguistic data, the basic oppositions of culture fixed in the language and manifested in discourse; Reflected in the mirror of the language and in it are fixed ideas about cultured areas: spatial, temporal, activity, etc.; The ancient representations, which correspond to cultural archetypes, emerging through the prism of the tongue.

The problems of linguoculturology are also developed by scientists of the Volgograd school, in particular, V. I. Karasik and E. I. Sheigal. V. I. Karasik regards linguoculturology as a "complex field of scientific knowledge about the interconnection and interplay of language and culture" and emphasizes its comparative character. The main unit of linguoculturology, he calls the cultural concept, and as units of study, the realities and "background values, that is, Content characteristics of specific and abstract names that require for an adequate understanding of additional information about the culture of this people". Karasik V.I. calls a number of reasons why linguoculturology is in its heyday: the rapid globalization of world problems, the need to take into account the universal and specific characteristics of the behavior and communication of various peoples in solving a wide variety of issues, the need to know in advance those situations in which the probability of intercultural misunderstanding is high, the importance of defining and

accurately denoting those cultural values that lie in the basis of communicative activity; an objective integrative trend in the development of the humanities, the need for linguists to master the results obtained by representatives of related branches of knowledge.

The applied side of linguistic knowledge, understanding of language as a means of concentrated reflection on collective experience. In the work of E.I. Sheigal and V.A. Buryakovskaya, linguoculturology is defined as a discipline that studies “individual objects of the conceptual picture of the world and their comprehension by the public consciousness and language from the point of view of the object of reflection, one of which is the ethnos”. The authors study the linguocultural potential of ethnonyms that are part of stable combinations, as well as the specifics of the functioning of ethnonyms in the texts of articles, stories and anecdotes. In 2004, A. Khrolenko’s textbook “Foundations of Linguistic Culturology” was published, in which he defines the goal of science — the generalization of all information accumulated by ethnolinguistics and the disciplines entering into it, revealing the mechanisms of interaction between language and culture.

Linguistic culture is the philosophy of language and culture. The object of the study is language and culture; The subject is the fundamental issues related to the transforming side of the connection between language and culture: changes in the language and its units, conditioned by the dynamics of culture, as well as changes in the structure and changes in the functioning of culture, predetermined by the language realization of cultural meanings. The set of sciences that study the problems of interaction between language and culture, each in its aspect, can be called generically, for example, as suggested by A. T. Khrolenko, linguistic and cultural studies, since each of them aims to identify and preserve linguistic cultural values. In the opinion of A. Khrolenko, linguoculturology should be interested in revealing the mechanisms of interaction, mutual influence of two fundamental phenomena — language and culture, which determine the phenomenon of man. Khrolenko AT believes that linguoculturology within linguistic and cultural studies corresponds to the status of general linguistics in the system of language sciences.

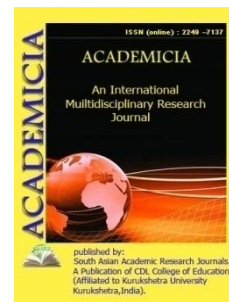
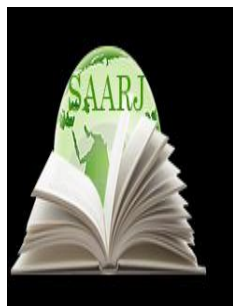
Like general linguistics, linguoculturology is called upon to identify and describe the most general patterns of interdependence, the interaction of linguistic and cultural practices of man and society. This analogy helps to understand that linguoculturology, as well as general linguistics, is possible only in the system of other, more specific in terms of subject and other methods of research of scientific disciplines. In the opinion of O. I. Kourova, linguoculturology is a section of linguistics that studies the interaction of language and culture in the form of systems that embody and represent linguistic cultural values. The task of the new discipline is the explication of the cultural significance of linguistic units by correlating their symbolic reading with the known “codes” of culture.

The basic concepts for linguoculturology are: linguocultural paradigm, cultural connotation, linguistic picture of the world, concept and others. Thus, the theoretical and methodological basis of this discipline for the present the moment is in its infancy. Among scientists, there is no consensus on the status of linguoculturology (an independent discipline or branch of linguistics), nor about the subject and methods of linguocultural research. It is generally accepted to define linguoculturological research as the study of language in indissoluble connection with culture.

There are also studies aimed at revealing the linguocultural specifics of individual concepts; similar works are based, as a rule, on the texts of classical literature.

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DOI: **10.5958/2249-7137.2021.00832.6**

AL-FARABI'S VIEWS ON HUMAN ANTHROPOLOGY

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ABSTRACT

This article expresses the philosophical views of Abu Nasr al-Farabi and provides an analysis of man and his problem in his works. By studying man from the point of view of metaphysics and theology, Farabi not only advanced his understanding of the origin and essence of man in ontology, but also substantiated his spirit, intellectual human nature, moral structure, and functional function. Man's daily lifestyle, happiness, and purpose have also been studied.

KEYWORDS: *Thinker, Structure Of The World, Intellectual, Philosophical, Cultural, Moral, Happiness, National, Human Anthropology, Natural Need, Social Need.*

1. INTRODUCTION

Al- Farabi was constantly trying to study the structure of the world. According to their research, the head of all is Allah, as always. The middle is the hierarchy of beings. Mankind is a cripple who understands the world and moves in it. The end is to achieve true happiness. Al-Farabi clarified the essence of human knowledge. Feeling is not enough to understand the essence. This can only be achieved with the help of the mind. The Treatise on the Perspectives of the People of Himmatli is one of al-Farabi's greatest works. It was written in 948 in Egypt. The Doctrine of the Blessed Sacrament is quoted by the philosopher.

2. METHODOLOGY

Al-Farabi believed that the goal of man is happiness, which can only be achieved through reason. The thinker equated society with the state. Society is a human organism. "A benevolent city is

like a healthy body with all its members helping each other to save the life of a living being." Farabi was truly a world-class man who, in his creative achievements, studied and generalized Arabic, Persian, Greek, Indian, and his own Turkish culture. The echo of Turkish culture is evident in his famous Kitab al Musiq al Kabir (The Great Music Book). Farabi's manuscripts are in many libraries around the world. The number of scholars studying Farabi's work is just as wide[1].

Scholars who have published Farabi's works and studied various aspects of his true encyclopedic legacy are contributing to Farabi studies. The Yahili paradigm reveals the simplicity and clarity of "natural" (Qur'anic) transcendents in Islamic purity as a means of communication between "Me and Others", the second with a break, rejection of it, and the third.

In fact, when we talk about Islamic anthropology, we are not simply referring to the human problem, which is opened up on the basis of the idea of transcendence, magnifying meaning. Man's purpose, man's problem, is manifested in the discovery of the prospect of understanding his humanity. Islamic humanism is a divine revelation to man as a phenomenon "manifested" in concept, but its realization should only take place once in the practice of daily life, when human humanism is practiced as a law practice. Even my own manifestation can be interpreted as the humanity of Me and others, for I would only consciously be the humane practice, as well as the formation of a modern personality would be impossible outside of communicative relationships[2].

If in Christianity a person has manifested himself through the way of Christ, to become a unique person, then in Islam, a person becomes a person because of the pattern of daily life. Piety and righteousness are combined and further perfected in daily life as a measure of humanity.

Al-Farabi's ideals and socio-humanitarian development reveal the essence of what a person is actually like in the practice of daily life. Al-Farabi's views on the individual directly acknowledge the superiority of Islamic humanism over human humanism. The following statements of the scientist are definitely relevant in the deepening of human anthropology:

3. Results

Truthfulness in relation to oneself arises only when a person ascribes good qualities to himself, the good deeds that he has. When a person attributes anything to himself, but not what is inherent in him, then it develops it is pretense. "

- "Man became man thanks to reason."
- "Art whose goal is to achieve beauty is called philosophy or, in the absolute sense, wisdom. "
- "Any thing is good only when it is good for achieving happiness".
- "The healer of the body is a doctor, and the healer of the soul is a statesman, called the ruler. "
- "The soul, like the body, is inherent in health and disease. Soul health lies in the fact that the states of herself and her parts are such thanks to which good deeds are always performed, good deeds and wonderful actions. "
- "A person cannot be naturally endowed with virtue or vice, just as he cannot be a born weaver or a scribe. But he by nature can be predisposed to states, encouraging him to take one action rather than another. "

- “Wisdom is knowledge of distant causes on which being depends the rest of existing things and the immediate causes of things, having reasons” [3].

However, this raises a fundamental question: what does Al-Farabi consider the expression of a person's true being - his natural existence as a natural being or its social being? For people who are professionally involved in philosophy are known for certain that both the natural and social dimensions of life are shared for all people and at the same time they are inherent in every person. Wherein any individual can give preference to certain aspects of life, thus defining their existence.

Al-Farabi is under the influence philosophy of antiquity Greece is trying to identify the objective grounds he process of human self-awareness. What should be the main thing for a person - needs of his natural nature or social requirements? It seemed it would be easy to answer this question. In practical life, individuals usually they try to combine their personal needs with requirements public, determining the line of their behavior and way of life. Human being, as the objective basis of the truth of self-consciousness, is quite controversial. General principles reflecting these contradictions, can exclude each other and at the same time contain moments of truth of being.

Considering the relationship between man and society in this vein, generalizing individual, social and political experience, al-Farabi developed his original socio-philosophical concept. In the study of socio-political life, he, like Aristotle proceeded from the following principle: as everywhere, the best way theoretical construction is a consideration of primary education items. Such an education, he considered the natural tendency of people to living together and political communication. According to the thinker, man is a political being, i.e. social, and it carries instinctive desire for cohabitation. Strongly influenced by Aristotle, Farabi believes that the acquisition of the highest good by an individual is, of course, a great merit, but much more beautiful and divine is its acquisition for the people and the whole state, i.e. society.

Al-Farabi does not consider a separate a person and his rights as a principle of the state. On the contrary, like Plato, he proceeds from the primacy of the general over the individual primacy of the state and society over the personality. An individual is only a part of a social whole. The state is the essence of man, "by himself" a man cannot exist[4].

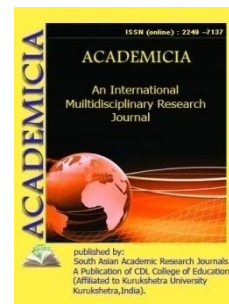
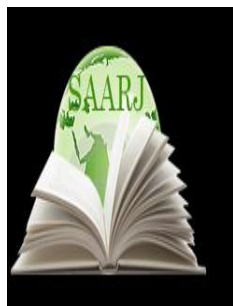
4. CONCLUSION

Al-Farabi understood perfectly well that at the heart of all public life are the production and consumption of material goods, "economic goods, necessary for life. " In the "Treatise on the inhabitants of the virtuous city" the ontological principle is elevated by the thinker to the rank of the main in the social the doctrine of the transformation of the world by a moral (virtuous) person, affirming justice in society. As we noted above, the individual, society, politics, power-everything is in interaction. Al-Farabi's "virtuous city" (or "city") was not only socialutopia. For him, it was the ideal model of a consolidated society, in which everything operates in accordance with reasonable-practical principles and is built on education, upbringing and morality. Al-Farabi, studying a person from the standpoint of metaphysics and theology, put forward not only his concept of the origin of man and his essence in context ontology, but also substantiated the structural and functional task of his soul, intellectual human nature, moral and spiritual foundations being of a person, his creative essence, the way of his self-improvement. This philosopher defined the social essence of man and answered questions about what it means to be human in society and what society should be for manifestation in a human being. Both the one

and the other questions acquire the meaning of a metaphysical questioning about the purpose of man and his role in creating a truly humanistic society.

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DOI: **10.5958/2249-7137.2021.00833.8**

COMPARATIVE EVALUATION OF THERAPEUTIC EFFECT OF FERROCERONE IN ROSE SYRUP

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ABSTRACT

A new composition of ferroceron with improved organoleptic properties has been scientifically substantiated and proposed, which makes it possible to expand the scope of application of ferroceron in children with iron deficiency anemia, regardless of age. For the first time in young children with iron deficiency anemia, a comparative study of the therapeutic efficacy of ferroceron in rosehip syrup was carried out. At the same time, not only immediate but also long-term results of treatment were analyzed. The newly created composition of ferroceron in rosehip syrup, used as an iron-containing drug in the treatment of iron deficiency anemia in young children, turned out to be a highly effective agent without side properties. A comparative assessment of the antianemic effect of a combination of ferroceron and other iron-containing drugs, often used in children's practice, is given, which gave reason to recommend ferroceron with rosehip syrup as an antianemic drug that has an effect on the processes of hemoglobin synthesis and an erythrostimulating effect. The predominant both direct and long-term effect of treatment of children with ferroceron in rosehip syrup was revealed, which determined the created composition to be considered the drug of choice in the treatment of young children with iron deficiency anemia, an etiopathogenetic agent.

KEYWORDS: Predominant, Syrup, Iron-Containing

INTRODUCTION

Treating iron deficiency anemia in children, especially young children, is difficult. Until now, all issues of ferrotherapy, which is the basis of pathogenetic therapy for IDA, have not been sufficiently resolved[3].

Currently, despite the availability of a number of effective parenteral iron preparations, iron deficiency anemia is treated with oral preparations. This method is simple, affordable, and never leads to serious consequences.

A number of iron preparations used in the treatment of patients with IDA are already known. However, the reception of some of them is accompanied by a number of undesirable signs. Symptoms of intolerance are quite common (loss of appetite, nausea, vomiting, stomach pain, diarrhea). Therefore, in assessing the antianemic efficacy of the drug, in addition to the speed of onset of hematological remission, the absence of complications will also matter [9].

Some questions of the choice of a preparation containing iron, its dose, and the duration of administration are still open. The use of preparations containing ferrous salts is generally accepted[4].

In order to avoid side reactions, better tolerance of the selected iron preparations, it is recommended to start IDA treatment with half or one-third of the optimal dose and gradually, within 5-7 days, reach the age-specific daily dose. For young children, iron preparations are prescribed in conventional doses (5-8 mg of elemental iron per kg of body weight) [1,2,8].

For better absorption, the time of administration of drugs is also important. It was found that taking iron supplements after meals leads to its dilution by food masses, as a result of which the percentage of absorption decreases. Therefore, it is now considered justified to introduce them in the intervals between meals. For young children who are breastfed, iron supplements are prescribed 1 hour before meals or between meals, since milk reduces iron absorption by 10: Parenteral administration is recommended for disorders of intestinal absorption, poor tolerance of the drug, and also for some severe forms of IDA [3,7].

Based on the foregoing, as well as the goals and objectives of the study, we conducted a clinical and hematological comparison of the antianemic efficacy of the new ferrociron composition with the iron preparations most often used in pediatric practice for the treatment of IDA: iron lactate, Ferrum-lek, aloe syrup with iron [10].

MATERIALS AND METHODS

To study the antianemic effect of the combination of ferrociron in rosehip syrup, we examined 195 children aged 3 months to 3 years with iron deficiency anemia, who were on outpatient treatment. The control group consisted of 224 children of the same age.

RESULTS AND DISCUSSIONS

The age composition of the observed children is presented in Table 1.

TABLE 1 AGE COMPOSITION OF THE OBSERVED CHILDREN WITH IRON DEFICIENCY ANEMIA

Age of patients	Number of patients	%
from 3 months to one year	111	56,9

from 1 to 2 years	59	30,3
from 2 to 3 years	25	12,8

As can be seen from Table 1, in 170 children, anemia was noted at the age of 3 months to 2 years, which was 87.2%.

The diagnosis of iron deficiency anemia was established on the basis of the following criteria: serum iron level, total serum iron-binding capacity (TIBC), transferrin saturation coefficient with iron, latent serum iron-binding capacity.

When distributing patients according to the severity of iron deficiency anemia, we used the WHO recommendations. According to these recommendations, among the patients we examined with mild anemia (hemoglobin level 110-90 g / l) there were 104 children, with moderate severity (hemoglobin level 90-70 g / l). 1) - 70 children, and severe anemia (hemoglobin level below 70 g / l) was diagnosed in 21 children.

Table 2 contains data on the distribution of sick children according to the severity of anemia.

TABLE 2 DISTRIBUTION OF PATIENTS ACCORDING TO THE SEVERITY OF THE DISEASE

Severity of IDA	Number of patients	%
Severe anemia	21	10,7
Moderate anemia тяжести	70	36,0
Mild anemia	104	53,3

As can be seen from the data presented in Table 2, 21 children had severe and moderate anemia (47.7%), and mild anemia was diagnosed in 104 children (53.3%). It should be noted that 91 children with severe and moderate anemia are children mainly under the age of 1 year - 79 children: 18 children with severe anemia and 61 children were diagnosed with a moderate form of the disease.

Patients under our supervision were periodically admitted to the department for examination and, if necessary, for repeated treatment. Such observation in dynamics made it possible to obtain information not only about the initial period of the disease, but also to trace the further course of the disease, to study the immediate and long-term results of treatment. Clinical signs were characterized by symptoms characteristic of iron deficiency anemia.

Upon admission to the clinic, it was revealed: lag or delay in physical development in 152 sick children (77.9%), lag in psychomotor development - in 111 (56.9), general lethargy, drowsiness - in 164 (84.1%), appetite - in 161 (82.5), vomiting, regurgitation - in 89 (45.6), pallor of the mucous membranes and skin - in 195 (100%), dry skin - in 102 (52.3%), taste perversion - in 102 sick children (52.3%).

As can be seen from the data presented, the most frequent complaints were: lagging in weight gain, lagging behind or decreased appetite, vomiting, regurgitation, taste perversion, lethargy. From the anamnesis it was found that about 80% of the examined children suffered from acute respiratory viral infection 3-4 times, therefore, children with iron deficiency anemia can be considered as often bleating children.

In some patients, we detected hyperpigmentation of the skin, most often on the face, neck, and lateral surfaces of the chest (8.2%). Changes in the oral mucosa were characterized by the

smoothness of the papillae of the tongue ("lacquer tongue"), cracks, "seizures" in the corners of the mouth were observed, the so-called angular stomatitis was observed in 84 patients (43.1%), in 96 children (49.2%) there were signs of dry hair, increased fragility, hair loss.

It is necessary to emphasize the presence of symptoms of damage to the central nervous system in the form of mood swings in 54 children (27.7%), inactivity in 57 (29.2%) children, tearfulness in 64 children (32.8%). From the side of internal organs, we observed systolic murmur (in 148 children - 75.9%); an increase in the size of the liver (in 52 patients - 26.6%); spleen (in 28 patients - 14.3%). In 18 children, unstable stools were noted, constipation - in 11 children (5.6%).

We observed 195 children with iron deficiency anemia at the age from 0 to 3 years. The age of the examined was: from 0 to 1 year - 111 children, from 1 to 2 years - 59 children, from 3 years - 25 children.

As can be seen from the data presented, children under the age of 1 year prevail among the patients. This result is confirmed by the data of most authors with the highest prevalence of IDA among children of the studied age group.

All patients were treated with iron preparations. Of the total number of patients, 42 children received iron lactate, 48 - aloe syrup with iron, 45 - ferrum-lek, 60 - ferrociron in rosehip syrup. The drugs used enterally were mixed and diluted in fruit juice, young children willingly drank the prepared cocktail, we did not observe any side effects or complications. Ferrum-lek was administered enterally as a syrup.

Among the examined patients, 21 children were diagnosed with a severe form of the disease (hemoglobin concentration below 70 g / l), 70 children - moderate anemia (hemoglobin level was in the range of 90-70 g / l), the rest of children (104) - mild anemia degree. The causes of iron deficiency were found out and the symptoms of the disease and the frequency of their manifestation were assessed, the possibility of the presence of a feature was studied, and specialists were consulted.

Considering the possible participation of endogenous factors in the pathogenesis of hypohidrosis, namely, insufficient intake of iron and its deposition in the fetus in the antenatal period, the anamnesis was carefully studied in 193 mothers, as a result, abundant and prolonged blood loss was revealed in 111 mothers as a result of menstrual irregularities. frequent pregnancies were also noted; in 87 women at 11 half of pregnancy was observed long-term toxicosis. According to the anamnesis, 152 women suffered from hypochromic anemia during pregnancy, and 98 had chronic infections. Among the concomitant diseases, rheumatism, adnexitis, gastritis, gastric ulcer, cholecystitis were also noted. In 87 women, pregnancy was complicated and was characterized by the threat of termination.

Thus, the above factors acting in the antenatal period were the main reasons for the insufficient supply of iron from the mother. This confirms the conclusions of a number of researchers on the effect of endogenous iron deficiency on the occurrence of anemia in young children.

We carried out a study of the postnatal history in all examined children. It was revealed that out of 111 infants, 67 were artificially fed (60.4%), 44 children were breastfed (30.6%), 10 children were mixed feeding (9.0%). 97 children (89.4%) had a late introduction of complementary foods (vegetables, meat dishes) - from 8-9 months of age. In children who were artificially and mixed

feeding, biscuits and cereals based on diluted cow's milk prevailed. Children from 1 to 3 years old also had significant nutritional errors. Attention was drawn to the predominance of flour, dairy, and plant foods in their diet; children received little meat products, vegetables, and fruits.

Analysis of the results obtained showed a pronounced effect of unbalanced feeding and nutrition on the development of anemia in the studied group of children.

Table 3 provides information on the incidence of clinical signs of anemia in children with IDA, taking into account the severity of the disease.

Table 3 shows the direct relationship between the incidence of clinical symptoms of IDA and the severity of the disease.

Based on the foregoing, the following conclusions can be drawn: iron deficiency anemia in young children with a high frequency was observed in children under 1 year of age, and the reasons for its development in all studied groups were endogenous and exogenous iron deficiency caused by various factors against the background of concomitant diseases (rickets, exudative - catarrhal diathesis, hypotrophy).

The clinical manifestations of iron deficiency and parental complaints were diverse. Among the complaints most often, parents reported pallor of the skin (177), lack of appetite (161), taste perversion - eating earth, clay, chalk (102), the appearance of frequent regurgitation (89), vomiting (34). An objective study revealed pallor of the skin and visible mucous membranes in all examined patients, dry skin (103), dry hair, hair loss (96), brittle and thinning nails (65). In children over a year old, changes in the oral mucosa were quite common in the form of atrophy of the papillae of the tongue - "polished" or "lacquered" tongue (84), so-called "seizures" in the corners of the mouth - angular stomatitis (52)

TABLE 3 THE FREQUENCY OF CLINICAL SYMPTOMS OF ANEMIA IN CHILDREN WITH VARYING DEGREES OF SEVERITY

Factors	Severity of anemia in children		
	Mild	Moderate	Severe
Pallor of the skin, mucous membranes; trophic disorders of hair, nails, skin; atrophy of the papillae of the tongue	- +	+ + +	+ + +
Anorexia, perversion of taste, smell; regurgitation, vomiting; angular stomatitis	- +	+ + +	+ + +
Changes in the cardiovascular system; gastrointestinal tract and other systems	+ -	+ + +	+ + +

One of the signs of iron deficiency in young children, especially in severe and moderate forms, was a lag in physical development indicators: 152 (77.9%) children were identified with signs of hypotrophy and hypocitraturia, while hypotrophy was observed mainly in 103 children under the age of 1 year (52.8%).

We noted deviations in psychomotor development, which were especially clearly manifested in the 1st year of life: children began to hold their heads late, sit, stand, walk, and later began to speak (111). In 164 children, a decrease in emotional tone, a rapid change in mood was revealed to one degree or another, the children were inactive, lethargic, whiny, capricious, a decrease in interest in the environment, toys. The observation results showed that organ function

abnormalities were mainly related to the cardiovascular system (148), which boiled down to the presence of systolic murmur, tachycardia, and a slight expansion of the borders of the heart.

Hepatomegaly and enlargement of the spleen were found in 80 patients. Both organs were determined by palpation, the lower edge of which protruded from under the costal arch by 3.5-4 cm. Stool changes were not typical and constant. Constipation and unstable stool were noted with the same frequency.

The above clinical symptoms of iron deficiency in young children supplement laboratory studies characterizing the state of red blood and indicators of iron metabolism.

As can be seen from the presented table 4, characteristic changes in peripheral blood during IDA are a low level of hemoglobin, a decrease in its content in an individual erythrocyte, a decrease in the hematocrit value, a color index, and a decrease in the total number of erythrocytes. The iron deficiency nature of the identified anemia is confirmed by the data contained in table. 4: sideropenia, an increase in the total iron-binding capacity of blood serum and a significant decrease in the transferrin saturation coefficient.

TABLE 4 PARAMETERS OF PERIPHERAL BLOOD AND SERUM IRON METABOLISM IN CHILDREN WITH IDA AGED 3 MONTHS TO 3 YEARS.

№	Indicators	IDA of moderate severity (n = 70)	Severe IDA (n = 21)	Healthy children (n = 214)
1.	Hemoglobin,	79,0±1,62	64,6±2,3	129,0±1,8
2.	Erythrocytes, 10 ^{12/l}	3,26±0,12	2,81±0,08	4,41±0,07
3.	Hematocrit, vol%	26,3±0,76	22,5±0,9	34,8±0,4
4.	Average hemoglobin content in erythrocyte (PG)	22,4±0,06	21,0±0,03	33,2±0,04
5.	Color index, units	0,74±0,01	0,67±0,02	0,89±0,003
6.	Serum iron, µmol / L	8,7±0,07	3,4±0,02	20,2±0,5
7.	TIBC, µmol / L	89,8±0,8	97,4±0,6	60,8±0,02
8.	LVSS, µmol / L	52,1±0,4	100,3±4,0	33,0±0,01
9.	Transferrin saturation coefficient, %	11,8±0,07	8,0±0,05	38,7±0,15

Thus, the examination of sick children revealed the iron-deficient nature of anemia, as evidenced by a low level of serum iron, a low coefficient of saturation of transferrin with iron. In addition, clinical data characterizing trophic changes in epithelial integuments, as well as hematological data in the form of pronounced hemolysis, with reduced actual erythropoiesis with a shortened erythrocyte life, speak eloquently about iron deficiency. Changes in the morphological properties of erythrocytes in the form of microcytosis, an increase in the thickness and volume of erythrocytes, hypochromia can also be evidence of the iron deficiency nature of anemia.

CONCLUSION

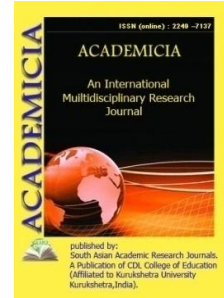
Treatment of all observed patients was carried out in a comprehensive manner, it was pathogenetic, systematic and consisted of measures aimed at eliminating the causes of the development of anemia and at eliminating the lack of iron in the body. The nutrition of sick

children was strictly and individually organized. Vitamins and mineral salts of iron were introduced into the diet. Children of the first year are introduced to complementary foods earlier, including vegetable dishes and homogenized purees (vegetable with meat, vegetable with liver). The complex of treatment of children included intramuscular injections of vitamins B6, B1, 0.5-1.0 ml daily. Iron preparations were prescribed to young children, taking into account the content of the element, valence, tolerance, and the absence of side effects.

The study of the comparative therapeutic evaluation of the new composition of ferrociron in rosehip syrup made it possible to establish a high direct and persistent antianemic effect. The drug, which actively affects the processes of hemoglobin synthesis, stimulates erythropoiesis in the absence of toxic side effects. In the treatment of young children with iron deficiency anemia, ferrociron in syrup and rose hips, in comparison with other iron-containing drugs most often used in children, gives an increase in hemoglobin 1.5 times more and more than doubles its average daily growth, as well as under the influence ferrociron in rosehip syrup much earlier (by the end of 1 week) a reticulocytic crisis appears in children, its value was 1.5-2 times higher than in the group of children treated with other drugs, the normalization of the erythrocyte balance, the number of erythrocytes and indicators iron exchange.

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DOI: **10.5958/2249-7137.2021.01001.6**

SALABAT KHAN TOMB: AN UNDER EXPLORED HERITAGE SITE

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ABSTRACT

The tomb of Salabat Khan was constructed in 1579A.D. on a hill called Shah Dongar (Salabat Khan II was a wazir of Murtuza Nizamshah and was an able administrator, planner, architect and water management expert). Later this tomb was also of strategic importance. It is currently a monument with ASI & is surrounded by land with private owners & the forestry department. At a height of about 3080 feet above sea level, located on top of a hill, it is 700 and 800 feet above the city of Ahmednagar. Surrounded by vegetation and giving a panoramic view of the city, it has a cool breeze flowing throughout the day. Attempts have been made in the past to promote this historic tourist spot but have been ineffective. In the absence of adequate consolidated effort of the administration, government machinery, political leadership and local citizenry it lies in neglect. This case study attempts to focus on marketing the peripherals along with the essentials in this destination tourism.

KEYWORDS: *Subaltern, Afghanistan, women, endurance, resilience, colonialism, patriarchy, militarization, religious fundamentalism.*

INTRODUCTION

Heritage sites are a big draw in encouraging tourist services (visits, memorabilia, selling experience, entertainment etc). If well managed it provides a steady income flow for the local population & is a revenue earner for the economy. It calls for an integration of many areas of knowledge - anthropology, history, psychology, sociology, geography, economics and marketing management specially services marketing.

The fast rate of growth of heritage tourism has also brought in many dimensions of concern. With an appetite for development, many nuances are bypassed. In the impatience to maximize returns from these sites, the plunder & exploitation has resulted to another set of problems. So, though it seems easy to develop a heritage tourist site, it does involve a lot of sensibilities.

Understanding heritage tourism & its marketing

“Tourism is too important a resource to be left to the tourism professionals. Tourism needs to be part of a community mobilization strategy that can reinvent the role of heritage so that it serves the needs of everyone” Bob McNulty President, Partners for Livable communities.

Today it has added newer dimensions of concern to this kind of tourism. Prevalence of an integrated approach by all stake holders is essential to market heritage sites. It is not only the authentic recording of historical events around it, its geographic location of this site per say that is draw for its success but also other considerations as reach ability (travel convenience), importance of other destinations around it, personalities that draw people to it (living & dead), involvement of ASI & other governmental machinery in promoting it - all add up to the brand value proposition. Governmental involvement is in the cultural offerings, education, preservation, creating an identity. The commercial reward to this (lodging, boarding, food, entertainment, selling of artifacts) is usually taken by the private business sector. For the heritage brand to have a long marketing life, the overall site along with it's add on subsidiary brands of additional services & products needs to be nurtured. The site has to be preserved besides giving attention to morality, privacy, personal identity & fundamental change in human nature (Rheingold 1991). It has been established that successful marketing of a heritage site, an effective tourism plan enabled by local involvement leads to a sustainable development of a heritage site. Tourism industry can have many effects on the environment (Romeril1989). When marketing of these sites, the goal of the marketer needs to be well defined. Myopia in this has very negative consequence. There is a threat to heritage assets due to “tension between commodification & conservation” (Mc Kercher & du Cros 2002).

There are similarities between brand heritage & heritage tourism (Hudson 2013) – historical approach, applying marketing theories, identity, nostalgia and authenticity. If experience is the product of authentic heritage tourism than, nostalgia (for recollecting & longing past glory) is the food it thrives on. Served with a developed hospitality industry, this product will be delivered successfully. Tourists would be interested in the monument, museums, art galleries, theaters, festival, concerts, performances, other significant sites nearby (Williams, 2006). Tourism & hospitality sectors are in synch when we talk of experiential marketing & service excellence. With World Heritage sites, sustainable tourism and integrated management are important requirements. (Newtownabbey A. G., 2007)

Promotion of heritage tourism is popular in the digital platform. By using nosography & online communities, electronic bulletin boards, web rings (web pages, link based on a theme, chat rooms etc.) & listings allowing interactions, generates interest in these sites. Uploading the site through videography & fostering creation of a global heritage space (Sigala 2005) are ways to promote. Outbound tourism efforts are required in plenty. Within the country of its origin as well as a global presence is required to promote.

It is imperative to have research that pulls in information regarding demand (ensuring & forecasting), distribution of local marketplace (food, entertainment, and lodging), travel systems, operational capacity etc need to be in place. The visitor looks forward to an entire experience in this service.



The Salabat Khan II Tomb, Mohekari near Ahmednagar city, Maharashtra, India

The saga of Salabat Khan Tomb

It is the tomb of Salabat Khan II, who was a minister with the fourth Nizam Shah – Murtuza Nizam Shah from 1579.

This historic heritage site of Salabat Khan Tomb, lies on top of the hill of Shah Dongar, Mohekari near Ahmednagar city, Maharashtra, India. One has to walk up an incline to reach the footsteps that lead to the structure. The tomb is located in an underground crypt. It is a three storied stone structure that can be seen from anywhere in the city. This landmark is at a height of about 3080 feet above sea level (700 and 800 feet above the city of Ahmednagar). It is 13 kms away from Ahmednagar city. It is wrongly called as Chand Bibi fort, though Chand Bibi had been in this region during this period (1550–1599). This tomb is commonly referred as SKT by the locals.

The octagonal raised plain central floor, above the underground chamber, is surrounded by tall walls that have many angular holes. These holes on the walls permit sunlight & air to flow freely within the verandah which is 100 feet broad & 12 feet high. On top of the structure lies an open terrace that is very breezy. From here a panoramic view of the city can be seen & appreciated. The entire city can be seen from this height due to which it served as a strategic vantage point against any insurgency. Salabat Khan II was a minister of Murtuza Nizamshah and was an able administrator, planner, architect and water management expert. His water preservation expertise can be witnessed even today. At a height of 3080 feet above sea level during his period water self-sufficiency was created by building deep trenches that held plenty of rain fed water. This ancient rain water harvested lakes can be seen even now and do hold water during summers.

This high rise structure is surrounded by green vegetation that the forest department is looking after. A tar road is built to the top of the structure. On all the sides, corporate have invested in many a windmill. The wind here allows power generation. On one side lies a temple of a statue of Veerbhadra, built by the Nizam so that the workers from Karnataka (from the Lingayaat clan) could perform their prayers & the construction of the monument would not be affected by their absence when they desired to offer their prayers. Strangely, as per the wish of this community,

this temple cannot be seen from any height. As we go down & away from the tomb, a playground has been constructed. On either side benches & playing areas & facility has been made for children. These also are wanting in upkeep. The forest department has also constructed a “Nisarg Mahiti Kendra”, which is supposed to disseminate information. Most of the times it is unmanned and locked. In early 2000, as an impetus to tourism promotion, four rooms were constructed for tourists. The forest department also had constructed a guesthouse. Due to neglect in their upkeep and bad publicity these facilities have closed down attracting only few tourists who come by the day. It was hotel Chand Bibi & later Sai Anand hotel that provided ethnic food to the tourists along with serving them hot beverages, soups, pakoras along with Indian and Desi Chinese preparations. Both these hotels closed down as regular footfalls petered away after about an year. It was not financially viable & getting employees to work in these facilities became difficult.

Strangely there is no write up /information board/signage for the tourists. The wall housing this board is under repairs for the last year.

Early morning the entire road from the base of the hill is flooded with enthusiastic walkers. They reach midway leading a small plateau where the playground is (some return from there) & others walk right up to the top of the tomb which about two & a half kilometers is either taking the tar road or trek up the hillock.

The locals of Ahmednagar have definitely visited SKT. The pride of this heritage is not so strongly ingrained amongst the ethos of the locals.

Challenges

Till date, in the absence of proper MIS and long term planning, tourism in Ahmednagar district, Maharashtra is suffering. Fragmented approach of various government departments (forest, tourism, ASI, irrigation department), a callous attitude towards environment & socio economic concerns, lack of public – private partnership & raising of adequate funding has led to this sorry affair. SKT is also a brunt of this apathy. Further, understanding the past creates an attachment to present, has still to be developed among all to appreciate this heritage site.

A self sustaining model has to be put in place. Private land owner (Pote family own about 75 acres of land around the site), tourism industry along with the government agencies and local population need to explore SKT in a better way. Paucity in allocating appropriate government funds for restoration and its proper usage has led to this state of affairs at SKT. The leadership of this region has not kept heritage tourism as of any significance in their plan of things.

Vitalizing SKT as a heritage tourism site

The target tourists would be an inflow of domestic & foreign tourists. MTDC, travel sites would host information on SKT in a very attractive & compelling way. Schools in the state, holiday goers within the country would be targeted. Being close to Aurangabad, which pulls a lot of foreign tourists visiting Ajanta & Ellora and also Mehraabad near Ahmednagar (followers of Meher Baba) would bring in the adequate foot falls. The product/experience itself needs to be well defined & understood. Nostalgia for past has to be created throughout the experience without any trace of boredom setting in. For this various options of the service could be provided at a price (guided tour only in the vicinity of the tomb, walking trail from the base on the tar road, trekking experience, mountain climbing from mid-way, an active information center

wherein all visitors will be briefed on the authentic history of SKT, heritage walk, heritage corridor- covering three or four heritage sites nearby within a day, an evening of sound & light show covering the glory of Nizam Shah's period etc.). Newer exciting models to publicize on the digital platform, information sharing across all medias to promote this site, information boards on all the seven routes around the city & on the trail along SKT, regenerating interest amongst the community, preservation of the structure & its upkeep (respecting the heritage and not writing graffiti on walls), from sheer indifference & neglect by all stake holders to having pride & attracting tourists could recreate the glory for SKT.

The unobtrusive space around SKT allows one to appreciate best in Nature- flora & fauna, mountains, cool breeze and peace around.

A tri-component model for vitalizing SKT has been suggested, all along keeping a subtle focus on the experience generated.

The first component is the governmental machinery that needs to gear up. The ASI, Forest Department, local government, all will be activated through lobbying. The basics of cleanliness- washrooms, dustbins, drinking water and creation of clean spaces can be done simultaneously. The children's play space can be cleaned up and seasonal flowering plants can be planted to beautify the area. All this leading to experience quality of the servicescape. The rusticity has to be kept intact & it cannot get a manicured look. Clean benches can be placed along the entire trail. The ancient water holes can also be revived for the tourist's curiosity. The preservation & upkeep of this structure as desired of a heritage site could be taken up earnestly. Government needs to get involved in two areas of training. Firstly, training guides to share & repeat authentic history of the place with enthusiasm. It is vital that this narration should give a true picture of recorded history with pride. The delivery of this standardized script could be given in Marathi, English, Hindi and also using translators in Japanese, Spanish, Chinese & other languages as per demand. Secondly, to develop a service culture amongst all involved in marketing & delivery of this service. Short training programme needs to be conducted in order to serve the requirements of experience marketing. Further, governmental involvement in commute to the site by dedicating a city bus plying with a good frequency should be taken up urgently. This bus can pick up the tourists within the city and from other feeder hubs around it. Travel convenience has to be looked into.

Second component is the public private partnership. The public here includes the community, large corporate (Larsen & Tubro, Crompton Greaves etc.), small businesses (like Kohinoor – a cloth retailer) and individuals can come together to pool in resources (ideas, finances, art, creativity etc.). This would bring in more involvement & ownership. To boost the economy, third party involvement in plying taxis, housing tourists, providing local cuisine as well as varieties of food, bringing in bazaar activity on fixed days, selling memorabilia etc could help in tangibilising the experience. With more avenues of revenue emerging, a sustainable model with responsible developmental activities would thus emerge.

Third component is getting the locals involved socio economically. Training them & hand holding these new entrepreneurs would be beneficial. Creating a market and employment for this slice of history – sound & light show covering the era of Nizam Shah, selling interesting memorabilia, having safe parking, eateries offering finger food & snacks along with local cuisine & other food varieties, local bazaars & some events on some fixed days in a week or

month could be baby steps in the right direction. Tour operators & local guides could become operational. Small treks could be organized. The experience can be priced differently based on the choice of the consumer (trek, heritage walk, heritage corridor tour etc.)

Great potential lies hidden in the heritage site at SKT that needs to be explored sensibly. SKT would be able to have an identity and this would dissipate the dispiritedness that mars it today.

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DOI: **10.5958/2249-7137.2021.00930.7**

THE IMPORTANCE OF PHYSICAL EDUCATION IN THE FORMATION OF A HEALTHY LIFESTYLE

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ABSTRACT

One of the main tools for the formation of a harmonious generation is physical education and sports. Because, physical education and sports play an important role in the growth of young people in adulthood, healthy. In a healthy person, self-confidence, perseverance, skills and virtues of being able to bring The started work to the end are formed. Therefore, the development of this sphere and the identification of the problems that arise in it and the proposal of its solutions are one of the pressing issues.

KEYWORDS: *Sports, Physical Education, Competition, Skill, Healthy Generation, Physical Preparation, Sports Psychology.*

INTRODUCTION

It is known that physical education and sports activities lead to the development and strengthening of the human organism in all respects, the improvement of physiological functions and the improvement of Health. Correctly organized physical education classes are highly effective, taking into account the age, gender and individual characteristics of the participants. Otherwise, they lose their importance in addressing the health-improving function of physical education. "In the process of physical education, special pre-implementation is planned, applied for training, a system of physical exercises that favorably affect the form and function of the body, the forces that restore nature and hygienic factors are used"[1, 19].

The main part

The development of physical education and Sports has always been one of the pressing issues facing the state and society. The Negus of people's health was built on physical education and sports, and the regular physical education and sports activities of the people played an important

role in the restoration of his health. And this served to the training of great commanders, brave warriors, people with a healthy mind. In very ancient times, thinkers and educators in Central Asia believed that nothing can effectively educate such feelings as kindness, truthfulness, patriotism, love for the ecological purity of nature in a person as national games and sports. They are formed in our country due to the ethnographic, climatic, geographical, historical, spiritual conditions of Uzbekistan. They are the result of the people's creative activity in continued for thousands of years. They are reflected in labor activity, social and everyday order, lifestyle, culture and belief. During the entire historical evolutionary course of the formation of the nation, the selection work was carried out on the selection of the optimal methods, means and ways of physical education of the growing generation. At the same time, they reflected the views, ideals and aspirations of the Uzbek people on living in harmony with nature, living a healthy lifestyle. It can be seen that the primary sources of the socializing role of physical education in the upbringing of the growing younger generation are explained in the annals, in ancient times, by the people, that physical education was considered to be a universal phenomenon at a daily, intuitive level. He not only limited himself to health and strengthening it, striving to form a certain moral and physical qualities in children, but also provided for the perfection of a certain attitude to the existing procedures for living in a community in which he was born.

The current development of science, technology, production and technology determines the image of modern society. The most important characteristic feature of modern society is that in all its spheres globalism is conspicuous. Globalization itself is subject to rapid movement, the immediate capture of the necessary information, their processing and effective implementation into practice. They will have the opportunity to move in this way only those personnel who are knowledgeable in their field, have a high level of professional skills, have rich experience and skills. Therefore, in the process of training personnel in higher educational institutions, it is desirable to take into account this requirement of the period.

"Physical education is one of the most ancient means of education that affects human perfection. The main tasks of physical education, which are carried out in secondary schools, are to strengthen the health of students, prepare them for labor, protection of our independent country and social life. It is given to students in school through physical education, mobile games, gymnastics, sports, classroom and types of extracurricular sports activities"[2, 23].

It is established through a culture of physical harmonious generation education and its perfection, a stable lifestyle. The main criterion for it is the level of health, health of the individual. Health, as well as health, goes to the perfection of the human body, and the laying of its foundation is carried out from the very first period of its biological age.

Before each age to choose a type of physical education, it is necessary, first of all, to assess its level of health by passing a medical examination, what kind of sport it is possible to engage in, it is necessary to correctly choose the type of physical activity, assessing the age, the season of the year, the current state of the organism and.

In each person, physical education and sports begin with a loving awakening family. "A person who is regularly engaged in physical exercises will rarely need treatment," wrote Abu Ali ibn Sina.

The health-improving and educational functions of physical education are as follows:

- You will be in a good mood for the whole day;
- Your work will be productive, your creative activity will be strong;
- Nervous system balanced, press, you will be thoughtful;
- Feelings of activity, initiative, bravery, friendship are formed;
- Regularly engaged in physical exercise leads to the formation of hygienic skills;
- Fats in the body will decrease, you will become more compact, agile, agile;
- Your muscles will tighten, your muscles will become more slender and shapely;
- improves blood flow in the vessels, oxygen to the body and organs, as well as the progress of nutrients;
- The protective ability of the organism increases;
- You will be younger, more sympathetic, more working and healthier than others.

The content of physical education training is expressed in the work of physical perfection, diagnosis of physical condition, culture of physical education, sports work, physical reference. When we say physical perfection in pedagogy, we understand that the data on the growth of physical culture in a person, that is, the formation of a sequence of exercises and exercises that bring about physical and mental changes in a person, from simple to complex.

When we say physical maturity - harmony in the external appearance of the body - the form of beauty, the qualities of Jimenez - we understand the way to achieve a high degree of perfection of agility, elasticity, strength, agility. Physical culture is a component of physical education and its content includes:

1. The structure of human organs and their functional perfection.
2. Strengthen the health of those involved.
3. Habituation to the rules of hygiene.
4. Improve the skills of the contestant in every way.
5. Formation of physical and physiological qualities of future workers-servants.
6. Create conditions for physical and age characteristics in the occupants.
7. Perfection of the sense of Will, endurance, perseverance, discipline, friendship in the host.
8. Educate personal physical abilities.

Physical Education coach educators are obliged to perform the following tasks:

- ensure the passage of the lesson at a high level and complete the corresponding class physical education program;
- Together with the doctor, timely conduct medical examination of students and take into account the results of medical examination in their work;
- To ensure that the places where the lessons are held are kept in the appropriate sanitary and hygienic condition;

- To achieve that all students are engaged in physical exercises in comfortable clothes;
- participation in organizing and conducting work in addition to studying in physical education, as well as wide involvement of students in it;
- To carry out explanatory work on the importance of physical education of students;
- Regularly increase their knowledge in the field of physical education;
- formulate habits to interest students in Physical Culture and to engage in regular exercise in them.

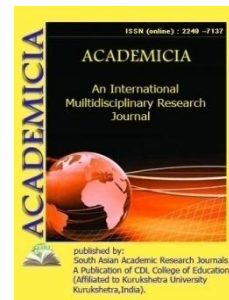
CONCLUSION

According to the above ideas, having drawn a conclusion from these opportunities, we are working with each student, attracting them to sports, organizing their leisure time, forming a healthy lifestyle, choosing young people with good health and energetic attitude, an indicator of further glorification of the name of Uzbekistan in high sports arenas. After all, we should not forget that physical education and sports on the one hand have a positive effect on the strengthening of Health, a high level of physical development, the performance of all kinds of activities throughout life. On the second hand, educational value, which has a wide world view, has a positive impact on spiritual and socio-biological adaptation, serves as an important factor in the Prevention of diseases, the fight against delinquency, cocaine addiction, the restriction of harmful habits of adolescents.

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DOI: **10.5958/2249-7137.2021.00933.2**

AS FOR THE UNITS THAT REPRESENT THE CONDITIONAL RELATIONSHIP

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ABSTRACT

The article focuses on the works done in the field of world and Uzbek linguistics, opinions about the linguistic field, the attitude to the condition and its study, the units representing the meaning of the condition. In the sentence it is necessary to open the contents of the condition, which helps the predicate. This condition arises through a barrier connection. Hindrance will be determined by the question anyway.

KEYWORDS: *Systematic Research, Area and Its Types, Conditional Area, Units Representing Conditional Semas.*

INTRODUCTION

At present, the Uzbek linguistics has begun to pay serious attention to systematic research. A distinctive feature of these studies is that without an autonomous approach to linguistics, attention is paid to the opening of the essence, which lies hidden under any phenomenon. The researcher will focus on highlighting the relationship between more linguistic phenomena. F.DeSassyur focused the attention of linguists on opening the relationship between linguistic units, indicating the existence of paradigmatic and syntagmatic types of relations[1].

The main part

The unification of linguistic units on the basis of a certain meaning, the unification of lexical units in a certain language into such meaningful nests, developed in Eastern linguistics. Later in the nineteenth century, the idea of merging linguistic units into meaningful groups or dividing the idol into certain meaningful groups arose in Europe. Accordingly, this theory was inextricably linked with European linguistics [2].

In Uzbek linguistics, field theory began to be studied extensively in the following years. In Particular, A.Sabirov, T.Mirzaqulav, M.Abduvaliev, Sh.Iskandarova, N.Nishanova, D.Vakkasova, H.Hojieva, F.Safarov the work of and other researchers is noteworthy [3,4,5,6,7,8,9,10]. In each of these studies, the generalization of semesters to one archisema, their grouping under different integral SEMAS and their specificity with differential semas were investigated consistently [3].

Despite the variety of materials presented as a field and the different interpretation of this concept by some linguists, in a field-specific approach it is possible to distinguish two directions: a paradigmatic and syntagmatic approach. This is the most common approach. According to G.S.Shchurin linguistics, the "field" component involved and popular expressions can be defined as: functional-semantic field, morpheme field, phoneme field, word-constructors field, lexical field, meaningful field, micro and macro field, relativity field, time Field, number macromedias, check field, negation field, existence field, declination field, personality field, lexical-grammatic field, transformation field, absolute (relational) field, activity field, Status field, etc. [11]. what?

The study of the paradigmatic relationship of linguistic units with each other made it possible to combine them into certain groups, nests on the basis of a certain sign. In particular, the unification of linguistic units on the basis of a certain meaning forms meaningful nests. The linguistic units belonging to this Hive are located in the human consciousness in a interconnected state. The unification of linguistic units into a certain paradigm on the basis of a certain associative meaning has created a field theory in linguistics.

In his research work, T.Mirzaqulov points out his idea of space and paradigm: "when approached from the point of view of space, he confines several surface phenomena of the language and puts an end to the difference in the level, while the paradigm remains within one level and the boundary in the Level" [4].

Sh.Iskandarova according to, both the semantic groups of words that are characteristic of one category of words and the groups of words in which different categories of words have a meaningful relationship with each other, both lexical-grammatic (functional-semantic) fields and paradigms of syntactic structures connected by transformational relations, and certain types of meaningful-syntactic syntagma are included in the scope of the

The systematic analysis of language phenomena is an inextricably linked phenomenon with the structure of the field. A.Hojiev gives the definition of "a set of words and phrases that unite on the basis of a certain archaism" to the meaningful field [13].

The methodological basis of systematism shows that the expression of different meanings of language means is not expressed as their completely undiscovered features, but the variety of meanings indicates that they are adjacent at some point on the basis of a certain systematic connection and relationship.

Means indicating the conditional relationship are units that are expressed in all languages of the world. These units are studied not only by linguistics, but also by psychology, logic and philosophy, as well as by disciplines that study language and speech from different goals and perspectives. It is not surprising that the combinations that represent the meaning of the condition are given the definition of "Assumption (hypothesis) close to reality". Because the

units that represent the conditional relationship are also recognized as specific "keys" that allow us to reveal some secrets about speech activity[15].

The peculiarity of the units that characterize the conditional semas is that they directly reflect the fact that a person can choose one of two possibilities that contradict each other, think, draw conclusions on the basis of "condition", which can be between different situations, based on incomplete information, and, if this condition is fulfilled, be able to understand "the transformation of the world".

There are a number of research works in linguistics on the expression of the conditional relationship in the Uzbek language. One of these is A.Azizova, M.Askarova, A.A. Salkalamanidze. The work of and others is noteworthy. These scientists have studied paradigmatically the units in the position of joint sentences that follow the condition condition, condition, condition, condition, which must be expressed in the meaning of the condition. However, studies on the interdependence of the conditional and barrier semas and the approach to them in the quality of the field, the Central and boundary semas of the conditional field, the additional meanings of the units that represent the meaning of the conditional, have not yet come across in our linguistics in a monographically. Proceeding from this, we can say that the problem of the area of conditionality and inaccessibility is one of the topical issues in the Uzbek language.

In traditional linguistics, the meaning of the surreal condition in the Uzbek language is within the framework of the verb category. Also studied by Saidov[14]. The researcher in his article expresses the idea that the meaning of surreal, that is, unequivocal condition can be expressed not only through the conditional declination, but also through other means if *-ганда эди, -са эди, -ган бўлса эди, -ётган бўлса эди, -диган бўлса эди* had commented and cited examples of such units. At the same time, Real and surreal compare the condition to each other. Surreal considers the connection of the condition with the Times of Fe. There is no significance of the contemporary category to be a surreal condition, the researcher believes.

As you know, the functional-semantic field is a hierarchical structure of language units, United on the basis of common content and denoting a certain concept in the language. In the center of each functional-semantic field lies a certain semantic category, which combines different language tools and creates their interrelation. Proceeding from the above points, the area of the condition can be described as follows: the sum of the units expressed by various means of relations based on the content of the condition in the object reality is called the area of the condition.

The functional-semantic field reflects all the features of the language tools in terms of form and content in two ways, that is, in form and meaning, under one commonality. For the structure of the functional-semantic field, the relationship of Central and peripheral meaning is significant. From the center of the field are the language units that are more used in the expression of a certain semantic category.

Hence, the combination of language tools with different types of expression under the general condition content constitutes a prerequisite area. From the core of the square takes place the language tools representing the sema in the central plan. At the morphological level of the conditional declination and the conditional conjugation are significant, at the syntactic level, the conditional declension and the conditional declension follow. And from the periphery of the field

there are units that indicate the meaning of the condition as a boundary sema. These units, in turn, can take place from the central part of other semantic fields, and indicate the conditional semas as an additional meaning "in the shadow" of other semantic meanings, or in part.

One semantic meaning, which takes place from the center of the field, can also be reflected in the periphery of another field. Or vice versa, the meaning in one field periphery can be located at the core of the next field. For example, it also indicates a barrier, as well as representing a scheme of some language units that take place from the conditional area.

If he has not yet repented, he will eventually repent anyway. (T.M.)

Although a given sentence is necessarily formed as a follow-up clause joint sentences, you can see hindrance in meaning. In the sentence it is necessary to open the contents of the condition, which helps the predicate. This condition arises through a barrier connection. Hindrance will be determined by the question anyway. If we formulate the sentence with the help of the form –sada, then the attitude of Hindrance is more noticeable: although he has not yet repented, he will eventually repent anyway. In this joint sentence, it seems that hindrance, the meanings of the condition are connected with the moment: the fact that the third person has not yet repented, and repentance is associated with time. The same "time" in turn arises in relation to the "condition". That is, his act of repentance arises through the condition that he does not repent at a certain time interval.

It should be noted that the conditional scheme is also tied to the occasion of the moment in most cases. That is, the implementation of an action or condition with a certain "condition", of course, brings the time category together with itself.

If attention from something remained, the poem that stood as would also remain. (S.A.)

In a given joint sentence, along with the literal meaning of the condition, the causal relationship also appears. The parts of the joint gap are interconnected using a reciprocal conditional bias. When speaking follow the uppermost sentence to see the contents of the moment? it is enough to ask: when would the poem that was called bite be left? - At a time when attention is drawn from something. The conditional relationship in the sentence can be seen in the following case: in order for the poem to remain standing bite, the condition "to be careful of something" must arise. The meaning of the result coming in the task of another boundary seam appears in the case after the action in the first sentence (attention from something) (as a result of which the poem that stands as bite is left). It follows that in this example, the meaning of moment is the core, while the meaning of condition and result comes from the function of peripheral – boundary seam.

CONCLUSION

Proceeding from the above, we can say that the meaningful fields are interrelated in most cases and differ in that the meanings indicated with each other take place from the core or periphery of the field. The material obtained for the analysis can also be analyzed on the periphery of another area according to the concave meanings, if it is included in the core of a certain area according to the first indicative meaning. Fields such a link opens the way to new research.

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DOI: **10.5958/2249-7137.2021.00934.4**

INNOVATIVE METHODS IN THE TEACHING FOREIGN LANGUAGE

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ABSTRACT

The article analyzes the possibilities of student centered and information technologies in teaching foreign languages. In context of foreign language teaching there is revealed the importance of the pedagogical potential of the innovative technologies use for the students' language skills formation and increasing their motivation to learn a foreign language. To the above, too add that online work with the newspaper provides unique opportunities for formation of intercultural communication, where students can take part in discussion of the problems that interested them. Proceeding from this, among the list different pedagogical technologies have most confidently passed the test of time the following: a multi-level training; co-operative learning; individual and differentiated approach to training; method of projects.

KEYWORDS: *Innovative Learning Technologies, Foreign Language, Information Resources, Internet-Technology, Language Competence, Communicative Culture, Pedagogical Potential, Methods, Techniques And Tools For Learning, Cognitive Activity Of Students.*

INTRODUCTION

Today a graduate of a higher school should be competitive, in demand on the market labor, which a priori implies a high level of its overall development, possession information and communication competence, high professionalism, ability to make independent decisions, non-standard thinking and productive adaptation to changing conditions. All this leads to the fact that in Currently, pedagogical activity should be innovative in nature, that is one of the essential factors for the successful educational activity of any educational institution. The reality is that it is innovation activity, with on the one hand, creates the basis for creating the competitiveness of this or that institutions on the market of educational services, on the other - determines the direction professional growth of teaching staff, creative search for each teacher, really contributing to the personal growth of students.

In this regard, in recent years, the use of information technologies in the university, which are not only modern technical means, but also new approaches to the learning process. This is due to the main purpose teaching foreign languages: the formation and development of communicative culture students, their practical mastery of a foreign language. The task of the university teacher consists in creating all the conditions for the practical mastery of the language by everyone student. This involves the selection of training methods that would allow him to show their activity and their creativity. This is what modern innovative technologies associated with the use of various information technologies and Internet resources.

The activities of Uzbekistan universities shows that today they are betting on the principle of variability, which contributes to the construction of a pedagogical process for any educational model. Against the background of the development of various content options we see the birth of new ideas, as well as an introduction to philosophy education of the concept of pedagogical technology. Proceeding from this, among the list different pedagogical technologies have most confidently passed the test of time the following: a multi-level training; co-operative learning; individual and differentiated approach to training; method of projects. All of them promote the development of innovations in education, which require improvement pedagogical technologies and related methods, methods and means of teaching, developing in students the ability to motivate actions and self-orienting in the information received; the formation of their creative thinking and the disclosure of their natural abilities.

Pedagogical technologies are associated with a wide application of new information technologies, which make it possible to fully disclose didactic functions of these methods and realize the potential educational opportunities. Since today we need free access to necessary information, then in the information centers all possibilities are created access to scientific, cultural and information centers around the world, so that comprehensive study of this or that problem to form their own independent opinion. Thus, students should be provided with favorable conditions for the use of technological capabilities of modern means of communication both for searching and information, and for the development of cognitive and communicative abilities and the formation of their ability to make quick decisions in difficult situations. This process is most successful through the use of information and communication technologies of education, including specific methods and technical means (computers, audio and video facilities, telecommunication networks, etc.) to work with information. This kind of pedagogical technologies today are termed "computer-based learning technologies", which continue to develop the ideas of programmed learning, opening new technological capabilities of the learning process associated, for example, with certain advantages of computers and telecommunications.

According to the latest data, provided, in particular, by the Internet, now time the largest universities in Uzbekistan make maximum use of innovative technologies in learning process; periodically conduct seminars and conferences on the implementation of innovative technologies. They are attended as specialists of institutions higher professional education, and teachers of general education schools. We emphasize that education in universities that use innovative technologies is always open to modern scientific research. In the curriculum of such universities is compulsory there are such forms of training as project development, training, internships at the production, as well as participation in research organizations.

Considering in this connection the technological aspect of education in universities, that at the present time the most personally-oriented and information technology training. Personally oriented technologies of differentiation and individualization of training, project technologies, etc. The main forms of using information technology are as follows:

- 1) Multimedia tutorials, which are conducted on the basis of computer training programs;
- 2) Lessons based on author's computer presentations during lectures, seminars, laboratory works, reports of students. So, with the help of a computer program PowerPoint teachers organize a series of multimedia lessons, training modules, electronic teaching aids that enable the integration of audiovisual information presented in various forms - graphics, slides, text, video etc.;
- 3) Testing on computers;
- 4) Telecommunication projects, work with audio and video resources online;
- 5) Distance learning, which includes all forms of educational activity, they are carried out without the personal contact of the teacher and the student. In the global Internet today almost all educational services from short-term refresher courses and ending with full-fledged programs higher education;
- 6) work with interactive tablets Smart Board;
- 7) voice chat over the local network, used to teach phonetics. So, for the implementation of the chat are applied free programs Net Speakerphone or Speaker, allowing to communicate in any mode: teacher-pupil, pupil-pupil, mode conference;
- 8) Linguaphone devices, which include a teaching console and workers places of students, as well as equipment according to one of the following schemes: audio passive, audio active or audio comparative.

Audio passive devices are aimed at allow students to listen to phonograms; audio-active devices allow students not only to listen to phonograms, but also to train in loud speech, that is, in speaking; audio devices you can record your speech on a tape recorder, and then listen to this recording and compare it with the model one).

Today, as is known, the priority in the search for information is increasingly given Internet, which provides a wide choice of sources of information, so necessary in the educational process. This includes basic information located on the Web and FTP-servers of the network; operational information sent by e-mail; various databases of various information centers, information about books and magazines distributed through Internet shops, etc. Hence, the information resources of the Internet are organically integrated into the educational process, helping to solve various didactic tasks in foreign language classes, for example, such as:

- Forming reading skills;
- Replenishing your vocabulary in the language you are learning;
- Improving the writing skills, for example, when answering your partners
- Improvement of listening on the basis of original sound texts of the Internet
- Acquaintance with culture, speech etiquette, features of speech behavior translating language;

- Improving the skills monologue and dialogue statements
- The formation of motivation for foreign language speech and knowledge special academic letters [7].

That information Internet resources on any subject matter also contribute to the formation of communicative competence. Although these resources are not an educational material, nevertheless they give the opportunity to work in the network with authentic texts, which is a motivational source for students, and it can be used in the educational process. Therefore, the opportunity to see, read, listen to authentic material and then communicate with native speakers forms independent creative and critical thinking. In this regard, you can offer electronic versions of newspapers, most of which have their own web pages.

To the above, too add that online work with the newspaper provides unique opportunities for formation of intercultural communication, where students can take part in discussion of the problems that interested them. Thus, the possibilities of using Internet resources are enormous, since they create conditions for obtaining information necessary for students in anywhere in the world, whether it's news from the life of youth, articles from newspapers and magazines, geographic material, etc.

However, it is important to understand that each teacher follows the next position: the computer in the learning process is not a mechanical teacher or its the deputy; it is a tool that enhances and enhances opportunities his educational activities. The teacher in this case organizes cognitive activity of students, trying to interactively use, for example, situational models of training; Use creative methods, including the newest techniques ("case studies", role-playing, business games, dialogues, debates, seminars, conferences, the protection of abstracts, etc.) so that with the help of innovative technologies learning to solve the problems of quality training.

In this regard, the use of innovative educational technology provides tremendous opportunities for effectiveness of the learning process. The information and information multimedia training programs, as practice shows, have advantages traditional methods of teaching, because they not only allow them to train or other types of speech activity, combining them in various combinations, but also promote the implementation of an individual approach and increase the independence students. To this we add that the use of innovative technologies in the process foreign language training also makes it possible to raise qualitatively the general cultural development of young people, contributing to the further development of their skills possession of computer technology. This contributes to the formation of language competencies, increase of motivation in learning a foreign language. Hence the use of innovative technologies in teaching foreign languages carries a huge pedagogical potential, which allows to translate the mastery of a foreign language in alive creative process.

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DOI: **10.5958/2249-7137.2021.00935.6**

THE SOCIAL NORM IN THE CONDITION OF GLOBALIZATION

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ABSTRACT

In this article, the concepts of social norms, values and social institutions that cause the individual to be a deviant-minded or educated person have been studied and their attachment to them and the resulting form of behavior have been analyzed. At the same time, pluralism is spreading as a new format of sociality, where in the conditions of a variety of positions and opinions, everyone has the right to set their own priorities. The usual social groups are changing — the old ones lose their meaning and content, and the new ones are replacing them. Social institutions are in a crisis situation. If earlier the institutional and organizational format of social reality prevailed, then the network model of public organization seems to be the most relevant in the context of globalization. A person lives by striving for events-something that is dear to him, and when two situations that are dear to him contradict each other, he strives, depending on what is of paramount importance to him.

KEYWORDS: Social Norm, Value, Social Institution, Deviant Behavior, Crime, Suicide, Drug Addiction, Alcoholism.

INTRODUCTION

The transformation of the basic structures of social development taking place in the modern world, which is called "globalization", is so large-scale that it concerns all aspects of modern human civilization. First of all, globalization processes contribute to the geographical expansion of social life, and now this trend has reached a global scale. Therefore, at the present stage of globalization, there is an emphasis on the person and the social sphere (according to other parameters, the world system has already closed or is approaching such a state-geographically, information ally, economically, politically, and even partly culturally).

Globalization leads to many significant, fundamental changes in modern society, and, accordingly, we can say that globalization is the most important factor in social transformations.

Since these social transformations are fundamental, they primarily relate to the level of the systemic organization of human society, namely, they represent the transformation of its social structure, the nature of social relations and interactions of subjects of social relations, as well as social norms and values as the main regulators of social life. Therefore, this type of social transformation, which is the subject of consideration, the author considers it more accurate to call socio system.

First of all, we will focus on the transformation of the social structure. In this aspect of modern social transformations, such trends as de — hierarchization, the emergence of new social institutions of a fundamentally different nature-supranational, global level, the spread of network forms of social organization, the increasing importance of informal communities, the formation of a global society, etc. are manifested. The ongoing transformation of social structures leads to a change in the subjects of social relations and the emergence of new structures: transnational corporations, non-governmental organizations, network and virtual communities. The usual social groups are changing — the old ones lose their meaning and content, and the new ones are replacing them. Social institutions are in a crisis situation. If earlier the institutional and organizational format of social reality prevailed, then the network model of public organization seems to be the most relevant in the context of globalization. At the same time, there is an increase in the role of small informal communities, which gain strength due to the weakening of traditional large social institutions. The very principles of forming social groups and communities are changing: increasingly, social groups are formed according to the principle of common interests, regardless of the territorial location of their participants, family ties and other traditional principles of division.

In the scientific literature, a fair opinion is expressed that the very wording of the definition of a social norm is important only for methodological reasons. From the point of view of its research, it is more important to develop the concept of social norms. Apparently, this is why many textbooks on the theory of law do not formulate a definition of the concept of a social norm.

Thanks to social norms, the society creates stability and order in the relations between people and their associations. At the same time, the content of social norms is constantly changing, depending on a variety of subjective and objective factors. Therefore, it is impossible to fully understand this category, to fully determine its role in social development. That is why social norms have always been and will always be the focus of attention of both scientists and practitioners.

The concept of "social norm" was first studied by thinkers of antiquity. In particular, Plato states that in the work of "laws" people cannot live like animals, but are guided by laws developed with the mind. The great thinker, referring to all the manifestations of the social norm under the term "law", proved at that time that in the life of society they occupy an important place. Later, he developed his views on the work of Aristotle "morally". The great thinker considered maintaining moderation and normality in all actions as a virtue. He noted that "virtue is a situation between an anti-dependent character and inclinations." Even in the views of medieval Eastern thinkers, we can observe close views on the approach of Plato and Aristotle. They were one of the manifestations of social norms in the regulation of human relations – recognizing the place of morality, focusing on the issues of educating more perfect morality.

The division in the methodology of Science and philosophical approaches also divided the approaches to social norms from the nineteenth century into two great directions. The first direction – supporters of the metaphysical approach, like other social phenomena, characterize the social norm as a concept that has hardened itself separately from society. In their eyes, the social norm is the starting point, the specific base program. Each individual moves out of it. The second direction – supporters of dialectical methodology, however, consider the social norm as an element of a complex structure of society that changes.

In sociology, “social norms” are widely studied as a factor that greatly affects the relationship between people. Initially This is about E.Dyurkgeym widely touched on the work of “suicide”. Later T.Parsons and R.Merthonsin his works, the analyzed the issues of social norm, its role in the life of society, its structure, its validity. Representatives of the school of classical sociology interpret the social norm as a behavior that must be recognized and fulfilled by society.

Social norms govern the behavior of a person, although sometimes it goes against the will of a person. That is, some of our lives are led by something we “do not like”-events, too, we are forced to subordinate them to our own will. If it is not done so, it is difficult for mankind to survive. All social norms are created according to the norms of international law, primarily based on this need.

As noted above, "social norms" regulate human relations. By performing this task, it affects human behavior. However, this is not the only factor that controls behavior. Man moves in two or more rounds within the framework of one norm, Without Borders. In particular, building a family without marriage is a social norm. If you follow it, you do not violate the order established in society. However, when choosing a marriage couple, everyone has their own opinion, and this is a huge variety. Someone is looking for a rich bride, someone appreciates beauty. For whom else training is important. So one more factor that drives our behavior is social values. That is, what is dear to us, we strive accordingly.

A person lives by striving for events-something that is dear to him, and when two situations that are dear to him contradict each other, he strives, depending on what is of paramount importance to him. The values that drive a person are what we call the purposes of his values. In addition to the variety of values in these purposes, it will also have a sequence according to its priority. That is, each person will have placed all the cases that he considers valuable in a row in the style of hierarchy, both according to their importance. This complex system is largely absorbed through the knowledge obtained in youth, and some can also be acquired through later life experiences. Therefore, along with education in youth, special attention is required to be paid to upbringing, in particular to teaching what is valuable in society, and to determine the priority value in the diversity of existing values and to be taught to follow it in activities. But what if the educational institutions and social institutions in general have different problems in themselves? It is of course necessary to come up with various problems and to study in-depth the undesirable situations in social institutions.

In this way, violations in social norms, values, as well as in social institutions eventually undermine social relations. The correct formation and accurate functioning of relations in this triangle will help to ensure that the deviant circumstances associated with young people in our country – crime, alcoholics, drug addiction, suicide, family conflicts, all-help us to overcome and prevent what concerns us today regarding the upbringing of young people.

In order to prevent these cases, the normative requirements corresponding to the values that have traditionally prevailed in our country should be developed strictly and the barge should be interpreted equally by representatives of social institutions – family, educational institutions, media, state and public organizations. In this regard, especially youth organizations are required to take the initiative into their own hands.

The trend of virtualization of society is actively developing, and many people strive to build parallel realities, in particular, by going online. Such forms of social organization as social Internet communities, virtual social networks, which unite people not on the basis of location, formal ties and hierarchies, belonging to traditional social institutions, such as the family, school, and state, but on the basis of a real community, are becoming widespread.

At the same time, it is possible to state the transience and superficiality of everything that happens, and relations between people are no exception. There is an increase in the pace, frequency, number, breadth and range of social communication channels, but at the same time there is a decrease in the quality of communication acts, a weakening and superficiality of social ties. There is greater freedom in establishing and terminating communication. Fewer and fewer formal social regulators restrict a person's behavior. It becomes a priority to spend as little time as possible on the implementation of specific communications while increasing their total number. That is, if earlier society was characterized by building communication with a smaller number of people, but this interaction was long in time, mainly focused on the long-term perspective and the depth of relations, now communication is a kind of service and a consumer attitude is manifested to it. It turns out that due to the transformation of value orientations and attitudes in relations between people, modern people realize themselves as an independent, self-sufficient subject, and the individualistic approach is actualized in the context of pluralism and multiplicity of the modern social world.

A person's personal life becomes open and accessible globally to everyone without exception, and, as a result, his thinking becomes globally oriented.

There is an increase in the pace, frequency, number, breadth and range of social communication channels, but at the same time there is a decrease in the quality of communication acts, a weakening and superficiality of social ties.

A manifestation of the protective reaction of society to the high pace of globalization, which, erasing differences, carries the threat of loss of identity and identity by individuals and communities under the influence of the global mega-trend. All of the above leads to a simplification and "flattening" of relations between people.

There is a change in the nature and methods of interaction — the transition from personal contacts to indirect, remote, depersonalized. Our daily communications-access to information, as well as communication with other people-are mediated by the Internet, computer, telephone, = vehicles, mass media, as well as a variety of consulting firms and information resources that specialize in" bringing together " the original source of information and the subject making the request for this information. This is expressed in the so — called mediatization of public life, which just reflects the trend of increasing the number of intermediaries in any process and act of communication to such an extent that virtually any communication in the modern world somehow becomes mediated and falls into a significant dependence on the means that provide it or specialized social actors-mediators. Thus, the media and various intermediaries (in their broad

sense) actively participate in building the network as a new social format and, thus, act as an increasingly significant component of modern society.

The transformation of social norms and values as principles and regulators of social interaction also takes place in modern society and is an essential component of the ongoing transformations in the context of globalization. Increasingly, ideas about universal values and norms are beginning to spread in a globalizing society. At the same time, such traditional values as the Motherland, family, citizenship, state, collective, faith, friendship, etc. time, speed and mobility appear as new super-values of the globalizing world, which is due to the high rate of change in reality and the dynamics of life, as well as the need for a person to survive in such conditions.

Social norms are being eroded. Everything that was previously accepted as truth or axiom is now called into question. At the same time, pluralism is spreading as a new format of sociality, where in the conditions of a variety of positions and opinions, everyone has the right to set their own priorities. Pluralism is becoming one of the key norms of the global social reality. As a result, it is popular and common in a period of social turbulence and instability, such as we are currently seeing, to avoid responsibility, because it makes no sense to commit yourself, because at any moment everything can change.

Thus, in the new architecture of sociality, the content of social life is recoded. Globalization and the problems it creates leave humanity with no choice but to overcome fragmentation and differences and move towards its unity. Of course, this process leads to a partial loss of traditional values, the weakening of traditional social institutions and the formation of new ones. The main system-forming factor of public life is information, and, accordingly, the importance of communication processes is actively increasing. Social communication models are being transformed, and network and virtual forms of interaction between people are being strengthened. A person understands himself, his role and place in the new conditions of world development in a new way.

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DOI: **10.5958/2249-7137.2021.00976.9**

SOCIAL PSYCHOLOGICAL FACTORS OF MODERN TRAINER-PEDAGOGUES' PROFESSIONAL ACTIVITY ABILITY

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ABSTRACT

This article discusses the results of research on the factors of the effectiveness of the professional trainers of modern trainers and the generalized classification of professional skills in sport-pedagogical activity of the modern trainer-pedagogue. Socio-psychological study of the professional skills of modern trainer-pedagogues in the field of physical culture and sports is one of the key factors in the ensuring high sports results.

KEYWORDS: *Modern trainer, sports pedagogical activity, ability, pedagogical activity, self-development, the ability to improve, professional-important qualities.*

INTRODUCTION

The section of the action strategy for the five priority areas of development of Uzbekistan for 2017-2021, entitled State youth policy improvement the special recognition of the issue of "Education of physically healthy, mentally and intellectually developed, independent-minded, strong-willed, loyal to the motherland, deepening democratic reforms and increasing their social activity in the process of developing civil society" shows the importance of physical culture and sports at the level of state policy.

Besides, practice shows that modern physical culture and sports should be studied primarily as a result of goal-oriented activities of a collective character, covering the full range of socio-psychological problems associated with communication, interaction, individual styles and approaches. Creating and maintaining the necessary socio-psychological conditions that ensure the effective development of future sports and pedagogical activity skills of students is, on the

one hand, an important issue in the training process, on the other hand, psychic phenomena, individual psychological characteristics that determine the level of professional development of future sports specialist covers a wide range of topical issues of socio-psychological science.

Socio-psychological study of the professional skills of modern trainer-pedagogues in the field of physical culture and sports is one of the key factors in the ensuring high sports results.

PURPOSE OF THE RESEARCH

Describe and substantiate social psychological factors of professional activity ability of modern trainer-pedagogues on the basis of scientific-theoretical and experimental results

TASKS OF THE RESEARCH

1. Describe the structure of sport-pedagogical activity ability;
2. Research the efficiency of social psychological conditions of developing the sport-pedagogical activity ability;
3. Disclosure the social psychological factors of professional activity ability of modern trainer-pedagogues on the basis of empirical materials.

In modern, dynamically developing society rapid development of physical culture is observed. The number of people involved in sports, both professionally and at the health level, is increasing. This trend has established itself as a globally recognized social norm, an urgent need for any state in General and for every person in particular.

Actively supporting the policy of a healthy lifestyle, promotion of physical culture and sports, in the Republic of Uzbekistan over the past period there have been cardiac transformations aimed at comprehensive support, improvement of this important area. Thus, the organizational structure, educational and material resources have been optimized, effective motivational and stimulating mechanisms of sports activities have been put into operation, favorable economic conditions have been created for the production of the necessary sportswear and equipment, a powerful infrastructure covering all popular sports has been developed on a permanent basis. At the same time, one of the key elements of the effective functioning of this popular system is qualified personnel - specialists directly engaged in sports and educational activities.

Today, this category is prepared in various educational institutions of the country, among which the basic higher educational, research and scientific-methodical institution for training is the Uzbek state University of physical culture and sports. The process of training in educational institutions is organized in accordance with the educational state standard through the implementation of specially prepared training programs. An important link in the preparation process is a cycle of sports and pedagogical disciplines, during which students master narrowly specialized knowledge and skills, thereby developing the ability to sports and educational activities.

At the same time, the analysis of the training process shows that today there are not realized reserves to improve the efficiency of this process. These include socio-psychological conditions that ensure the effective development of abilities for sports and educational activities. In addition, practice shows that modern physical culture and sport should be considered primarily as a result of purposeful activities of a collective nature, covering a full range of socio-

psychological issues related to communication, interaction, impact, mutual influences, individual styles and approaches. The creation and maintenance of proper socio-psychological conditions ensuring the effective development of the abilities of students for future sports and educational activities, on the one hand, is an important problem of the training process, and on the other - it contains a wide range of topical issues of socio-psychological science, which are directly related to individual psychological characteristics, mental manifestations, which largely determine the success of professional development of the future specialist of the sports industry.

As you know, the growing popularity of the profession of coach-teacher engaged in sports and educational activities primarily due to the intensification of the world Olympic movement, active development of professional sport, and the increasing popularization of the sports lifestyle. In the public consciousness, this activity is associated with its main external structural functions (organization and conduct of sports training, training of athletes, direct support of athletes in competitions). This perception is largely superficial and does not reflect the essence, all the important features, and difficulties of sports and pedagogical activity of the coach-teacher. This trend is due to the prevailing attitudes of the mass public experiences when visiting the classroom for physical education in secondary schools, institutions of higher education [1,2,3.].

So, according to A. Ya. Korh, the main feature of sports and pedagogical activity is that this activity belongs to difficult pedagogical work. Therefore, it combines two main and targeted processes:

- Training;
- Education.

Due to the fact that the process of training and education is bilateral and involves subject - object and object - subject interaction, its result is mediated by the attitude of the object (student) to the subject (teacher) and to its activities [4]. The presence in the activities of socio-psychological share an undeniable great. In turn, the psychological peculiarity of sports and pedagogical activity lies in the fact that an effective teacher has a creative character, which is manifested in the possibility of independent choice and creation of new, non-standard ways of training athletes to achieve the desired goal. Creative-oriented, creative teacher, has the relevant skills, owns techniques, pedagogical skills, which are successfully applied in emergency situations, while their constant correction. This coach-teacher to a large extent, there is a close relationship between his activities and sports specialization. The specificity of the sport imposes rigid behavioral patterns and therefore an effective coach-teacher must take them into account. Unlike the teacher of physical culture, he is much more interested in the result of its activities, as its success is the new sports achievements of students in competitions.

The analysis of scientific literature on the studied problem shows that modern sports and pedagogical activity is considered by the majority of scientists as a complex and multifaceted process, characterized by extreme, emotionality, increased psychophysiological loads, aimed at effective training of the athlete, achieving outstanding sports results. However, this activity is very diverse. Each of the many sports has its own specific features. In this regard, sports and pedagogical activity of trainers-teachers in various sports differs from each other to a certain extent.

The generalized list of professionally important abilities to sports and pedagogical activity of the modern trainer-teacher; In order to develop an effective model, we have clarified the relevance of these abilities through expert evaluation. A special expert questionnaire was prepared for this purpose. At the same time, in the process of selecting a generalized list of abilities, we adhered to the previously formulated definitions that:

-The ability to sports and pedagogical activity is a set of interrelated mental properties of the personality of the coach-teacher, which on the one hand, reflect the structural components of sports and educational activities, and on the other, are an appropriate condition for its effectiveness and long-term development;

-In essence, the ability to sports and pedagogical activity, act as an important component of the subjective activity of all internal conditions of mental activity, are those properties, those features that affect the ability to carry out activities in General, as well as the effectiveness of sports and educational activities in particular .

In order to obtain a more objective assessment of professionally important abilities reflecting the modern views of sports and pedagogical activity, 587 experts of various categories took part in the survey, including those with significant experience in the main Olympic sports, including:

- Coaches - teachers directly engaged in sports and educational activities - 119 (20.3%) people.;
- Teachers engaged in teaching activities at the Uzbek state University of physical culture and sports - 113 (19.3%) people.;
- Students of the Uzbek state University of physical culture and sports 3, 4 courses - 265 (45.1%) people.
- Athletes with sports achievements - 90 (15.3%) people.

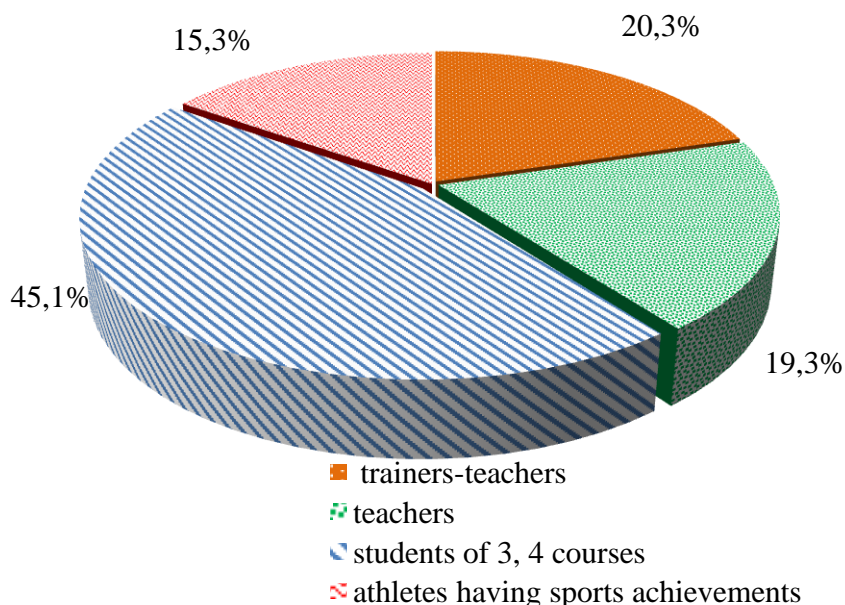


Figure 1: The quantitative characteristic of experts of an assessment of abilities to sports and pedagogical activity of the modern trainer-teacher on categories (n=587)

To determine statistically significant indicators, the results of expert assessments were subjected to factor analysis, which allowed identifying 5 significant factors, and their content to determine the conventional names of these factors. The first factor covered 6 statistically significant professionally important abilities, the second factor - 12, the third factor - 11, the fourth factor - 8, the fifth factor - 7 (Fig. 2).

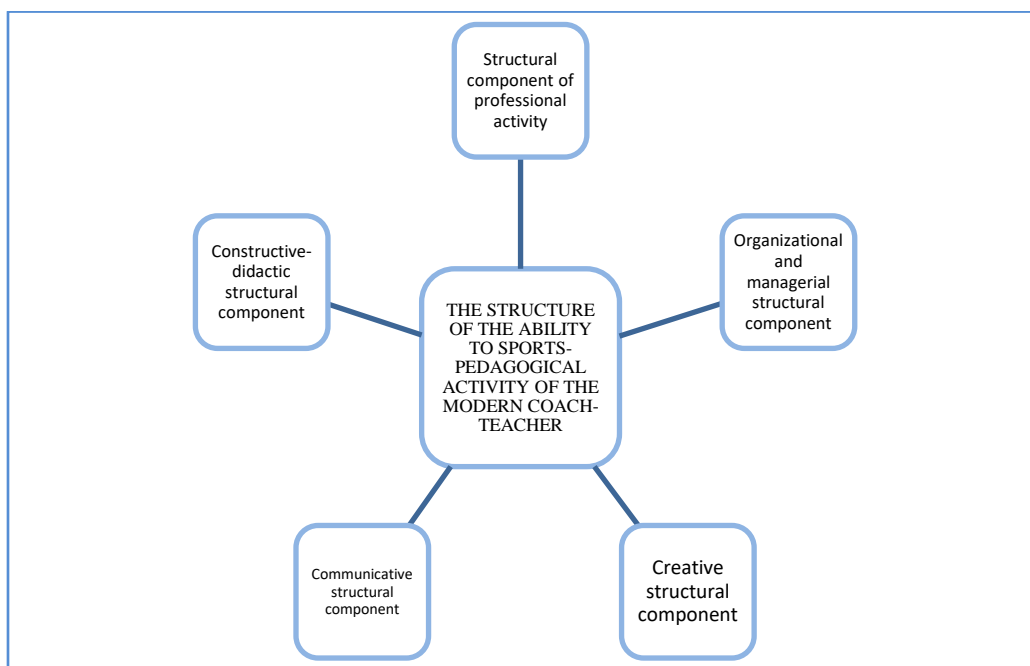


Figure 2: Structure of actual abilities to sports and pedagogical activity of the modern trainer-teacher

Interesting is the fact that the experts in the course of the assessment, it was independently indicated 18 additional names of abilities to sports and educational activities. Thus from the total, 15 abilities proved to be less significant [5]. This clearly confirms the importance of expert evaluation in clarifying the relevance of the abilities of sports and pedagogical activity of the modern coach-teacher according to the previously identified methodological approaches of this study.

The analysis of the scientific literature on this issue allowed distinguishing a generalized classification of important professional abilities in the sport-pedagogical activity of the modern trainer-pedagogues. The relevance of these abilities was determined through expert evaluation in the research process to develop an effective model in this area. For this purpose, a special expert questionnaire was prepared, in the process of distinguishing the generalized classification of abilities based on the following descriptions, which were previously formed:

-Abilities in sport-pedagogical activity are a set of interconnected psychic characteristics of a trainer-pedagogue, which, on the one hand, reflect the structural components of sport-pedagogical activity, on the other hand, are a suitable condition for its effectiveness and future development;

-In fact, the abilities of sport-pedagogical activity are an important component of all the internal conditions of psychic activity, that is, these features are the ability to carry out activities in general, as well as the effectiveness of sport-pedagogical activity.

In addition, the content of each of the identified factors should be considered in detail. Thus, the first important factor covered the following abilities. (figure 3):

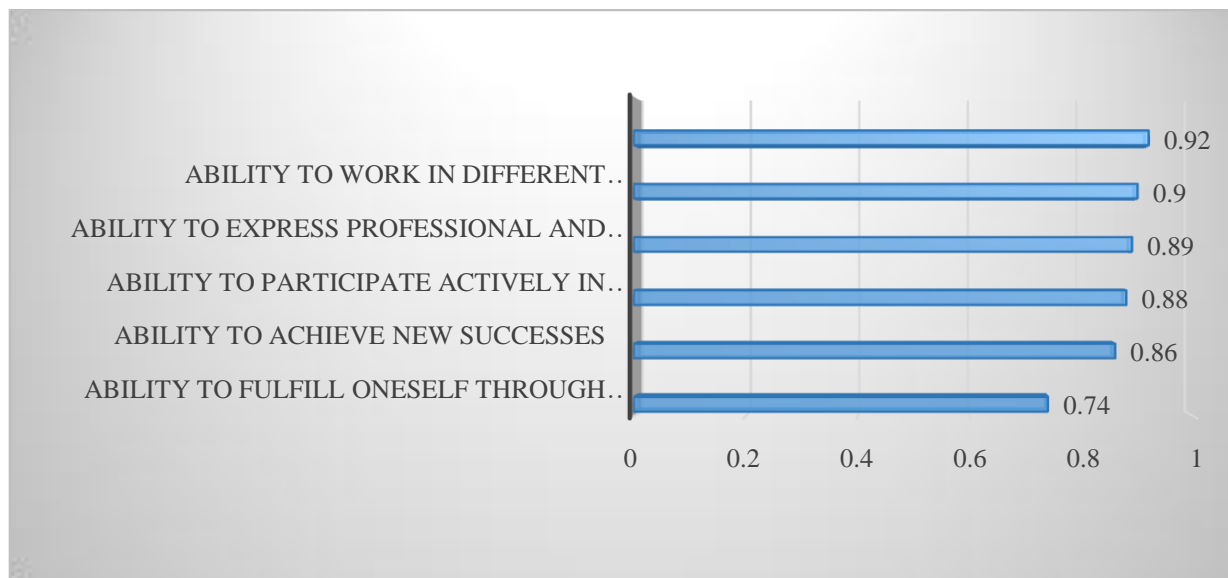


Figure 3: The characteristics of the first factor of expert assessment of the abilities of a modern trainer-pedagogue in sport-pedagogical activity (n=587)

- Ability to fulfill oneself through success in sports
- Ability to achieve new successes
- Ability to participate actively in various aspects of sport-pedagogical activity
- Ability to express professional and important qualities as a personal example
- Ability to work in different roles, in particular, as a psychologist, leader, trainer
- Ability to self-improvement and perfection

TABLE №1 NUMBER OF PARTICIPANTS AND GENDER DIFFERENCES IN THE EXPERIMENT

	Women		Men		total	
	Number	%	Number	%	Number	%
Trainer-pedagogues	54	45,4	65	54,6	119	20,3
Teachers	57	50,4	56	49,6	113	19,3
3rd, 4th course students	134	50,6	131	49,4	265	45,1
Athletes with sports achievements	49	54,4	41	45,6	90	15,3
total	294	59,8	293	59,6	587	100,0

- Ability to self-improvement and perfection – 0,92;
- Ability to actively participate in sport-pedagogical activity, any problem of a student athlete – 0,88;
- Ability to work in different roles, in particular, as a psychologist, leader, trainer – 0,90;
- Ability to be the personal symbol of all the professionally important qualities of a student athlete – 0,89;
- Ability to strive for new achievements – 0,86;
- Ability to express oneself through sports results, successes of athletes those they taught – 0,74.

The content of this factor is a professionally active sphere of a modern trainer-pedagogue, which is a necessary condition for efficiency, self-development, as well as professional self-expression. The characteristics of the activity include the ability of the trainer- pedagogue to exert a conscious and purposeful influence on his students. This phenomenon is associated with an active, entrepreneurial self-consciousness in the accumulation of appropriate means for solving professional problems with the presentation of activities.

The manifestation of the goals of sport-pedagogical activity and the ways to achieve it in the consciousness provides activity a more conscious understanding of the constituent structures of abilities in sport-pedagogical activity.

Activity performs as a structural feature, provides a real movement of space and time, its dynamics, development and realization. This conclusion was made based on the results of the research that this important phenomenon also has socio-psychological significance and reflects the following characters:

- Quantitative and qualitative characteristics of the process or level of intensity of any interaction;
- Quantitative and qualitative characteristics of the subject's potential for interaction;

In our opinion, the concept of activity is usually applied in two semantic ways:

- a) Any manifestation of the psyche that goes beyond adaptive activity;
- b) Level of psychic state in the form of a certain quality is manifested in this plan through its contradictory-passive position;

In this sense, activity is characterized as a specific quality, the interaction of the subject with surrounding objects, in particular, the measure of activity and the way in which a person manifests and realizes himself in life, where his quality is achieved as a whole (or not) [6].

In addition, by its nature, activity embodies the image of a motivated trainer-pedagogue who is looking for new achievements, new needs, goals, ideals. According to L.E. Orban-Lembrick, activity should be studied not only as an abstract circle, but also as a set of personal characteristics, the specific form of the specialist's professionalism. [7] With the improvement of the structure of professional activity, develops the complex structure of the activity of specialist. These views of scientists confirm the reliability of factor analysis and show the importance of the interconnectedness of the researched problems. Depending on the content the significance of the

first factor is conditionally called by us a component of professional activity. By importance the second factor includes the following abilities of sport-pedagogical activity. (figure 4):

- ability to solve quickly problem situations – 0,84;
- Ability to foresee activity results – 0, 81;
- Self-reflection ability – 0, 80;
- Will power effect and logical certainty ability -0, 79;
- Ability to formation of a team of student athletes – 0, 78;
- Ability to realization athletes' management strategy – 0, 75.
- Ability to search for sports ideas and to realization the solutions - 0, 72;
- Ability to take responsibility – 0, 71;
- Ability to organize student athletes - 0, 70;
- Ability to make decisions quickly – 0, 70;
- Ability to adequately evaluate owns self and other student athletes – 0, 69;
- Ability to manage own psychic situations – 0, 68.

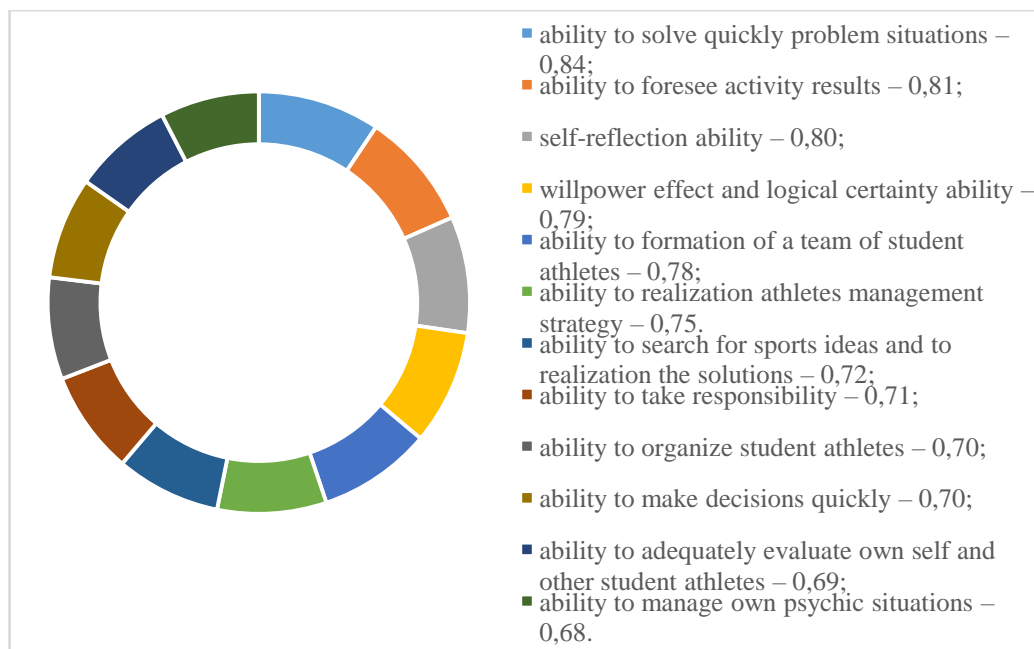


Figure 4. The characteristics of the second factor of expert assessment of the abilities of a modern trainer-pedagogue in sports-pedagogical activity (n=587)

In understanding the semantic basis of this factor, two main directions can be distinguished. One of them is management abilities and the other is organizational abilities. Analysis of the scientific sources relevant to our research shows that the relevance of management abilities is due to the presence of management methods in the sport-pedagogical activity of a trainer-

pedagogue, who is usually focused on organizing and managing the training of student athletes, as well as making management decisions.

The activities of a trainer-pedagogue are based on the organization, planning of the training process, monitoring the activities of teams or individual athletes, positive impact on them, making an appropriate emotional situation. All this, of course, requires from a trainer-pedagogue volitional qualities, managerial and organizational abilities, ability to inspire success and confidence to fortune in students. In this regard, the development of organizational and managerial abilities among trainer-pedagogues is one of the important tasks in the process of training specialists in this field.

According to specialists, the decision-making by trainer-pedagogues, organizers of sports events, and their subjective choice is closely related to individual psychological characteristics, the first of which is the management ability. In addition, managerial decisions that remain an act of personal choice occur simultaneously under the influence of certain determinations and are reflected in the process of interpersonal decisions and interactions. In this regard, the organizational and communication abilities of the trainer are very relevant. [8]

Most psychological studies have shown that self-image, that is, the ability to adequately evaluate oneself, is an important factor in effectiveness of the activity, especially in management activity.

Self-respect can create a zone of permanent failure at a certain stage of activity, which reduces professional motivation. Otherwise, as a result of low self-esteem, low passivity, fear of responsibility, and inclination to set very simple tasks, low subjective probability of failure impairs the consequences of failure. The result of inadequate self-image is usually the incomplete realization of the potential of a trainer-pedagogue in sport-pedagogical activity.

This became clear from the inspection of research sphere that young trainer-pedagogues often experience a sharp decrease in their self-image during their first year of work, often a decrease in self-confidence, a decrease in motivation and even rejection in sports-pedagogical activity. It is known that a sharp decrease in self-image affects efficiency causes negative emotions, neuroticism. But maintaining inadequate self-image provides a person with temporary adequate comfort, which is more inconvenient for activity. Of an inadequate personal point of view, the trainer-pedagogue uses known knowledge and tools to solve a creative task. An adequate point of view, on the other hand, implies individual's creative approach to his activities, which means, on the one hand, the maximum approach to the content of tasks in order to find his creative moments, on the other hand, a self-reflection attitude to his actions, perseverance to own faults and failures.

Thus, based on the semantic basis of statistically significant abilities, this factor is conditionally called the organizational and managerial component.

The third important factor includes the following abilities in sports-pedagogical activity. (figure 5):

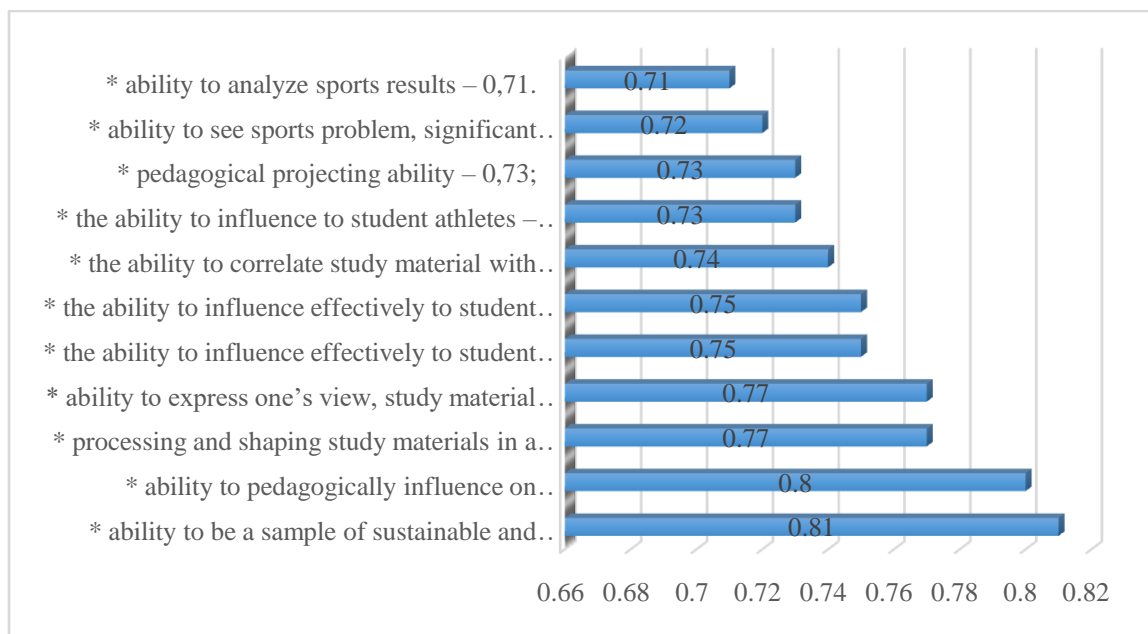


Figure 5 the characteristics of the third factor of expert assessment of the abilities of a modern trainer-pedagogue in sports-pedagogical activity (n=587)

- Ability to be a sample of sustainable and purposeful behavior – 0, 81;
- ability to pedagogically influence on positive emotions – 0,80;
- Processing and shaping study materials in a form that is acceptable to athletes – 0,77;
- Ability to express one's view, study material in a meaningful and understandable form – 0,77;
- The ability to influence effectively to student athletes – 0,75;
- The ability to influence effectively to student athletes with politeness – 0,75;
- The ability to correlate study material with sports life and etc. – 0,74;
- The ability to influence to student athletes – 0,73;
- Pedagogical projecting ability – 0,73;
- Ability to see sports problem, significant tasks – 0,72;
- Ability to analyze sports results – 0,71.

The aforementioned abilities, on the one hand, represent various constructive functions in sport-pedagogical activities, on the other hand, the effective completion of didactic tasks. According to I.V. Trudnev, one of the important tasks of a trainer-pedagogue is to change the object, create, activate various ways of its development. This function is closely related to the systematic and purposeful process of pedagogical influence on student athletes. [9]. There are didactic aspects that reveal actual tasks, as well as requirements for a trainer-pedagogue. Under the didactic effect, the author offers the understanding of a complex functional system aimed at the development of the student, the acquisition of relevant knowledge and skills. In content, this factor is conditionally called the constructive-didactic component.

The forth important factor includes the following abilities in sport-pedagogical activity (figure 6):

Ability to understand student athlete based on inspection – 0, 74;

Ability to act clearly in various pedagogical situations - 0, 71;

Ability to organize interactions – 0, 72;

The ability to understand the different conditions of the student athlete – 0, 73;

Self-management ability – 0, 75;

Ability to be constantly in an appropriate psychic state when working with student athletes – 0, 70;

Ability to communicate, understand the interlocutor – 0,69;

Ability to politely express one's opinion, requirements – 0,69.

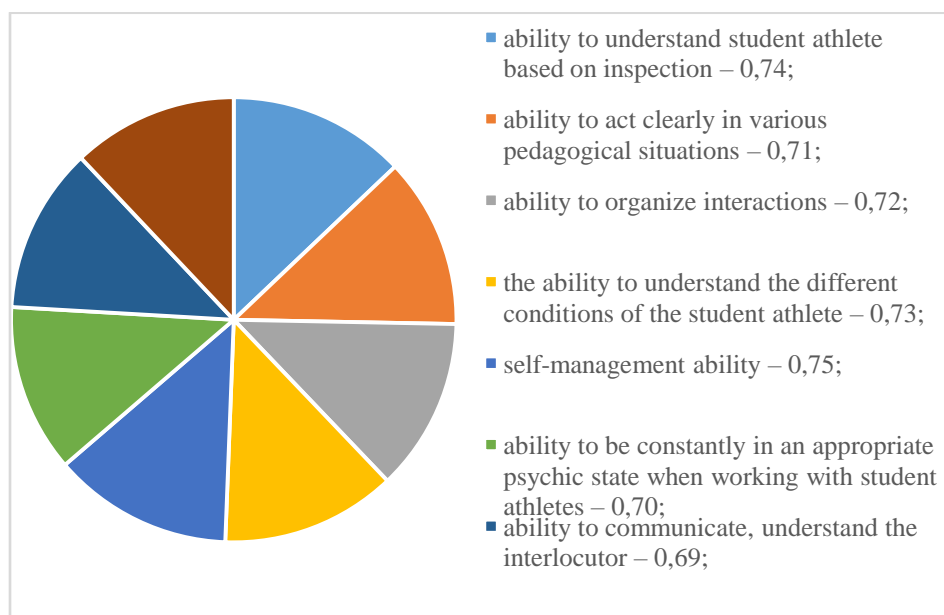


Figure 6. The characteristics of the forth factor of expert assessment of the abilities of a modern trainer-pedagogue in sports-pedagogical activity (n=587)

All of the above mentioned abilities, by their nature, mainly reflect the communicative aspect. In our opinion, modern sport cannot be imagined without contact, proper communication, intense interpersonal interaction and the interaction of athletes with each other and with a trainer.

Communication in sport-pedagogical activity is a relatively independent component and affects its outcome. Communication creates a common fund of information that combines group perception and the accumulated experience of participants in joint activities, which is used by each member of the society. This creates more effective means of exchanging information, ways of coordinating actions, which positively affects the regulation of group relations. Important communication functions in sport-pedagogical activity should include the management of the

psychic state of behavior and joint activities, as well as the exchange of information and emotions.

Research experts studied the dialogue in sport-pedagogical activity, noting that it is associated with various interactions between athletes, as well as athletes and trainer-pedagogues. Communication is the interaction and mutual acceptance between these people through language or other means to achieve changes in their cognitive, motivational, emotional and behavioral areas. Communication depends on the vital necessity, but its content and activity are determined by a subjective attitude. [10]

It is known that the formation of interpersonal relationships in the "athlete-trainer" system is associated with changes in the communicative behavior of the trainer-pedagogue, as well as their joint activity with the psychological organization. Communication is a living material of a trainer-pedagogue. Real trainer' work is, first of all, the joint daily life and activity of the pedagogue and students, the experience of interpersonal interaction, the experience of cooperation, joint participation in team work, which is manifested in communication skills. In this, communication should not be considered as a form of providing other types of activities or as a system of methods and techniques for realizing goals and tasks in sport-pedagogical activity. This is the central link in a complex pedagogical process, an integral form of activity that must be studied as communication. Therefore, the effectiveness of the trainer-pedagogue is determined by the level of development of his communication skills, the presence of professionally important communicative qualities. The problem of communication is not new for psychological and pedagogical science and the role of communication and its role in the process of professional formation of a trainer-pedagogue has never been hidden, or rather, it has not been sufficiently evaluated or taken into account. Thus, the sphere of communication has not been recognized for a long time, has got incomprehensible and uncontrollable, that is, has not been used purposely or effectively.

Thus, from the researched content, this factor is conditionally called the communicative component.

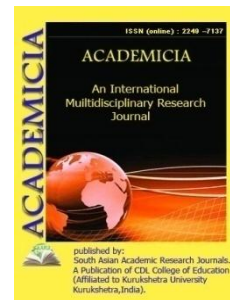
Studying the features of the development of abilities in sport-pedagogical activity allows us to make the following conclusions:

The analysis of scientific sources and empirical materials obtained as a result of research shows that it is advisable to realize a methodological approach that includes three general directions in the research of the development of abilities in sport-pedagogical activity:

- The first direction involves the use of a systematic approach aimed at identifying the integrity of the subject of professional activity. Whether his individual, personal and subject characteristics are studied as a whole taking into account their relations and interests, it is necessary to identify the diversity of relations and integrate them into a single system model in order to achieve the highest level that a trainer-pedagogue can achieve;
- The second direction provides the basis for the selection of methodological conditions, taking into account its integrative characteristics;
- The third direction involves a set of specific research methods (survey, inspection, interview, primary and secondary mathematical and statistical processing of the received data, empirical data acquisition methods).

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DOI: **10.5958/2249-7137.2021.00977.0**

ABOUT THE PRACTICE OF USING EXCURSIONS IN NATURAL LESSONS

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ABSTRACT

The article is devoted to the use of excursion practice in natural science. The article also highlights topical issues of natural science and biology, the science of science and its significance for human consciousness, the relationship between man and nature, didactic conditions for the formation of environmental consciousness in young people, excursion science, conditions of excursions, types. excursions and their educational value for young people.

KEYWORDS: *Natural science, biology, ecology, schoolchild, school, ecological consciousness, excursion, zoo excursion, biological excursion, ecological culture, environment, plant, animal, man, natural environment, wildlife, inanimate nature.*

INTRODUCTION

It is known that an excursion is a form of organizing the educational process that allows observation, direct study of various objects, phenomena and processes in natural or artificially created conditions, thereby developing the cognitive activity of a younger student, nature is also studied in nature. According to R.S. Oganova, this excursion is based on the direct perception by children of the objects and phenomena being studied in a natural or artificially created environment. And therefore it can be carried out both during the lesson and outside the classroom. Its content is determined by curricula [1,90].

As a rule, excursions are of great educational and educational value. They expand and improve student knowledge. Students see plants and animals in their natural environment: plants - in connection with soil, animals - in connection with plants, getting ideas about biocenoses, about holistic nature at certain times of the year.

The first stages of this work begin in high school, in which environmental awareness is formed among students. According to Alekseev, ecological awareness is the correct attitude of young people to the environment, which is characterized by the ability to use natural resources wisely, to treat plants and animals with care, to preserve all the natural resources of the world [2, 66].

A school excursion is a form of teaching and educational work with a class or a group of students, carried out outside of school with a cognitive purpose when moving from object to object in their natural environment or artificially created conditions, at the teacher's choice and on topics related to the program. The excursions are part of a lesson system on a number of topics, taught mainly in spring and autumn in courses in botany, zoology and general biology. The content of the excursions has a direct connection with the material covered in the previous lessons, and at the same time, the ideas obtained, the results of observations and collected in nature are used in many subsequent lessons.

The teacher determines the dates of the excursions in advance in the annual plan, and in the corresponding lessons before the planned excursion creates for the students the situation of the need to familiarize themselves with the studied phenomena in nature itself. At the same time, questions are highlighted that need to be clarified in nature, tasks are given for repetition and preliminary acquaintance with the material in terms of preparation for the excursion. The teacher also provides feedback on the excursion after it is conducted: what should then be remembered from what he saw and how to use the collected material for demonstrations and practical work. On excursions, students experience aesthetic emotions. A lively perception of the beauty of nature evokes love for Russian nature, for the Motherland. The methods of conducting excursions teach students to navigate the terrain, observe, compare, establish connections between phenomena, find the necessary objects, acquire the skills of independent naturalistic work - the skills of an elementary study of nature.

According to the description of I.V. Izmailova, on excursions, material is collected (taking into account the protection of nature), which is used in the future in lessons, extracurricular and extracurricular activities. At the same time, the skills of collecting living objects of collecting and herbarization are acquired [3,114].

Excursions to agricultural production, to experimental breeding stations, to fruit nurseries, showing the application of biological knowledge in practice, diverse plant varieties and animal breeds created by man, conditions that increase plant productivity and animal productivity, acquaint students with man-controlled nature, which is of great informative and educational value. Clarification and expansion of biological concepts, education of the worldview of thinking, aesthetic feelings, the acquisition of the ability to observe in nature - all these possibilities for the teacher must be borne in mind when conducting an excursion.

Preparing for the excursion. Each excursion requires a thorough preparation of the plan. Previously, in a day or two, the teacher needs to inspect the area, find the most typical objects of study and determine the route, stopping places for explanations, students' independent observations, collecting material, generalizing conversations.

With this reconnaissance, the time of transitions, stops and rest is scheduled.

According to B.E. Raikov, excursions are different methods: a story, a conversation, a demonstration, independent practical work on assignments (observation, recognition, collection of objects). Preparation of students for the excursion is of particular importance. Equipment must be provided. For each group of students there should be [4,145]: a compass, a magnifying glass, a shovel, a hatchet, a meter, a rope to limit areas, labels, folders for herbarium, stains, jars, a net, etc., depending on the topic and class. But the main thing is the cognitive preparation of students. It is necessary that they know what to see, consider, learn in nature.

According to the classification of V.V. Travnikova, types of excursions [5,123]:

- Excursions in botany;
- Guided tours in general biology;
- Excursions in zoology;
- Excursion to nature;
- Excursions to museums, botanical and zoological gardens;
- Excursions to agricultural and other industries.

In the classroom, the teacher makes an introduction on the topic of the excursion, distributes the students into groups and gives them assignments, marking the questions that need preliminary additional work on literature. For example, questions about an excursion to the forest require a study of books (about light-loving and shade-tolerant breeds, biological characteristics of plants, about the distribution of seeds, etc.).

For excursions dedicated to vertebrates, especially birds and mammals, the teacher gives individual students tasks to familiarize themselves with two species of birds (size, color of plumage, nesting places, feeding, singing). Such tasks, given to 10 students, will make it possible to recognize 20 birds on an excursion. The same tasks are given to students for two types of mammals (footprints, food supplies and remnants, habits, burrows). On an excursion, if you cannot see the animals themselves, you can observe their footprints and the environment of life. The previously acquired knowledge of individual students is used during the guided tour.

All requirements for the organization of excursions, preparation for them, specified in relation to botanical and zoological excursions, are observed for the IX-X grades. Only special attention is paid to the independence of the students' work.

Elements of independence are included in the methods of conducting an excursion already in grades V-VI: students are given one after another short assignments to find and collect objects, but with the subsequent obligatory summing up by the end of the excursion. The performance of each individual assignment is checked by the teacher before the children proceed to the next. In our opinion, during the excursion the following rules:

1. Remember that the excursion is not a walk, but an obligatory part of the training sessions.
2. Explore the place where you are taking the excursion, outline its topic and make a plan.

Maintain the theme of the excursion, do not be distracted by random questions. Only tell about what you can show during the excursion.

3. Avoid lengthy explanations.
4. Do not leave sightseers only as listeners, make them work actively.
5. Do not bombard tourists with many names: they will forget them.
6. Be able to show objects correctly and teach your listeners to look at them correctly: everyone should be able to see everything.
7. Do not tire the tourists unnecessarily: they will stop listening to you.
8. Secure the excursion in the students' memory by further working through the material.

When conducting excursions into nature for all biological courses, general methodological provisions should be taken into account. It is inappropriate to turn an excursion into nature into an open-air lesson with a long questioning of students on the material covered, ostensibly to link theory with the upcoming work on assignments. For example, having arrived at the place of the excursion, they repeat the provisions of the teachings of Charles Darwin, correct the students' answers and spend most of their time on this, which almost does not remain for completing assignments - the excursion loses its specificity and meaning. It is natural to start each excursion with determining the place - forest, swamp, field, meadow, wasteland, park - according to typical features: the main features of the landscape and the most characteristic plants. At the same time, it should be noted the features showing the seasonal development of nature (the state of vegetation and animals), and draw the attention of students to the aesthetic side - the peculiar beauty of each corner of nature at different times of the year and even at different hours of the day.

Confirmation by B.D. Komissarov, the excursion can have approximately the following structure [6,39]:

1. Signs of biocenosis (general impressions: forms, colors, smells, sounds).
2. Signs of the season;
3. Tiers of the forest. General observation and definition;
4. Independent work of groups of students on assignments on trial sites;
5. Gathering all students bypassing the places of independent observation with their demonstration and students' messages;
6. General conversation on this biocenosis.

From the above considerations, it is clear that the practice of excursions is one of the most important pedagogical activities in teaching biology and science, as well as in improving the biological and environmental knowledge of students. So, the introduction of excursions into the educational process in biology is a must. In our opinion, the excursion develops the following skills among young people:

- The knowledge of students is expanding and improving;
- There is a keen interest in what is being studied;
- There is a development of the ability to look and accurately perceive the appearance of the observed object;

- Subtle and sensitive attention develops;
- A love for Uzbekistan nature, for the motherland is brought up.

If these measures are taken in a timely manner, it is unlikely that a specific local area of biology teaching will develop further.

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DOI: **10.5958/2249-7137.2021.00978.2**

PRINCIPLES OF THE HISTORICAL FORMATION OF JOURNALISTIC FUNCTIONS

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ABSTRACT

This article is devoted to analyzing principles of the historical formation of journalistic functions in journalism. The functions of journalism are closely related to the emergence and historical development of the press, the media. That is, as long as the press is connected with the emergence and historical development of mankind, this feature, its essence, is reflected in the social work it performs.

KEYWORDS: *Journalism, journalistic functions, historical development of the press, periodicals.*

INTRODUCTION

It is well known that the emergence of the press is associated with the emergence of humanity on earth and the need for interaction, first with the emergence of language, then writing, then the printed word. The press in the original sense is a product of human civilization and a factor that plays an important role in its development. In other words, along with the fact that the main reasons for the emergence of the press are based on people's need to know the news, socio-political, economic, and spiritual factors also play an important role in this regard. All these important aspects are reflected in the functions of periodicals and journalism.

It is also known that in the period before the press was fully formed, that is, before the press, its functions were performed by other social methods - publishing, reporting, oratory, and at the same time oral and written literature. Interaction between people, people giving accurate information to each other, achieving the reality of social life are reflected in the examples of written literature created in the early days. "The truth holds the earth, says the ancient Indian holy book "Narada-smriti". Truth is the highest blessing; truth is the foundation of human life. Speak the truth, avoid lying, truth is the essence of man." The Laws of Manu, the first moral

and legal document of mankind, also emphasize the importance of accurate information in life, which comes as a function of the press: "Everything is known by words. It is based on the word that comes from the word. He whose word is a liar is a liar in all things." The Sumerian and Mesopotamian writings from prehistoric times also had specific manifestations of information dissemination, analysis, and influence. Historical data show that the factors that performed their functions in the pre-press period also existed in the ancient Egyptian state. In particular, during the construction of the famous Egyptian pyramids, to attract more people to the work, a plaque with the inscription "Let's Get Generous ...!" was erected in front of the construction site.

RESULTS AND DISCUSSION

In the pre-press period, the dissemination of information, which was its function, also existed in various forms in the eastern countries. For example, the Shaks living in ancient Central Asia sent birds, mice, frogs, and five arrows to the Persian king Darius, who invaded their homeland. The purpose of this symbolic letter was to convey the message: "If you Iranians do not fly like a bird, do not dig into the poplars like a mouse, and do not hide underwater like a frog, you will die from these bullets." It is known that the ancient Turkish writings also contained information and conclusions that were important for the life of the country: "Turkish Oghuz beys, listen, people! If the sky did not rise from above, if the earth did not crack below, O Turkish people, who destroyed your state and government? " is called in the Gray Tegin script. This is the first appearance of a journalistic appeal that plays an important role in the implementation of the functions of the press. Written sources about our ancient Turkic ancestry Oguzkhan, his letter to the Chinese queen, and the writings in the great encyclopedic scholar Mahmud Qashqari's "Turkish Dictionary" are examples of his prepress imaging and analytical functions. It is known from history that verbal methods of collecting and disseminating information for the purpose of ideological and psychological influence on people were also carried out by preachers, heralds, couriers. This activity was established during the reign of the great statesman and the commander Amir Temur. "I have appointed storytellers from among the pious and straightforward people to write down the situation in each country, the mood of the army, their way of life, their actions, and the connections between them, I punished such storytellers when it became clear to me that they had written something wrong" it is written in "Temur's charters". The above data indicate that the image function of the press has been established for a long time in the history of the eastern countries. At the same time, the analysis function has been widely used. This was often done by an eastern preacher. The famous scholar and writer of the 15th century, Hossein Vaez Kashefi, and others were leading representatives of this activity. In the pre-press period in the East, his social work was carried out, among other means, by oral and written literature. Representatives of ancient Turkic literature Yusuf Khos Hajib, Ahmad Yugnaki, Persian-speaking poets Firdavsi, Rudaki, Abdurahman Jami, founder of Turkish literature, thinker Alisher Navoi, Zahiriddin Babur, and others raised important social issues of their time in their poetry and prose works. These works contained elements of analytical and artistic journalism, a strong journalistic spirit, which served the analytical function of the press. Alisher Navoi in his work "Majlis-un-Nafois" gave a general assessment of the work of artists of that time. This work corresponds to the genres of creative portraiture or literary observation of contemporary art journalism. The poet's works "Holoti Sayid Hasan Ardasher" and "Holoti Pahlavon Muhammad" can be considered the first manifestations of the genre of portrait essays in fiction. Poets Mashrab, Turdi Farogi, Ogahi, Uzbek people's democrat poets Furkat, Muqimi,

Zavqi, who created in the later periods of Central Asia, in their works raised important issues of public life, exposed the social vices that occur in life. This is in line with the social work performed by journalism that serves the functions of the press. Muqimiy and Zavqiy's humorous poems, which were later brought to life, later moved to the pages of the first Uzbek editions and directly contributed to the emergence of Uzbek comic journalism. As a result of the development of society, the expansion of social relations and communication between people, and the growing need for social information, the first appearances of the press were born. It is known that although the first buds of the press date back to prehistoric times (gypsum boards founded in Rome in the first century BC, etc.), they were not fully popular. It is known from history that the first manuscript leaflets appeared in the 15th century. The first manuscript leaflets formed in Byzantium during this period (which were the basis for the origin of the word newspaper, later called the main edition of the press, because they were sold for an Italian coin called a "Gazzetta"). Although these manuscripts were not a full-fledged press publication, their journalistic functions showed their first appearances. Leaflets issued in Byzantium contained the image function of the press, i.e., the arrival and departure of merchant ships, reports on the prices of various goods, and the first appearances of advertisements and announcements.

The development of society and the growing need for information among people began to place new demands on the era. Now the manuscript leaflets no longer meet these requirements. The invention of the printing press by the middle of the fourteenth century made it possible to distribute the word in print in large numbers. The printing press, invented by Johann Gutenberg of Germany, first led to the appearance of books and later the first press releases. The method of reproducing the word by print has also reached Russia. A century later, printed newspapers began to appear in the east, including Central Asia. It should be noted that most of the first publications of the press were published by the rulers of that period and naturally served their socio-political interests. For this reason, in the history of journalism, this press has been called the authoritarian press. While these same publications have all three functions of the press - image, analysis, and exposure - they have a unique character. In other words, the rulers who organized and managed the press (the first Russian newspaper, Vedomosti, was edited by Tsar Peter I himself and edited by him) served the functions of the press in their own direct political interests. This would have limited these functions to a certain extent. This situation was also evident in the analytical function of the first printed publications, in which facts, events, and happenings in life were conducted, interpreted, and evaluated authoritarian, from the point of view of the individual. The first publication in Turkestan, the Turkestan Regional Newspaper, was a clear example of the authoritarian press representing the interests of Tsarist Russia. The statement reads: "By order of the Governor-General of Turkestan, The Gazette of Turkestan will be published this month. In this newspaper, in order to be known to the whole population, every decree of the Governor-General is announced, and all kinds of new news, trade, and events in Tashkent and other cities are written." It is obvious that the first Uzbek-language publication in our country, The Gazette of Turkestan province, has been authoritarian in its press functions.

With the development of society, new socio-economic changes have taken place in the world. As a result of the people's movements and revolutionary changes in Europe in the seventeenth and eighteenth centuries, several European countries began to be replaced by new, relatively advanced regimes. By this time, the need for a variety of information had risen to a high level, and as a result, the first appearances of the media were fully formed and began to develop

rapidly.

It should be noted that the periodicals that emerged during this period had a different character than the authoritarian press that preceded it. They came to be known as the free world press because they were not the will of individual rulers, but the result of a mass popular movement and a state of freedom, equality, and other positive, universal slogans. The press served as a political tool for the bourgeois class to seize power, to mobilize the masses to their side in the struggle against individual rulers. In particular, the press played an important role during the revolutionary movements of Britain and France. Created during this period, Kamil Demyulen, Jean-Paul Marat, and others exposed the flaws of the old system by making extensive use of the sharp pamphlet genre of journalism in the fight against their political opposition. This was a distinctive feature of the analytical function of the press.

As a result of the social life of the West, the influence of progressive ideas, social thought developed in the East, especially in Central Asia, and the first editions of the free world press began to appear. These include newspapers such as Taraqqiy and Shuhrat, which have been published since 1906, Sadoyi Turkistan, Samarkand, Sadoyi Fergana, Oyina, and Al-Islah. M. Behbudi, M. Abdurashidkhonov, X H Niyazi, A. Avloni, Fitrat, Cholpon, and others, who were supporters of Jadidism and new social development, took an active part in the press of this period, deeply analyzed the events of social life in their works and drew some important conclusions. In the Jadid press publications based on advanced ideas, the analytical function of journalism was extensive and comprehensive and served fully for that period. Even in the pages of the religious magazine Al-Isloh, published in Tashkent in the early twentieth century, the social analysis was widespread. It should be noted that one of the peculiarities of the free world press is its social aspect, which in turn has certain contradictions. The bourgeois class used the press not only for its political purposes but also for its economic interests and became a source of sales, profit, and enrichment by publishing newspapers and other periodicals. For this reason, the main goal is to publish various news and interest the reader. As a result, trendy, "lacking in depth or solidity" materials, advertisements and announcements began to be given too much space in the press. This suggests that the image function has a distinctive character in the publications of the free world press. This feature continues in some foreign publications, as well as in many private newspapers.

As society developed, new ideas began to enter the human mind. An example of this is the doctrine of scientific communism developed in Europe in the mid-nineteenth century by K. Marx and his colleague F. Engels. They laid the foundations for new press publications to carry out their ideas, and as a result, a completely new - communist press - emerged in human history. In the early twentieth century, the newly formed party, led by the Russian revolutionary V. I. Lenin made extensive use of the press to communicate its ideas to the people. As a result of the political revolution of 1917, the communist press began to appear. The function of this large-scale press was defined as that of "collective propagandist, collective propagandist, and collective organizer." During the communist regime, which ruled for more than seventy years, it was legal for all media outlets to follow this rule in their activities. But these functions of journalism acquired a negative character by serving only the domination of a single idea.

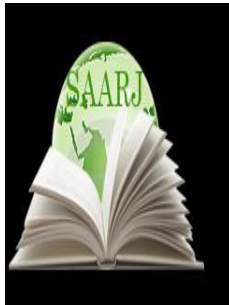
CONCLUSION

Mankind is always striving for progress, goodness, advanced ideas. A democratic system based

on the will of the people has always been his dream. Only in a society based on democratic order can the press operate freely, independently, perform its functions, describe the life of society broadly and comprehensively, deeply analyze the events in it, and have a positive impact on people's consciousness and society. From the above brief historical observation, it is clear that the main functions of the press are always present, it is the social, economic, and cultural-spiritual life of each period, it works in accordance with the requirements of the time and has the necessary characteristics. Only in a democratic system and its press will the functions of journalism be broad, comprehensive, and unhindered.

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DOI: **10.5958/2249-7137.2021.00979.4**

THE IMPORTANCE OF JUSTICE AS A MORAL VALUE

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ABSTRACT

Justice plays an important role today as a broad concept that has its place in all spheres of social life. On the moral aspect of justice, the National Encyclopedia of Uzbekistan states that "the moral aspect of justice means to treat people equally, not to offend each other's dignity, to follow the rules of morality." Ethical qualities are formed in the family, educational institution, neighborhood and work community. People develop insights and conclusions about moral values. The role of these structures in the rise of justice to the level of moral value is invaluable. As we strive to form the perfect man, we must pay attention to the principles of justice on all fronts.

KEYWORDS: *Justice, social life, values, peace, equality, truth, democracy, civil society.*

INTRODUCTION

Justice plays an important role today as a broad concept that has its place in all spheres of social life. Many opinions have been expressed about justice in the past and present. They have been interpreted by scientists on a different basis. However, as noted by the philosopher Haydarbek Alikulov, the essence of the concept of justice, its modern interpretation, especially the manifestation of social justice in the conditions of independence, its legal and political aspects have not been sufficiently studied. Unfortunately, most ethics textbooks and manuals do not address the issue of justice, with extensive analysis of good and evil, duty, conscience, happiness, and other categories.

There are also differing views on the role of justice in the context of values. In particular, Abdulla Sher admits that justice itself does not mean any value, but determines the relationship between values and has a position to evaluate them. Justice is one of the main themes of political science. Evaluating justice as a value, the scholar said: "As the concept of" Justice "is formed at

the complex intersection of spirituality, economics and politics, the same concept of dignity manifests itself as a central point that connects these areas." B.Aliev and T.Hashimov noted that the criteria and content of values change with the passage of time, conditions, requirements and needs, and Toshpolat Matiboev, who included the pursuit of justice in the category of universal values, considered justice as a concept related to the ideas of democracy: "Social justice is a democratic value that ensures socio-political stability through the provision of as many fundamental sources of development as possible in society - health care, housing, education, material and cultural benefits." Other scholars have expressed similar views on justice.

On the moral aspect of justice, the National Encyclopedia of Uzbekistan states that "the moral aspect of justice means to treat people equally, not to offend each other, to follow the rules of morality." In this regard, we agree with the ethicist Abdullah Sher. Oral justice is more important as a category of evaluation in an ethical relationship than value. This is one side of the issue. On the other hand, justice is a relative concept, and its content also changes over time. Therefore, no one denies that justice can rise to the level of universal value in the moral relations between people over time. All moral values were also initially decided as a criterion for evaluating people's behavior. The place and importance of moral values in life is determined by the value placed on them. Whether or not to include ethical concepts in a set of values is determined by the needs, interests, and goals of the people. They are included in the list of values as a result of meeting the needs of people. Below we consider the idea that justice should be included in the list of values.

We consider the establishment of a democratic state and civil society in our country as our priorities. A democratic state based on the rule of law is, first of all, a state based on the rule of law, where human and civil rights are fully protected. It will establish fair principles in governance, state and society, state and individual relations. Legal and political justice becomes full-fledged values. Civil society is a unique social space. In it, individuals will have the freedom to realize their potential and potential. The powers of the supreme bodies of state power are transferred to the lower structures of power. In short, the state is governed by society. In the management of state powers, members of society control each other's behavior.

Man differs from other creatures of nature by his psychology. Human-level thinking, reasoning, evaluation, and creativity are not present in any species of the animal kingdom. Creatures that live in groups unite with each other on the basis of natural instinct. They help each other because of their natural-biological needs; they fight to save their offspring. Even then, the strong will pass judgment on the weak. Unlike them, a person can help the weak, helping those in need to behave. At the same time, it can fight against those who are immoral, hypocritical, and greedy who harm the interests of society.

In civil society, people participate in public administration as well as in public administration. At the same time, they treat each other's activities on the basis of equality, and help them to establish the principles of justice in society by assessing their behavior and attitudes. Everyone increases the place of justice in moral relations by evaluating their actions, supporting their activities of goodness and virtue, and condemning negative situations that harm society. The realization of human potential and potential, the enhancement of the human factor cannot be achieved without the means of justice.

The importance of justice in the system of moral values is clearly seen in the issue of national relations. The sentimental feelings inherent in our spirituality are in stark contrast to the ideas of chauvinism and nationalism. A large part of the population living in our country is non-Uzbek. Therefore, it is necessary to be careful and fair in approaching their culture and traditions. Failure to take this into account will lead to national animosity and resentment. Dissatisfaction and hatred when it comes to a nation whose national culture is overly idealized lead to damage to social relations, including moral values;

Ethical qualities are formed in the family, educational institution, neighborhood and work community. People develop insights and conclusions about moral values. The role of these structures in the rise of justice to the level of moral value is invaluable. As we strive to form the perfect man, we must pay attention to the principles of justice on all fronts.

The family is the cradle of moral values. Everyone who is born and grows up first acquires moral skills in the family. It is not for nothing that our people say, "He does what he sees in the bird's nest." Despite the parents' constant admonition to raise their children, the child remembers well what he saw. In the future, he will imitate the situations he has witnessed, not the pandas he has heard. Neglect among parents in the family, in their relations with society, towards moral norms leads to disorders in the upbringing of children. If there is no cooperation with speech in the family environment, the rules of justice will be violated if there is no reasonable attention to children. The internal environment in the family deteriorates. Parental injustice to children causes them to face many problems in the future.

We can also see such cases in educational institutions, neighborhoods and labor communities. They are a favorable environment for the development of moral values in social relations. In these structures, ethical relationships are perfected. If people are not kind to each other, if they are useless in difficult times, if they do not fight together against the injustices done to their relatives, morality will decline. The issue of forming a civil society and the rule of law remains at stake. Civil society and the rule of law are realized through the unity and solidarity of the people. This goal cannot be achieved unless members of society are fair in their dealings with one another and make justice a value in their daily lives.

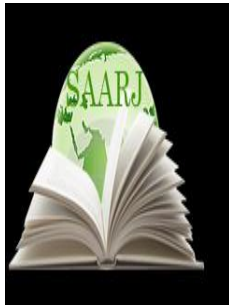
In conclusion, justice has an important place in the moral system. The fact that justice reaches a level that we value in every action, in our relationships, facilitates the fulfillment of the tasks we set ourselves. In the process of building a civil society, the rise of justice to the level of universal moral values will help us to effectively complete our reforms in the economic, political and spiritual spheres.

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DOI: **10.5958/2249-7137.2021.00980.0**

INDIA-CENTRAL ASIAN STATES RELATIONS

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ABSTRACT

Relations between India and central Asian states have always been in high level, but India's active interaction with the Central Asian States began after the disintegration of the Soviet Union. This thesis will discuss all important points, including historical, geographical, security, energy, trading, marketing, policy, interests, importance of areas, challenges and make a conclusion.

KEYWORDS: *energy security, Silk Road, trading routes, geographical proximity, land bridge, East-West Trans-Eurasian transit economic corridors, Chabahar, TAPI pipeline, commercial interests, national security, transport connectivity, JWG, SCO.*

INTRODUCTION

India has had relations with Central Asia since the 3rd century B.C as the nations fell on route to the Legendary Silk Route. The Silk Route not only served as the medium for transportation of goods, silk, textiles, spices etc. but also facilitated dispersion of thoughts, ideas, religion and philosophy. Buddhism found inroads in several of Central Asian cities such as Merv, Khalachayan, Tirmiz and Bokhara etc in form of Stupas and Monasteries. Babur in 1526 came from the fertile valley of Fergana (food bowl of Central Asia) to the dusty town of Panipat and established the mighty rule of Mughals in India. Men of prominence such as Amir Khusrau, Dehlawi, Al-Biruni, Abdur Rahim Khan i Khanan etc having Central Asian routes came and made their name in India. During the Soviet period- culture, music, dance, movies and literature bound the Soviet Republics closely with India. Popularity of iconic stars like Raj Kapoor, Nargis, and others brought India into the homes and hearts of common people of this region. Bilateral relations however suffered considerable neglect in the 25 years after emergence of these countries as independent States in 1991¹.

In the past, India was closely linked to Central Asia through trading routes as well as successive invasions of the subcontinent which swept down from the north-west².

Due to its geographical proximity to Turkey, Iran, Afghanistan, Pakistan, China, Russia and India, Central Asia is going to play an important role in the geopolitics of this region³.

Central Asia has the potential to become the most significant trade route linking China, India, Middle East, Russia and the fringe of Europe. As hoped by various concerning nations through the revival of Silk Road, that was once a commercial artery between countries and linked the Ganges and the Yellow River to the river to the Near East and the Mediterranean⁴.

Turning to the importance of Central Asia for India, it has a very wide array of interests in Central Asia covering security, energy, economic opportunities etc. Central Asia serves as a land bridge between Asia and Europe, making it geopolitically axial for India. Security, stability and prosperity of Central Asia are imperative for peace and economic development of India. The region is rich in natural resources such as petroleum, natural gas, antimony, aluminum, gold, silver, coal and uranium which can be best utilized by Indian energy requirement. Central Asia has huge cultivable areas lying barren and without being put to any productive use, offering enormous opportunity for cultivation of pulses. Indian agribusiness companies can setup commercial agro-industrial complexes in Central Asia. Owing to higher economic growth, several areas have become attractive for construction business, providing huge scopes to Indian companies engaging in financial services, contractors, engineers, and management specialists. Both India and Central Asian Republics (CARs) share many commonalities and perceptions on various regional and world issues and can play crucial role in providing regional stability. For India to use Chabahar as a vital gateway to access Eurasian markets and optimally operationalize its use, requires a Central Asian state joining the project as a direct stakeholder. Central Asian Regions are fast getting linked to the global market for production, supplies of raw materials and services. They are also increasingly getting integrated into the East-West Trans-Eurasian transit economic corridors⁵.

India has registered significant progress recently through renovation of Chabahar port, development of the International North-South Transport Corridor (INSTC) and becoming a member of Ashgabat Agreement. International North-South Transport Corridor (INSTC), is multi-modal transportation established in 12 Sep 2000 in St. Petersburg, by Iran, Russia and India for the purpose of promoting transportation cooperation among the Member States. This corridor connects India Ocean and the Persian Gulf to the Caspian Sea via the Islamic Republic of Iran and then is connected to St. Petersburg and North Europe via the Russian Federation. The INSTC was expanded to include eleven new members, namely: the Republic of Azerbaijan, Republic of Armenia, Republic of Kazakhstan, Kyrgyz Republic, Republic of Tajikistan, Republic of Turkey, Republic of Ukraine, Republic of Belarus, Oman, Syria, Bulgaria (Observer). India uses the instrumentality of soft power and its ready acceptability in Central Asia to strengthen bilateral ties⁶.

Indian government efforts to negotiate with Turkmenistan-Afghanistan-Pakistan-India (TAPI) pipeline has been estimated to cost \$ 7.6 billion to construct. The TAPI project is intended to transport 30 billion cubic meters of gas from natural gas fields in Turkmenistan via Afghanistan and Pakistan to India⁷. But this project is facing some problems whether international companies will be willing to finance it. Moreover, with the Chinese Prime Minister, Xi Jinping's visit to Turkmenistan in September 2013, there is further speculation that the TAPI project may be held for sometime more⁸.

Recently India's External Affairs Minister (EAM) participated in first India-Central Asia Dialogue in Samarkand, Republic of Uzbekistan. Five countries from Central Asia participated in the dialogue- Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and Turkmenistan. All the countries participating in the dialogue are also members of the Shanghai Cooperation Organization. It was the first ministerial level India-Central Asia dialogue. Dialogue focused on a number of issues including ways to improve connectivity and stabilize war-ravaged Afghanistan. India has proposed setting up of 'India-Central Asia Development Group' to take forward development partnership between India & Central Asian countries. The group may enable New Delhi to expand its footprints in the resource-rich region amid China's massive inroads and to fight terror effectively, including in Afghanistan. India will host the next India-Central Asia Dialogue in 2020⁹.

Although Central Asia's occupies a favourable geostrategic location between Europe and Asia, the region is rich in mineral and hydrocarbon resources and offers much reason for intensive engagement with the region. But there persist numerous challenges that need to be addressed. The most obvious challenge is the geography of Central Asia. India's location in the region remains extremely vulnerable because lack of direct geographical access to the region.

In conclusion, there may be several challenges; there are obstructions of physical connectivity due to Pakistan's hostility and Afghan instability for its desultory attitude towards Central Asia. India's current trade volume with Central Asia is minimal, and cannot be increased without substantially improving transport connectivity. Politically, the Central Asian republics are highly fragile and also face threats like terrorism, Islamic fundamentalism etc making the region a volatile and unstable market.

In near future, relations between India and Central Asian countries is going to rise to another high level which has lots of advantages and beneficial sides. Year by year this trend has been shifting considerably in terms of economical, political, social, cultural connections. And now, both sides are working on various new economic projects including road, trade corridors, pipelines, such as International North-South Transport Corridor, Turkmenistan-Afghanistan-Pakistan-India (TAPI) pipeline, India-Central Asia Dialogue ("India-Central Asia Development Group"), trade routes with Central Asia, is via the Leh-Yarkand and Leh-Demchuk routes that passes through China. Also, This security challenge has been taken seriously by India when it India established Joint Working Groups (JWG) on terrorism with Kazakhstan and Tajikistan. It is also one crucial point to consider that India has already been a full member of the Shanghai Corporation Organization (SCO), which can be an effective trend in relations.

India's 'Connect Central Asia Policy' was reinforced in 2015, when Prime Minister Narendra Modi became the first Indian head of state to visit all five nations between July 6 and 13. Since then there has been significant progress in cooperation, particularly in the fields of defence, energy and connectivity. This renewed focus on the region can be attributed to the changing geopolitics of the region, particularly the formation of China's Belt and Road Initiative (BRI) and the external security threats to the region. The convergence of China's BRI projects in the region with India's unrealized economic interests there has prompted the latter to adopt a more proactive approach and look at new avenues for economic cooperation. Since China has been able to leverage its geography, finances and population to ensure that its projects can contribute toward making its dream of a new and improved Silk Road a reality, India is also committed to expanding the scope of its economic relations with the region.

Apart from the bilateral cooperation, India has also focused on multilateral engagement with the region at two levels. The first is through regional connectivity, with a renewed push for long delayed projects starting with Prime Minister Modi's visit to Iran, India's gateway to Central Asia, in 2016. During this visit, both sides signed an agreement to develop Chabahar Port, which has now become commercially operational.²⁸ To facilitate transport of goods between India and Central Asia via Iran, India acceded to the Customs Convention on International Transport of Goods under cover of TIR Carnets in 2017 and joined the Ashgabat Agreement – which includes Iran, Oman, Turkmenistan, and Uzbekistan – in 2018.

Apart from developing trade via the Chabahar port in Iran, India would like to explore setting up “air corridors” between India and five Central Asian nations, External Affairs Minister S. Jaishankar said on Thursday. The air corridors — similar to what India established in 2018 with Afghanistan — would include regular cargo flights with special clearing and customs facilities to expedite the movement of goods, especially fresh fruit and other agricultural produce, and were currently being discussed by the MEA.

The main spur is the 7,200-kilometer corridor between Mumbai and Saint Petersburg, based on ferry links between the ports along the Russian coast of the Caspian (Astrakhan, Olya, and Makhachkala) and the Iranian ones (Bandar-Anzali, Nowshehr, and Bandar-Amirabad). Indian goods are delivered to the Iranian port of Bandar Abbas on the Persian Gulf and shipped across the Caspian for onward rail or road transport to Russia and Europe. The Indian Federation of Freight Forwarders Associations estimates 30 percent cost and 40 percent transit time reductions compared to the Suez route.

“While flying time from Delhi for most of the Central Asian destinations is two hours, it may take two months for containers sent overland from India to reach these places,” Mr. Jaishankar said, speaking at the inaugural of the “India Central Asia Business council” which brought together Indian businessmen and diplomats from five Central Asian countries: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. “Availability of air corridors can boost trade in perishable goods, agricultural and food products,” he added. The minister also observed that it was a “matter of concern” that a lack of “overland connectivity” — a veiled reference to barriers to transit trade through Pakistan — had kept the total trade between India and Central Asia quite low at approximately \$2 billion per year. India, Mr. Jaishankar emphasised, remains committed to the Chabahar port project in Iran.

“India proposes to overcome this challenge through the Chabahar route. India, Iran and Afghanistan believe that Chabahar will become the fulcrum of connectivity for Indian goods to reach Afghanistan and further north to Central Asian states, and for the landlocked Central Asia to find access to ocean through this port,” he said, referring to the ₹100 crore investment the recent Bbudget has proposed to develop the Iranian port.⁴

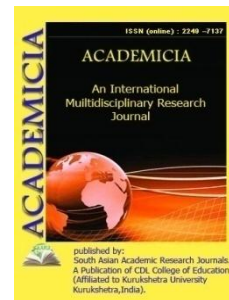
Chabahar is key to India's connectivity towards its west, providing routes to Afghanistan and Central Asia while North-South Transport Corridor made up of rail, shipping, and road route currently passes via cities like Bandar Abbas, Bandar Anzali, Tehran in Iran, Baku in Azerbaijan and Astrakhan in Russia.

More than 10 countries are part of the corridor, with more countries keen to join it. Uzbekistan and Afghanistan, both landlocked countries, are keen on joining the connectivity project.

Uzbekistan had proposed joining the project during the India-Uzbekistan virtual summit last year.

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DOI: **10.5958/2249-7137.2021.00981.2**

ABOUT THE WORKS OF “KHAMSA”, IN PARTICULAR, THE MINIATURES OF A.NAVOI’S “KHAMSA” EPICS

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ABSTRACT

Eastern classical literature cannot be imagined without miniatures. Decorating the manuscript with miniatures in accordance with the content of the work has become a tradition. In the miniatures of the works of art, the events of the work are explained and interpreted by means of images [1]. A miniature artist is an artist who gives life to colors [2, p. 40]. In the East, miniature originated and developed as part of medieval fine art. In the Iranian peoples it appeared in the pre-Islamic period.

KEYWORDS: *Hayratul-abror, Farhod and Shirin, Layli and Majnun, Sab'ai Planet, SaddiIskandari and Lisonut-tayr. Mujahideen, Badi'uzzaman, Timurids, Abu Ali ibn Sina, Ulugbek, Nizami, Khusraw*

INTRODUCTION

Several experts were involved in the creation of the manuscripts: paper cutter, calligrapher, muzahhib (gold solver), lavvoh (annoying titles and tables), artist, painter, and sahhof (cover). The value of manuscripts is determined by the quality of various ornaments on paper, ink and especially calligraphy. Naturally, the manuscripts, skillfully crafted by a few artists, were ordered only by wealthy people and were bought for big money, and gold, along with jewels, was considered a treasure trove.

“During the IX-XIII centuries, the peoples of the Middle East, Iran, Azerbaijan and Central Asia have been in close contact with each other. Cities such as Baghdad, Sheroz, Tabriz, and

Samarkand were centers of culture and development, and were known throughout the world for their outstanding scientists, poets, and centers of science and culture” [3, p. 19].

In the middle Ages, the development of literature, science and art reached its peak in the East. Many unique manuscripts have survived since that time. Their uniqueness lies in the fact that these manuscripts were prepared by skilled calligraphers and scribes, and skilled artists drew miniatures on the manuscripts in accordance with beautiful artistic ornaments, borders, and the plot of the text. The important thing is that at that time all inks and paints of different colors were made from natural products. This is probably why such unique manuscripts still retain their quality to this day. Here we explain below what the miniature itself is.

“Miniature is one of the most complex decorative elements of the manuscript, along with calligraphy, page decoration, and cover decoration. The main purpose of the miniature was to explain the content of the text and, in general, to decorate works of a secular nature. Mostly works of prose, poetry, historical chronicles are miniature” [3, p. 19]

By looking at the period in which the miniatures were drawn, we can also learn about the culture of that period. Considering this, we can say that; there are schools of miniature that reflect the unique culture of each nation. Examples include miniature schools in Arabia, Iran, Turkey, Azerbaijan, India, and Herat. All of these schools have a special significance and still retain that importance to this day.

In the IX-X centuries the art of painting and miniature existed. Written sources contain information that the walls of the palaces and houses of the rulers were decorated with portraits. At that time, the artist Abu Nasr bin Arron had painted a portrait of Abu Ali ibn Sina. This information means that there was a fine art in the IX-X centuries. By the time of Timur and the Timurids, the art of painting developed. This can be seen in the battalion compositions on the walls of the palace near Samarkand, built by Temur, and in the fact that the walls of the observatory built by Ulugbek contained images of natural landscapes.

With the Renaissance in the fine arts of the Middle East, miniature art also flourished. Miniature flourished mainly in the direction of book graphics.

Miniature became one of the main genres of Iranian fine art by the Middle Ages. With the emergence of the tradition of Khamsanavism, miniature work also became a tradition for them [4, p. 231].

These are miniatures starting from Nizami's “Khamsa”. Sometimes several miniatures are made on an event or plate from the Nizami Five and this analysis has formed a certain tradition [4, p. 236]. For example, in Nizami's epic “Khusraw and Shirin” from 1384 to the beginning of the XIX century, 126 miniatures were made on the plate where Khusraw saw Shirin bathing in spring water [5, p. 127-133]. Among them, the paintings drawn in the early XV century, regardless of the stylistic differences of each artist, have the following aspects that are mandatory for these miniatures [2, p. 50]:

- A certain position of Khusraw on horseback is that the hand must go towards the face and put its fingers on the lips;
- The condition of combing the hair of the dessert while sitting in the water;
- Sweet horse grazing in the distance;

- A tree full of bows and arrows;
- Shirin's dress, hat, and boots tucked away on the water's edge.

Regardless of the city in which it was created, the fact that the participants are repeated in this way shows that they have formed a tradition of compositional construction on the same theme, writes Muqadima Ashrafi in her book. The Samarkand miniatures on the same theme (p. 41b) [6] can be attributed to the above idea, and according to tradition, the usual pattern of heroes and objects is completely repeated. Only the differences in this are reflected in the uniqueness of the image of the characters, in the plates of nature that carry them in their arms.

There are three types of miniatures in the manuscripts of Nizami's "Khamsa":

1. Miniature - illustration.
2. Miniature - interpretation.
3. Decorative miniatures (frontispis, under the rosin or miniatures at the end of the manuscript) [5, p. 13].

The first two rounds play an important role in the interpretation of the miniature work. While a miniature-illustration is more of an interpretation of a plate, an interpretive miniature serves to explain the text of a work of art and absorb it into the reader. Because in these miniatures the main focus is not on the plate itself, but on the general idea of the work, its generalization. In Oriental miniatures, the generalization of the idea of a work of art, its expression through symbolism, is of paramount importance. As a result, the "pursuit of meaning" of poets and artists has intensified [9, p. 231]. For example, KhusrawDehlavi in the epic "Majnun and Layli" Majnun meets his father in the desert. The artist depicted the meeting in the garden in his miniature [9, p. 170]. Such inconsistencies between the text and the miniatures can be found even in the miniatures of Nizami's "Khamsa" [5, p. 32-35].

It is known that Movarounnahr has long been a center for compiling and collecting books. The famous Samanid library described by Ibn Sina alone testifies to the rich tradition of collecting books and preserving them in this country [2, p. 10].

Until the 15th century, the collection of mostly scientific literature was a priority. Only from the 15th century onwards gradually the collection of manuscripts of poetic complexes decorated with miniature paintings began to dominate.

At the beginning of the 15th century, the magnificent miniatures of Junaid painter Sultani, who was educated by the Baghdad artist Shamsiddin, showing the sources and styles of Samarkand miniatures, have come down to us. Miniatures by JunaidSultani for the Khamsa ofHodjaKirmoni in Baghdad in 1396 (London, British Library), a shining example of the Baghdad style of painting in the late fourteenth century. The landscapes and palaces in these works served as the basis for the painting of the 15th century [2, p. 14].

It is also known that the miniature depicting Ulugbek's hunting trip from his time to the present day is kept on a separate sheet in 1946 at the Frira Art Gallery in Paris and published in 1969 in the magazine People of Africa and Asia by G.A.Pugachenkova. According to G.A.Pugachenkova, this miniature was created in 1441-1442 and depicts a clear historical landscape - Ulugbek, his 4 wives, sons Abdulatif and courtiers. The compositional structure of

the work and the depiction of the characters show that this miniature was originally a complete double-edged sword - the right side of the diptych that has survived to the present day, if derived from the essence of the text at the bottom of the page; it was designed to decorate the manuscript of the lyrical epic of Khusraw and Shirin. If we recall the opinion of the Samarkand state that Ulugbek was devoted to the poet Nizami, we can conclude that this miniature decorated Nizami's epic "Khusraw and Shirin", writes Muqaddima Ashrafi in his book [2, p. 14].

In Eastern poetry, it is well known to us as a literary method that two heroes know or fall in love with each other through a picture. The heroes of Firdavsi, such as Farhod, Shirin, BahromGor, Som, Nizami, Amir HusravDehlavi, AlisherNavoi, are also known or loved through the image copied from the living image [2, p. 37].

These miniatures, designed for Nizami's "Khamsa" in 1446-1447, give a broad idea of the role of the Samarkand school in solving various topics, in the interpretation of the interior of the palace, landscapes, images of people and animals [2, p. 48]. 5 paintings decorated the epic "Khusraw and Shirin", 3 miniatures "Layli and Majnun", 7 miniatures "Haft Paykar", 3 photos "Iskandarnoma". Nizami's favorite miniatures for "Khamsa" are "Khusraw's Seeing Shirin in the Bath", "The Battle of Layli and Majnun Tribes", "Majnun Among the Animals in the Desert", "Bahrom in the Palace with One of the Beauties", "Alexander the Great's Visit", Alexander and the Mermaids and etc [2, p. 49]. All the illustrated copies of Nizami's "Khamsa" contain miniatures on the above themes.

In the composition construction based on ragns, we can see the method of emphasizing the color orange - in the miniature "The madman exchanges his clothes and his horse for captive oxen". Below the hill on a light purple background, which occupies almost the entire composition, is depicted a shepherd tying Majnun and the oxen with a horse in the background. The left part of the composition is occupied by a madman in a blue dress and a shepherd in a sloppy dress [2, p. 53]. To the right is a white horse with an orange saddle. The orange color of the saddle is repeated in the lining of the garment that Majnun offers to change, in a small sack hanging from the shepherd's waist, then as if this color is scattered, the very small echoes of the grass covering the hill begin to resound in the delicate lines on the hill. Colors served as one of the main tools of compositional construction for this great artist.

The image at the beginning of the text of the Samarkand manuscript "Khamsa" is also made in the traditional style. The twin is based on an unbiased theme - the "Palace Feast" - / 1 = b - 2 = pages / theme, with servants carrying tables full of treats to the left of the diptych, a group of young guests standing guard; on the right is a picture of a ruler, musicians, and guests sitting with their beloved under an umbrella. The events take place in front of the palace, in a courtyard lined with energetic bricks and luxuriously decorated walls [2, p. 55].

Nizami's painting "BahromGor in the White Castle with the Princess" [6] based on the manuscript of "Khamsa" copied in 1446-1447 gives a good impression of how the interior of the buildings of the Samarkand school was solved.

Miniatures of the Ulugbek period are distinguished by a unique solution to the image of natural landscapes, architectural monuments, characters. Samarkand artists are not interested in large-scale depiction of architectural buildings from afar. We see the opposite in the miniature "In front of the Majnun Kaaba" [6] based on the manuscript of Nizami's "Khamsa" copied by Herat artists in 1445-1556. Artists from Samarkand emphasized only the vertical and horizontal aspects

of the building, depicting everything symmetrically through the planes. The trunks of the people are also placed vertically, which is proportional to the vertical lines of the buildings and trees [2, p. 59].

Here is some information about KamoliddinBehzod, one of the most prominent artists of that period.

KamoliddinBehzod was born in 1455 in Herat to a family of craftsmen. His interest in painting and painting awakens in him very early, and MawlanaMirak takes him as an apprentice. MawlanaMirak was also a book illustrator. KamoliddinBehzod returned to Herat in Tabriz in 1522-1524 and worked there until the end of his life. Behzod fights for the works of great poets; miniature compositions depicting hunting scenes; illustrations, portraits worked. He decorated Saadi's "Boston", "Gulistan", Nizami's "Khamisa", KhisravDehlavi's "Khamisa", Sharafiddin Ali Yazdi's "Triumph of Temur", AlisherNavoi's epics with his miniature compositions. The portraits of Navoi, Jami, Hussein Boykaro, and Shaibanikhan by KamoliddinBehzod symbolize the artist's maturity in this art. The following is information about some manuscripts of "Khamisa" epics by KamoliddinBehzod.

The British Museum has five paintings by NizamiGanjavi in one of his "Khamisa". (The rest of the pictures in the book do not belong to Behzod's pen.) [13, p. 92] This copy of Nizami was copied in 1442 and contains four paintings by Behzod, executed in 1493, and was one of his first royal works. All of them have Behzod's signature. This copy of "Khamisa" has a picture of Layli and Majnun's love in the madrasa.

Another copy of Nizami'sKhamisa, which is on display in the British Museum (according to Martin), contains 16 paintings by Behzod. This copy is the signature of Jahangir Sultan (1605 - 16270) of the Baburi dynasty, and it is noted that the paintings were mainly made by Behzod, MawlanaMirak and Qasim Ali [13, p. 99].

There are also paintings by Behzod in the epic "Layli and Majnun" by Amir KhisravDehlavi, which are kept in two copies in the Saltikov-Shchedrin People's Library in Leningrad. In one of the manuscripts (inv.№395) two of his paintings are elegantly executed: one depicts the time of Layla and Majnun studying in a madrasa, which was done in 900-1495 [13, p.105]. On page 23 of another manuscript (inv. № 394) there is a photograph of Behzod depicting Layla and Majnun in the desert [13, p. 108]. The four paintings in Amir KhisrawDehlavi'sKhamisa, copied by Muhammad ibn Azhar in 1485, belong to Behzod. This painting was published in 1912 in Munich by the Swedish orientalist F.R. Martin [14, pp. 9,16,18,21].

Another copy of Nizami'sKhamisa manuscript, kept in the British Museum, contains masterful drawings by MahmadMuzzahib, a student of Behzod from Kamolid.

Below are some of the manuscripts of the Khamisa epics, which contain photos and miniatures. According to NaimNorkulov and IlyasNizomiddinov's book "Plates from the History of Miniatures", a total of 10 miniatures were drawn on the Khamisa epics of KhojuKirmani, NizamiGanjavi and Amor KhusrawDehlavi. The most miniature and illustrated Khamisa epics are in the manuscript of NizamiGanjavi'sKhamisa epic. It is obvious that NizamiGanjavi's "Khamisa" was one of the most popular works of any period.

Moreover, from the process of studying historical manuscripts, it can be understood that Herat was generally a group of skilled craftsmen, artisans, architects, calligraphers, painters; has

become a place of great personalities whose names still remain in history. As Zahiriddin Muhammad Babur said, there was no city in the world like Herat. The person who led Herat to this level was Hazrat Alisher Navoi [15, p. 42]. It is very fair to say about this in “Boburnoma”: “I do not know Alisherbek as a coach and a cover for all seasons and all professions. Ustaz Kulmuhammad and Sheikh Noyi and Husayn Udiykim were sozdasaromad, who developed and became famous with the upbringing and strengthening of the bey. Master Behzod and Shah Muzaffar became world famous due to the efforts and efforts of the bey in the image. It's good that so many people have succeeded in the world”.

There are a number of miniatures of Navoi's manuscripts, which are found in the world's manuscript collections.

Navoi's Khamsa, copied in 1591, contains a number of miniatures, but they are more elaborate [16]. Nevertheless, Khamsa is significant for its closeness to the time of writing and for its non-traditional writing [4, p. 236].

The epic “Farhod and Shirin” from the manuscript of Navoi “Khamsa”, copied in 1824 by the decree of the Khan of Kokand Amir Umar Khan, also includes a miniature depicting Khusraw seeing Shirin bathing in the spring water [17, p. 275]. In the East, when illustrating works of art with miniatures, it was not considered important that the picture corresponded to the text of the work. This is probably due to the fact that stereotypical compositions can more widely express the literary tradition” [5, p. 29].

In 1983, on the basis of the fund of the Hamid Suleymanov Institute of Manuscripts (now in the Oriental Studies University of the Academy of Sciences of Uzbekistan), Muhammadjon Hakimov wrote in his book “Description of Manuscripts of Navoi Works” that there were three miniature manuscripts of Navoi epics.

1. Manuscript “Khamsa” inventory number 2630-I contains 18 miniatures. The photos do not have the artist's signature. According to the palaeography of the manuscript and the method of processing the miniatures; it is a product of the Bukhara school of miniatures of the XVI century [14, p. 9]. A unique copy of the work adorned with exquisite calligraphy, book and miniature art. At the end of the Khamsa epics, the Lisonut-tayr was added, and the date of copying was recorded at the end of each copy. Hayrat al-Abrar consists of 46 pages, starting from page 1b and ending on page 46a, written in the month of Muharram 23 (Hijri 22 March 1579). Layla and Majnun consist of 40 pages, starting from page 47b to page 86b and copied in 1 Rabiul-Awwal (April 28, 1579 AD) in 987 AH. Farhod and Shirin consisted of 65 pages and ranged from page 87b to page 151a and were written on Saturday (June 27, 1579 AD) before the 2nd Friday of 987 AH.

Sab'ai Sayyar was written on 50 pages and from 152b to 201b and on 25 Muharram 258 AH (March 12, 1580 AH) and finally Saddi Iskandari wrote 79 pages from 202b to 280a AH, 988 AH 2 Rabiul-Awwal Muharram (1520 AD). April 26). The scribe who copied the manuscript mentions his name as Abdulwahhab al-Khajazi, Ibn Abulmakarim Abdulwahhab, Abduwahhab. Hence, it is clear from these signatures that the full name of the secretary was Ibn Abulmakarim Abdulwahhab al-Hijazi. According to the narration of al-Hijazi in the name of the scribe, we can say that this manuscript was copied in Hijaz. Secretary al-Hijazi must have taken the ratio for a reason, probably because he was in Arabia. The book marks of the copy show the features of Central Asia on the cover, paper, letters and other symbols in comparison with the

16th century manuscripts in the fund of the Institute of Manuscripts. Therefore, according to preliminary inspections, the copy was copied in Bukhara.

There are four different stamps on the finished page of each work in the manuscript. These should be the personal seals of the people who kept the manuscript.

At all times there are also races. However, the words poygir were erased on some pages at the time of reading the manuscript, as the poygir was placed very under the border.

The manuscript used *novvotrang* (like *sweet crystal*), a thin, shady, quality paper made in the East. Copied in a small, elegant Nasta'liq letter. The text is written in black ink, the headings are written in red (red) ink. The text on each page consists of 25 lines with four columns. Occasionally there are slashes (four lines in a row).

The copy is artistically highly embellished. It reflects all the achievements of the Bukhara manuscript of the XVI century. On pages 1b - 2a the text is arranged in two columns, surrounded by patterns with golden water and various colors, flowers are drawn. It made up a unique, wonderful twin. There is a gold plate at the beginning of each piece. Each of them has a different look and does not look like each other at all. An elegant gold table is drawn for the text. The copy contains 18 miniatures in accordance with the plot of the epics.

This copy is a unique source for studying the texts of the Khamsa epics and the influence of the Khamsa plots on the development of miniature art in Central Asia in the 16th century.

Original, leather, embroidered, lid cover. Some sheets were repaired once.

Number of sheets - 280 (vv. 1b - 280a). The size of the text is 13x23. The size of the manuscript is 21x32.5.

Bibliographic information: M.Hakimov. "Khamsa" dynasty - "Science and life", 1980, issue 7, pages 18-19; That author. Copies of Navoi "Khamsa" in the fund of the Institute of Manuscripts of the Academy of Sciences of the USSR. - Literary heritage. 17. Tashkent, 1981; R.Hidoyatova. Navoi's works - in miniatures. - "Art of Soviet Uzbekistan", 1980, No. 9, pages 16-17 [16, p. 118].

2. There are some miniatures in Navoi "Khamsa", inventory number 2752, copied in 1591, but they are more elaborate [16]. One of the oldest and most revered, but inaccurate, tried-and-true copies. The beginning and end of the manuscript have been dropped.

At the end of the saga, after 290 interests, the position of the six pages alternates. At the end of the epic "SaddiIskandariy" the text is interrupted by 174 bytes.

The history of the copying of the manuscript comes only at the end of the epic Hayratul-abror. Subsequent works in the copy do not make history. The location of the secretary and bookstore is also unknown. According to MuhammadjonHakimov, the book was probably copied in Bukhara. Because the style of writing of the copy is very similar to the style of other manuscripts copied in Bukhara in the second half of the XVI century. An independent poetic dictionary was written by an unknown person in the margin of pages 202b, 203a, and 203b of the manuscript. The dictionary is called "NisobiNavoi". This small dictionary of 76 verses is of great linguistic significance, as the Persian meanings of the old Uzbek words found in Navoi's works are explained in poetry.

Not all the pages of the manuscript show a rug, which was hidden during the repair. Leaky, thick Oriental paper.

The text of the copy is written in black ink, the captions are written in red (crimson) ink. Clear and fluent, elegantly copied in a beautiful *nasta* letter. Each page has four columns of 22 rows. At the beginning of each epic (vv. 42b - 43a, 107b - 108a, 151b - 152a, 211b - 212a) there is a space for double editing, ie 10 bytes of text are written in the middle of these pages, leaving a blank space. The text on the pages was written according to the rules, and the table and column rows were not drawn. There are 3 miniatures (vv. 56b, 78a, 90a) on the epic "Farhod and Shirin". Unfortunately, the artist's work was not completed in these paintings, and several pages were left blank for drawing (vv. 54a, 264b, 268a). wanted to destroy. However, this work was left in the hands of the miniature artist, and did not pass into the hands of the tablet.

The first, a curly, patterned, ornate cover. The faces of the patterns were given gold water, which they spilled.

The manuscript was tried, the pages were moved, many pages fell from the beginning (Chapter 15 of Hayrat al-Abrar), and two pages fell from the end.

Once the copy has been repaired, most of the sheets are thinly glued to the edges and margins. Number of pages - 296. Text size - 11x20. The size of the manuscript is 16x17 [19, p. 120]. Nevertheless, Khamsa is significant for its closeness to the time of writing and for its non-traditional writing [4, p. 236].

3. The next manuscript we have studied is the manuscript of Navoi "Khamsa", which is now kept in the Museum of Literature named after AlisherNavoi of the Republic of Uzbekistan, copied in 1824 by the decree of the Kokand khan Amir Umar Khan, his epic Farhod and Shirin is also given a miniature depicting Khusraw seeing Shirin bathing in a spring [17, p. 276]. In the East, when illustrating works of art with miniatures, it was not considered important that the picture corresponded to the text of the work. This is probably due to the fact that stereotypical compositions can more widely express the literary tradition" [5, 29]. We will cover this in more detail in later chapters. Now we need to give a little information about the paintings on the epics of AlisherNavoi, composed by Hamid Suleiman. "The paintings in the album based on AlisherNavoi's epics are among the classic examples of the Theurian period art, which reached the stage of high development in Khorasan and Central Asia in the first half of the 15th and 16th centuries. These paintings were created as illustrations for the epics of *Hayratul-abrar*, *Farhod and Shirin*, *Layli and Majnun*, *Sab'ai Planet*, *SaddiIskandari* and *Lisonut-tayr*. The painter, Dost Muhammad, and Mahmud belong to the mujahideen.

The photos included in the album include AlisherNavoi's Khamsa Manuscript for Badi'uzzaman in 1485 in Herat (Bodleian Library of Oxford Dorulfunu, № 287, 317, 339, 408), Navoi College in Paris between 1525 - 1527 were taken from the manuscripts of separate epics copied in the first half of the twentieth century (Oxford dorulfunu's Bodleian Library № 318, 340, Paris Milly Library, Suppl. Terc 996, Windsor Palace Library MS 65) [19, p. 120]. In the introduction to the album that says. Below is a list of photos included in the album:

1. The number of miniatures of different names in the manuscripts of the Oxford Dorulfunu kept in the Bodleian Library is 24.

2. There is a copy of the manuscript kept in the library of the Windsor Palace, which is only 16.5x24 cm in size, and on page 36a there is a miniature of the king's conversation with the imam in the bathroom.

3. 4 miniatures with different names are drawn on the copy of the manuscript kept in the National Library of Paris.

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DOI: **10.5958/2249-7137.2021.00983.6**

MANUFACTURE OF SILK KNITTED FABRICS IN THE ACTIVITIES OF TEXTILE ENTERPRISES

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ABSTRACT

This article develops a conclusion and proposal based on the results of specific scientific research on the production of silk fabrics in textile enterprises, technologies for obtaining natural silk products. The main challenges facing enterprises specializing in the production of knitted goods in the country are to increase the export potential of the country, increase the range and quality of products in domestic and foreign markets, import substitution using local raw materials, high physical, mechanical and hygienic properties and meet seasonal requirements. production of knitted goods. In the joint ventures specializing in the production of knitted goods in the country, the products are mainly made of cotton yarn.

KEYWORDS: Knitwear, Cotton yarn, Silk fabric, Weaving, Yarn and yarn, Natural silk, Silk component, Assortment.

INTRODUCTION

The main challenges facing enterprises specializing in the production of knitted goods in the country are to increase the export potential of the country, increase the range and quality of products in domestic and foreign markets, import substitution using local raw materials, high physical, mechanical and hygienic properties and meet seasonal requirements. production of knitted goods. In the joint ventures specializing in the production of knitted goods in the country, the products are mainly made of cotton yarn. This limits the range of products. Also, the technological capabilities of modern knitting machines installed in existing joint ventures have not been sufficiently studied. Therefore, to take full advantage of the technological capabilities of knitting machines installed in joint ventures, expand the production of domestic consumer goods through the use of silk yarn, one of the local raw materials, to develop import-substituting

competitive, high-quality knitted products that meet domestic and foreign market requirements release is one of the current problems of today.

MAIN PART

In the context of the transition to a market economy, the country has adopted more in-depth directions for the processing of raw materials and identified a reduction in fiber exports by increasing the supply of yarn [2]. This requires a special approach to the problem of improving the quality of silk products by improving the quality of silk yarn. To solve this problem, research has been conducted for several years to expand the range of products by developing new linear density silk yarns from natural silk assortments. In addition, research is carried out in specialized scientific and design organizations, the association "Mikotem", several research institutes. During the research, a technology was developed for the production of yarn and yarn, mainly natural silk yarn mixed with chemical fibers. The use of new types of yarn and yarn for knitting products will allow to expand the range of products. In this regard, V.A. Usenko developed a technology for obtaining a mixture of silk fiber waste with wool [3]. This technology has been tested on top knitwear, perfumery and a wide range of fabrics. The application of the silk component increased the tensile strength and elongation properties of the fabric, as well as gave softness and softness to the finished product. However, this technology has not been used in manufacturing due to a lack of demand-driven equipment.

More recently, research has been conducted on the production of yarn by mixing natural silk waste with nitron [4], lavsan [5], wool [6] and other types of fibers. X. Alimova [7] in her research work described in detail the methods of improving the quality and processing capacity of silk yarn in automatic cocoon spinning and created a scientific basis for waste-free technology in the processing of natural silk [8]. A number of scientific works on the development of new technologies for the production of natural silk yarn [9], the design of high-density silk yarn using low-grade defective cocoons, the creation of semi-component complex yarns with similar properties to natural silk, containing chemical and natural fibers known. Foreign scientists are also working on the widespread use of silk yarn. Indian scientists [10] have proposed a technology to obtain a silky texture similar to chemical fiber polyester. According to the author, a large export can be achieved with silk fabrics obtained from a mixture of a certain amount of natural and artificial fibers. According to U.S. experts [11], the most popular blends in the knitwear industry are: cotton-silk, linen-silk, silk mixed with fine fibers, silk mixed with wool fibers. Japanese scientists have developed and patented a method for obtaining mixed-shape yarn by wrapping staple fibers of silk yarn with chemical fibers in a special spinning machine of chemical fiber [12]. It is more convenient to produce yarns of a new structure at the expense of non-standard effects. Much research in this area has been done by Japanese scientists. In particular, M. Midzude [13] developed a technology for obtaining a new type of yarn under the name "new feature silk yarn" (shens), "thin silk" (beauty silk) [14] and using them in the production of various silk products [15]. The first steps in this direction have been taken and need to be developed. Based on the studied literary sources, internet data and the above analysis, it became clear that new types of silk yarns, their blends with other types of yarns and the creation of technologies for their production are constantly being researched. Such research has been carried out extensively, mainly in the field of weaving in the manufacture of fabrics. Recently, in the knitting industry, the production of knitted products is gradually developing, using silk yarn and its mixture with cotton yarn.

RESULTS AND DISCUSSION

The knitting industry is an important branch of the textile industry. The range of products made in this industry is diverse, they include tops, underwear, socks and more. Knitted products are mainly made depending on the type of fabric. There are many types of fabrics in the knitting industry, and most pressed knitted fabrics are used for underwear and outerwear products. Pressed knitted fabric is a group of fabrics with high shape retention properties. Tissues consisting of loosely connected (nabroska) rings with interlocking rings are called pressed tissues. Or press knitwear is a fabric in which the yarn is placed on all the needles and no rings are thrown from some or a group of needles. When weaving press knitwear, the yarn is put on all the needles to form new rings, but not all of them throw away the old rings. Pressed knitted fabrics can be single- or double-layered, crocheted and patterned, woven horizontally and vertically.

The following knitting effects can be achieved when weaving press knitted fabrics.

1. A row is placed side by side with normal, colored rings in size with unattached (nabroska);
2. Openwork (perforated);
3. Resilient;
4. Embossing.

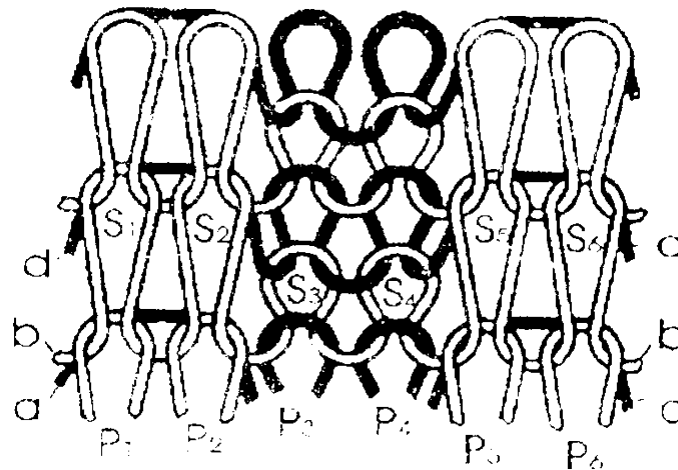


Figure 1. Different annealing rings of Polufang 2 + 2 tissue.

Figure 1 shows the different structures of the pressed tissue. It is obvious that they have perforated, reflexive, embossed effects. The creation of the so-called "Mikromesh" and "Nonran" structures of press fabrics puts a sharp limit on the number of cases when women lose their thin, transparent socks. It was clear that if any loop of silk socks woven with glad tissue was cut, the rings on this ring column would instantly be torn both upwards and downwards. The inclusion of loose rings in the tissue structure causes it to expand in width and shrink in length. In general, the presence of unconnected rings tends to extend the width of the tissue ring columns, the rings being connected by two points rather than by four points.

Therefore, the unattached rings do not participate in the formation of the pressed tissue surface and allow the rings of the soldered ring columns to be suspended. There are a wide range of methods for obtaining pressed knitwear, the simplest of which is that if one or a group of needles are not compressed to form a loop, then all the needles are inserted together with the old loops in the core of the hook. the compressed needle is inserted under the hook without moving the old rings. No compression operation was performed on needles I1, I2, I3. That is, the thread is bent into rings N1, N2, N3 and inserted under the hook, because the hook of I2 is not compressed, its old loop is not pushed over the compressed loop like S2, S1 and S3, but folds into a new bent loop and forms an unattached loop. If the compression operation is performed on all needles in the next loop row (Fig. 1.7, b), N (nabroska), which is not connected to the old ring S2, is thrown from the needle I2 at once. If the compression operation is not performed 2-3 times on any needle, then these rings will bend and an embossing effect will be achieved on the surface of the future tissue. If the ring is caught in the needles without dropping, a new row of rings will not form, which means that it will not affect the overallity of the machine.

CONCLUSIONS

One of the important conditions of the Uzbek economy is the improvement of technologies in the textile industry, increasing production capacity, delivery of raw materials to the finished product and increasing their competitiveness in the world market. The Government of the Republic of Uzbekistan is taking a number of measures to address this issue.

Deep structural changes are taking place in the Republic of Uzbekistan through the renewal and modernization, diversification of production at textile enterprises.

However, shortcomings in the full use of production capacity, fixed assets, increasing labor efficiency in a number of sectors lead to an unreasonable increase in the cost of production. The main reasons for this are:

First, with the participation of interested ministries, departments, business associations, companies and enterprises, it is necessary to develop a program of comprehensive measures for each industrial enterprise to reduce the cost of production in industry by 10-15%;

Second, it is necessary to critically analyze the level of processing of agricultural raw materials in domestic enterprises and identify existing resources and opportunities for its development, as well as to accelerate the development of processing industries, increase the range and improve the quality of consumer goods. ;

Third, in today's highly competitive environment, it is necessary to reconsider the work in this direction in order for our products to be in demand in the global and regional markets and take a strong place. At the same time, it is necessary to further strengthen the incentives for export-oriented enterprises to expand the production of consumer-friendly, highly liquid products in foreign markets, to develop additional measures to provide them with new benefits and preferences;

Fourth, to adopt a separate Government decision to expand the export fairs of industrial enterprises and other industries producing competitive products in the country, as well as to use modern methods of selling products, to involve our major manufacturers in prestigious international fairs to present their products and conclude new export contracts. should.

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DOI: **10.5958/2249-7137.2021.00834.X**

COGNITIVE DISORDERS IN SCHIZOPHRENIA

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ABSTRACT

Currently, there is evidence that schizophrenia is associated with impairment of many cognitive functions (Green M.F. et al., 2004). They are found in healthy relatives of the first degree of kinship, in patients - already in childhood, in the premorbid condition of the disease, most clearly manifested in high-risk states - psychopathological diathesis (Sheinina N.S., Kotsyubinsky A.P., Skorik A.I., Chumachenko A.A., 2008; Sofronov A.G., Spikina A.A., Savelyev A.P., Pashkovsky V.E., 2011). In the prodromal period of schizophrenia, there is an increase in cognitive deficit associated with morphological and functional changes in the brain, which leads to the development of psychosis (Yanushko M.G. et al., 2014; Welham J. et al., 2009), during which cognitive disorders persist (Lesh TA et al., 2011). Patients with endogenous psychosis, already at the first hospitalization, have impaired cognitive functioning, and in patients with schizophrenia they are most pronounced (Reichenberg A. et al., 2009). While in the ICD-10 cognitive impairments are noted only sporadically as diagnostic criteria (for example, speech impoverishment in schizophrenia), the DSM-V emphasizes the clinical importance of cognitive dysfunctions for verifying psychiatric diagnoses (APA, 2013). The possibility of including cognitive impairments in the number of diagnostic signs of schizophrenia was considered, which was rejected due to the lack of sufficient data to differentiate cognitive function in schizophrenia and other disorders. Cognitive deficits, for which effective remedies are currently lacking (Vingerhoets WA et al., 2013), are associated with the problems of social functioning of patients and functional outcome (Sofronov A.G. et al., 2012; Milev P. et al., 2005) ; Prouteau A. et al., 2005; Torrey EF, 2006), prognosis of schizophrenia (Kahn and Keefe, 2013).

KEYWORDS: Schizophrenia, Cognitive Disorders, Neurocognitive Deficits, Mental Disorders.

INTRODUCTION

In recent decades, there has been an increased interest in the neurobiological underpinnings of schizophrenia and cognitive functioning in psychiatry. Neurocognitive deficit (NCD) in schizophrenia is considered as the "third group of symptoms" along with positive and negative disorders [12]. It is believed that neurocognitive deficit largely determines the social and therapeutic prognosis of the disease, and also affects the formation of other psychopathological symptoms [8, 27]. The latest advances in molecular biology, genetics, and neuroimaging, together with the accumulated knowledge about the significant similarity of the clinical manifestations of these two endogenous mental disorders, the commonality of diagnostic and therapeutic principles, make us think about changing our ideas about the dichotomous model of endogenous psychoses [6, 19, 24]. One of the factors that initiated the revision of these concepts are data from studies of cognitive impairments in patients with endogenous psychoses. It was the separation of cognitive deficits into a separate cluster of disorders, first in schizophrenia, and then in affective psychosis, that caused a new wave of interest in neuroimaging research and coincided with the latest advances in molecular genetics, which allowed researchers to gain a new look at many previously considered unshakable postulates ... Cognitive dysfunction, as evidenced by the results of numerous studies, is one of the central links in the etiopathogenesis of schizophrenia, and therefore it can be distinguished into a separate pathological cluster, by analogy with positive and negative symptoms [4, 16]. Cognitive decline in patients with schizophrenia precedes the development of mental illness and is a genuine disruption in the flow of information processes. The need to take cognitive impairments into account in experimental psychological studies of schizophrenia was noted in many works, for example, E. R. Isaeva showed that for the choice of constructive coping with stress, an adequate cognitive assessment of the social situation is important [42]. In cognitive impairment, according to VG Morogin, it is necessary to take into account the motivational side of cognitive processes in schizophrenia [43]. That is why foreign scientists have focused their main efforts on the study of cognitive processes proper. Researchers emphasize the importance of studying, within the framework of neurocognitive deficit, attention disorders (mainly selectivity), limitations of auditory and visual working memory, decreases in the speed of reaction and activity of mental (information) processes and disorders of executive functions - functions of programming, regulation and control of mental activity [26, 27]. Thus, according to foreign authors, the basic cognitive functions include memory, attention, and performance functions. There are several types of cognitive impairments: - I type of impairment is associated with the functions of attention: concentration, stability and selectivity, decreased purposefulness of activity, etc. - II type of impairment is associated with mnemonic functions: visual and auditory speech memory, reduced accuracy when copying, etc. - III the type of impairment includes executive functions: hand-eye coordination, speed of learning, planning and change of attitude, control over activity, speed of sensorimotor reactions [44]. Researchers disagree about the stability of ICD in schizophrenia. Some authors consider neurocognitive deficit to be quite stable and not undergoing changes during the course of the disease [28]. Others believe that the dynamics of cognitive impairment is ambiguous: in some cases, there is an improvement in performance compared to the period of the manifest, in others - further deterioration [11]. In addition, at present, researchers are trying to conduct a comparative analysis of basic cognitive functions in patients with schizophrenia, organic brain lesions, depression and neuroses [45].

Cognitive impairments occur even in the prodromal stage of psychosis, remain relatively stable throughout the course of the disease and largely do not depend on its clinical manifestations and antipsychotic therapy [7]. The parameters of cognitive functioning are important indicators of the level of social functioning of patients with schizophrenia, regardless of their clinical status [10]. A wide range of cognitive functions affected by disease include attention, perception, learning ability, and psychomotor skills [31,32]. Cognitive deficits in schizophrenic patients are also manifested in impaired ability to plan, initiate, and maintain targeted strategies. In the implementation of full-fledged cognitive control, many areas of the cerebral cortex are involved, including the dorsolateral prefrontal cortex, medial frontal cortex, and parietal regions [30]. Studies on the relationship between the prefrontal cortex and working memory led to the assumption that it is the prefrontal cortex that is the main lesion zone in schizophrenia, which leads to impaired working memory, performance skills, abulic symptoms, and behavioral disorganization. Interacting with the sensory, motor, and subcortical regions of the brain, the prefrontal cortex plays a major role in integrating external information and coordinating the subsequent behavioral response [21, 22]. Cognitive control is, in fact, the ability to maintain an algorithm of appropriate behavior in response to a specific situation that requires priority selection. Weakened cognitive control leads to insufficiency of the corresponding clusters of higher psychological functions. Recent studies highlight preventive and reactive types of cognitive control, within the framework of the theory of "double control mechanism" proposed by T.Braver et al. [2].

The preventive type of cognitive control is described as a mechanism of purposeful retention of information that optimally mobilizes attention, perception, and readiness to respond in advance of an event requiring cognitive tension. At the same time, the reactive type reflects the current, momentary cognitive control when performing tasks. Due to its relationship with sensorimotor regions, the dorsolateral prefrontal cortex plays a central role in maintaining a preventative type of cognitive control, which is reflected in increased blood flow when performing appropriate cognitive tests on functional MRI. Reactive control, in turn, is associated not only with an increase in blood flow in the dorsolateral prefrontal cortex, but also in the anterior cingulate gyrus [18]. In healthy volunteers, when performing tasks, the preventive type of cognitive control predominates. Patients with schizophrenia are more likely to include reactive control mechanisms at the initial test performance, including due to insufficient perfusion in the prefrontal cortex. Later, when the tasks are repeated, the prefrontal cortex is activated, leading to a change in the type of cognitive control to the preventive one [2,34,38]. In most cases, the debut of psychosis in schizophrenia occurs in adolescence and young age, while cognitive deficit becomes evident long before the clinical manifestations of the disease, even in childhood or adolescence [4, 23]. It is assumed that cognitive deficit increases during the prodromal period along with morphological and functional brain changes, which ultimately leads to the development of psychosis [20]. Such changes lead to disturbances in various neuropsychological clusters [5]. Thus, cognitive deficits can be a predictor of the subsequent development of psychosis. New data on the role of cognitive deficits in the pathogenesis of schizophrenia have caused an increase in the number of studies aimed at studying the pathophysiological mechanisms of cognitive impairment and on possible ways to correct them [39, 40]. Despite all the advances in molecular genetics and biology, progress in the development of drugs to improve cognitive functioning in schizophrenia has not been significant. To date, there is no consensus on the effect of second-generation antipsychotic therapy on cognitive functioning in patients with

schizophrenia, and on the use of adjuvant drugs to correct cognitive deficits [36, 37]. Clinical studies of the possibility of using various stimulants of nicotinic, GABA-ergic receptors are being conducted, however, none of the investigated drugs has been registered as a stimulant to improve cognitive functioning [3, 9]. However, encouraging results are also emerging. So, N.V. Maslennikov et al. [35] describes the positive dynamics in the state of cognitive functioning in depressed patients with schizophrenia after a course of transcranial magnetic stimulation. Comparison of the profile and severity of neuropsychological deficits in patients with schizophrenia and in patients with other endogenous psychoses can make a significant contribution to understanding the pathogenesis of these disorders and to nosological models of psychotic disorders in general. Data from numerous studies indicate that patients with other endogenous psychoses also exhibit abnormalities in the profile of cognitive functioning [33, 29]. Most studies compare cognitive deficits in schizophrenia and bipolar disorder. There is sufficient evidence that cognitive impairment is common in patients with affective psychosis. For example, one study indicated that cognitive impairment occurs in 84% of patients with schizophrenia, 58.3% of patients with depression with psychotic symptoms, and 57.7% of patients with psychotic symptoms in the context of bipolar disorder [25]. Some studies argue that patients with schizophrenia have more pronounced neurocognitive deficits [25], in other studies, differences in the severity of cognitive impairment between patients with schizophrenia and bipolar disorder with psychotic manifestations have not been identified [14, 15]. Psychotic symptoms in the clinical picture of bipolar disorder are a factor aggravating cognitive deficits. One meta-analysis confirmed the evidence that patients with psychotic depression have more manifestations of cognitive deficits than those with depression without psychotic symptoms [29]. Despite numerous studies of cognitive functioning in bipolar and unipolar affective disorder, there is still no consensus on the neuropsychological profile characterizing affective psychoses. Currently, there are three main hypotheses of cognitive impairment in affective psychosis. The first of these, the so-called "diffuse", provides that patients with depressive disorder suffer from global or diffuse cognitive decline [17]. The second is the hypothesis of specific cognitive decline, which suggests that depressive disorder is associated with a marked decrease in specific cognitive parameters, mainly executive function and memory [1]. According to the third hypothesis, patients with major depression experience cognitive deficits when performing tasks that require cognitive efforts, while they do not show cognitive decline when performing automatic tasks. Automatic cognitive functioning implies a response in response to a stimulus, while tasks requiring cognitive tension include attention functions and cognitive abilities in general in response to presented tasks [13]. Recent studies have demonstrated disagreement in the assessment of cognitive impairment in patients with depression, since none of the cognitive functions characterizes this particular pathology. Moreover, not all patients show the same severity of cognitive deficits. Differences in research results are explained by different methodological approaches, such as the inclusion in the study of patients with different degrees of severity of depression, different clinical subtypes of the studied conditions.

Based on the analysis of literature data and the results of numerous studies of neurocognitive deficits, it can be stated that no convincing differences in neurocognitive deficits in patients with schizophrenia, affective disorders, and organic brain lesions have yet been identified. In general, despite the popularity and high density of scientific research in the field of neurocognitive deficit, this phenomenon remains poorly understood and, unfortunately, is practically not used in the work of Russian psychologists. In this regard, it should be noted that at present, the

methodological approaches to the study of disorders of mental processes in Western clinical psychology and Russian psychology differ significantly. The founders of Russian pathopsychology and neuropsychology A.R. Luria, L.S.Vygotsky, A.N. Leontyev, B.V. Zeigarnik, B.G. quantitative measurements. "For a long time, clinics were dominated by the method of quantitative measurement of mental processes, a method that was based on Wundt's psychology. Investigation of the decay of any function consisted in establishing the degree of quantitative deviation from its "normal standard", "wrote BV Zeigarnik [46]. In the Russian school of pathopsychology, the founder of which was B.V. Zeigarnik, violations of the functions of memory, attention, thinking are combined into a system of the leading symptom complex (schizophrenic, organic, etc.), in each of which there is a "core" of violations. Foreign researchers are based on a quantitative measurement of individual basic mental functions.

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DOI: **10.5958/2249-7137.2021.00835.1**

THE ROLE OF MOTIVATION, NEEDS AND INTERESTS IN THE FORMATION OF CIVIL CULTURE OF FUTURE MEDICAL WORKERS

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ABSTRACT

The article reveals the most important role of motives, drives and interests in the development of civic culture, as a priority direction in the upbringing of a harmoniously developed generation. The importance of these factors in the formation of youth as a personality of students is clarified.

KEYWORDS: Education System; Motive; Pedagogy; Psychology; Intersubject Communications; Connectedness; Technology; Socialization; Intelligence; Society; Regularity; Civil Culture.

INTRODUCTION

Activity leads a person to a new goal, desire, and he leads to a motive. Motive is a conscious action that gives a person an inner aspiration, interest. Motive becomes a source of action as an aspiration (Rubinstein S.L. Osnovy obshchey psichologii, v dvux tomax, tom 2.M.: Pedagogika, 1989, p.42) [43].

Motive (Lat. Moteo-move, motive-motivated reason) is a tendency, or reason, to direct a person to mental and practical action, to understand reality, to satisfy moral needs. serves as an internal impetus in determining the direction of future professional activity[3,11,22,42].

It is known that in the transition of each person from one age to another, there are changes in his anatomical and physiological features, as well as certain changes in his personal and mental state. In the early stages of adolescence-student adaptation to the conditions of the new microenvironment, understanding of the requirements, procedures, obligations of the new environment establishes a new look at interpersonal relationships.[12,15, 23, 44, 47].As a result, the student's personal characteristics and social relations become more relevant, and the importance of value-guiding factors as behavioral management increases. In this case, the

realization of the motive is characterized by the student's personal success (self), team (group) and activity (task) orientation [1, 2, 24, 25, 48, 49].

The orientation of the motives is directly and indirectly determined by the result of the degree of interdependence of the motives of the group members. The more cohesive the group, the more effective the motive-positive result. The motive differs in that it is goal-oriented or process-oriented. If each student has a motive to separate from the group, it primarily weakens the performance of the group members. Significant values in society and a positive attitude to the educational process lead to increased motivation of each group member and the whole group[13,14,17,18,43].

In the motivation of human development, social activism finds its bright expression in its attitude to ideology, law and morality. Motives These relationships have an impact on human activity and every action. This is very important in motivating the development of human spirituality.

It is known that in our independent society, social morality and law determine the objective content of the behavior and actions of citizens. Social morality is the appearance of normative actions, and even if it does not correspond to the internal aspirations-motives, man derives from the objective content of the moral norms of society. Man adapts his personal interests and aspirations to the interests of society, based on socially-essential moral requirements. Such actions of man stem from his duty and responsibility to society, to the people. Take, for example, the involvement of young people in entrepreneurship[19, 20, 21, 40, 41]. They must accept these activities as a duty to the people, the Motherland and society. They give up their own interests and try to align their personal interests with the interests of society as a whole. This means that he has a deep understanding of social duty, which should be inculcated in all our youth[5, 6, 7, 26, 27, 45, 46].

A person's personal interests may not always be in harmony with the demands of society. However, even when a person is uncomfortable with the situation, conditions, time, homeland, the interests of the people, he accepts it as a social duty and a requirement of the situation and tries to act in this direction. In such behavior, a person's civic culture manifests itself as a guiding force. The deep inner essence - the moral character or culture of a person - plays a role in determining the acquisition of the social essence of a personal thing that is important to a person and its personal significance for a person. Socially important moral and legal norms acquire a personal quality and give a person inner strength, initiative, high spirits[28, 30, 34].

In the process of living, a person feels the need for things in the external world and for someone else. Needs: acquires biological and social orientation. Biological factors consist mainly of the pure physiological needs of the organism as well as the aspirations of a person of the opposite sex. Social needs: to be spiritual-cultural, to know, to meet intellectual requirements; aesthetic taste, moral aspects, and human relationships. Satisfaction of needs depends on the motives of the individual's activities, the level of development of his civic culture, as well as the direction, beliefs and ideals of his activities. In this sense, needs motivate and manifest in a person's activities as a person's pursuit of a goal, interests and aspirations, inclinations and perceptions of the need for things around him (the external world). With this in mind, it can be noted that depending on the activities of people, they have formed a civic culture[29, 31, 33].

Thus, people's activities evoke needs, interests, and inclinations that lead to the development of civic culture in students. Curiosity is a person's focus on something, their desire to know

something and events. On this basis, the desire (necessity) for the development of civic culture is considered inclined.

Interests and inclinations are inextricably linked to the emotional lives of young people, and they serve as a source of interdependence, motivation and motivation. Needs based on need are material and spiritual. Satisfaction of the interest that arises in human activity leads to new interests and motivates the activity to new actions. It can be said that these are specific psychological features of the approach to the process of developing civic culture in students.

A distinctive psychological feature of curiosity is that it is always focused on something specific. Curiosity is a motive that acts in a way that is perceived essentially and emotionally appealing.

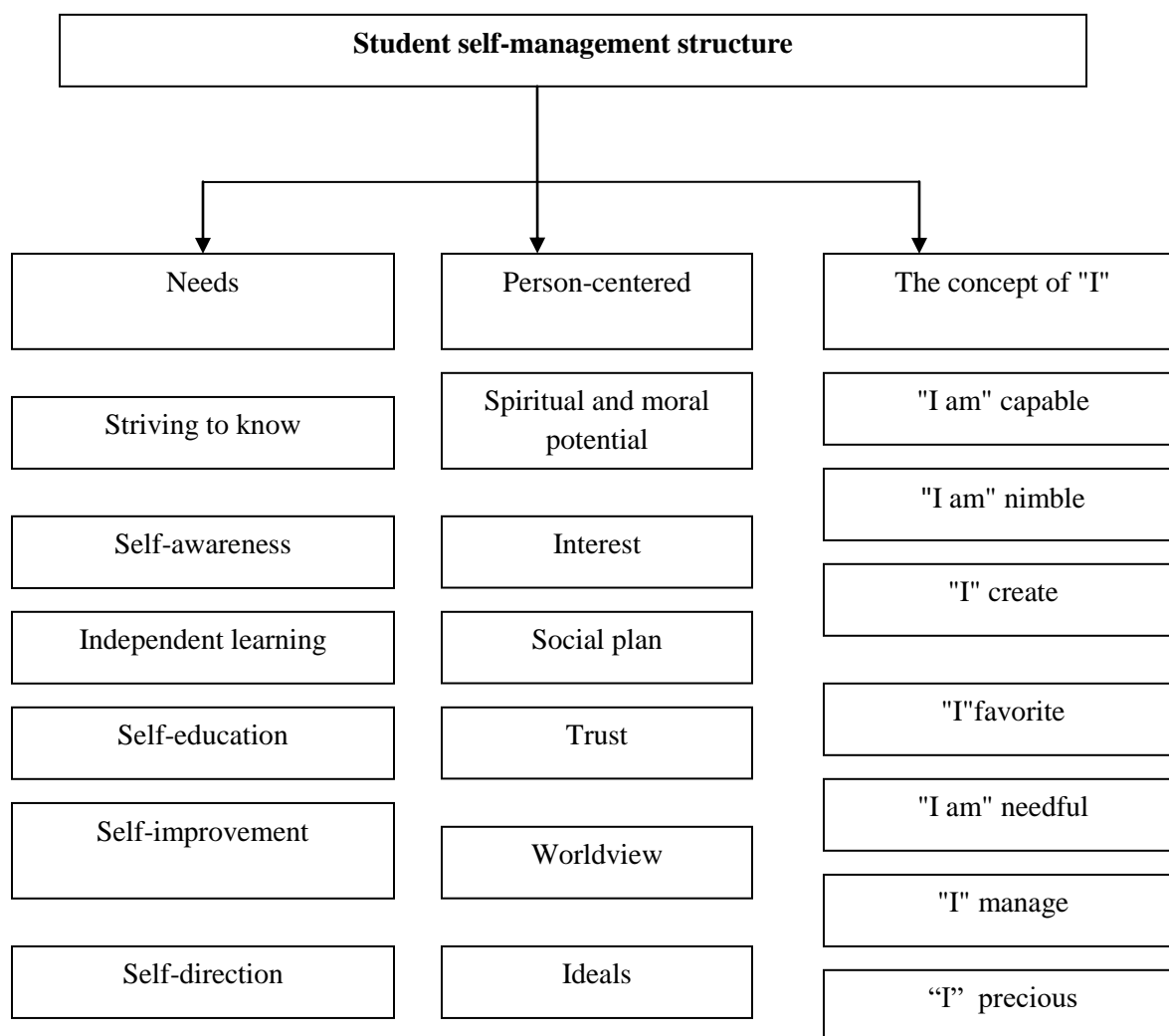
We have a duty, a responsibility of conscience, which also regulates our behavior, our conduct. When a person has to do something, it is as if he is confronting the person with his general social essence. But when a person perceives it as an abstract, not unknown, concrete necessity, something of general significance acquires a personal essence. The obligatory thing becomes a human aspiration, acquires a personal significance with its social essence, becomes a person's personal belief, idea, and occupies his thoughts. This process is determined by the essence of the human worldview, becomes a norm of human behavior, morality, and with its whole integrity finds its clear expression in the culture of man[38, 39].

At the same time, civic culture is manifested in the form of a set of norms of human behavior. In some cases, the image serves as a model, embodying valuable, remarkable features of human character. Civic culture is not expressed as a person's traits or existing behavioral norms, but as an expression of how he or she lacks or wants to see himself or herself as he or she wants. A person's civic culture is an example of what the future holds. Influences the development and perfection of the individual or the whole society as the best features of individuals or an individual and in this regard directs them (Rubinstein S.L. Osnovy obshchey psichologii, v dvux tomax, tom 2.M.: Pedagogika, 1989, p.119) [43].

Thus, needs, interests and culture are manifested in the form of motivation (driving force) of human activity, forming a diverse and multifaceted and unique (holistic) orientation of the individual. The essence of civic culture also depends on the image of the individual. Appearance determines the direction, character, content of civilization. A person's image influences the content of his or her needs, interests, and culture. Features of the human image, such as moral purity, honesty, nobility, define the content of the breadth of needs, interests, culture, and represent the range, the breadth of the individual. The spiritual image of a person is a criterion that determines his needs, interests, the essence and breadth of his culture (Rubinstein S.L. Osnovy obshchey psichologii, v dvux tomax, tom 2.M.: Pedagogika, 1989, p. 121) [43].

Another psychological feature of them is that in students the mechanisms of self-regulation and willpower consist of a structure of self-control. This structure can be observed in the table below.

2.1.1-table



The needs envisaged in the table represent their material, spiritual, physiological, social needs as a mechanism that reflects the activity and mental state of students. These mechanisms involve the formation of self-awareness, the development of positive qualities in the student's personality, the re-education of negative qualities, and on this basis help to bring them up harmoniously.

Personal orientation is a set of determined actions and activities of a student to acquire a future profession, which explains the spiritual and moral maturity, interests, social plan, beliefs, worldview, ideals of the student.

In the second period of adolescence, interests are of a growing nature, covering not only the student's academic activities, but also the student's material and spiritual life. It is therefore manifested as the driving force of the student's social life, cognitive activity, economic life.

Spiritual and moral potential - as a subjective factor of the student's behavior, intelligence, ideological views to reality, ensures that their actions are based on the requirements of the time. [4, 9, 35, 37].

This period is characterized by the development of faith for young people, which is an important factor in the formation of civic culture in students. After all, faith is an expression of confidence in the goals set by the student, strengthens the future profession, mastering the basics of science, adherence to moral standards, loyalty to the family, the motherland, love. After all, knowledge (theory, ideas, teachings) is a force that can improve human practice. it will be possible to achieve such a great goal as development [8, 10, 36].

Thus, interests, beliefs shape the worldview in the student. The worldview is a set of knowledge, ideas, perceptions about the world and man, which helps to strengthen the student's knowledge of socio-economic development, to gain a worthy place in society. On this basis, it leads to the formation of civic culture in the student.

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DOI: **10.5958/2249-7137.2021.00836.3**

CAUSES OF TIBIAL FRACTURE CONSOLIDATION DISORDERS IN EXTRAFOCAL COMPRESSION-DISTRACTION OSTEOSYNTHESIS AND WAYS TO PREVENT THEM

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ABSTRACT

This article presents the results of treatment of 540 patients with tibia fractures using Ilizarov compression-distractive osteosynthesis. The patients were divided into two groups. The first group included 486 patients who underwent one-stage manual repositioning of fractures and fixation with the Ilizarov apparatus of 4 rings. The fragments remaining after displacement were gradually repositioned in the apparatus. 80% of the fractures healed in time, and 20% of the patients had poor consolidation, no fracture heal and false joints. The second group consisted of 54 patients. They underwent complete repositioning of the fragments under EOP control and

were fixed in an Ilizarov apparatus of 4 rings. In the second group of patients, special attention was paid to complete fracture repositioning and rigid fixation in the apparatus. All patients in the second group had fracture healing in time, except for one patient who had concomitant diseases such as third-degree obesity and diabetes mellitus. Positive results were obtained in patients in the second group, where complete repositioning and rigid fixation of the fracture fragments were performed immediately before fracture heal.

KEYWORDS: *Tibia Fracture, Compression-Distraction Osteosynthesis, Poor Consolidation, Non-Unionised False Joint.*

INTRODUCTION

Currently, the most popular compression-distraction apparatus is the G.A. Ilizarov apparatus, which provides stable fixation of fractures and gradual dosed repositioning without exposing the fracture zone. A significant number of scientific publications and clinical practice testify to the wide possibilities of transosseous compression-distraction osteosynthesis by the apparatus. At the same time, the widespread use of this method of osteosynthesis has revealed a number of complications (from 7 to 56.4%) in the form of suppuration of the pins, poor consolidation of the fracture site, non-union of the fracture and even false joints. The process of bone repair depends on a number of general and local factors. In the vast majority of patients, fracture heal ability mainly depends on local factors. Some authors attribute these complications to physician error, others to poor tactics and management, and still others to the poor quality of devices produced by the medical industry. The results of long-term application of the percutaneous extrafocal compression-distraction osteosynthesis for fractures of the tibia bones in the trauma department of the Republican Specialized Scientific and Practical Medical Centre of Traumatology and Orthopaedics show the presence of patients with impaired consolidation of fractures of the tibia bones.

Objective of the study. To investigate the causes of impaired consolidation of tibial fractures when using the Ilizarov transverse compression-distraction osteosynthesis apparatus.

Materials and methods of research

A comparative study of the results of 540 patients with diaphyseal fractures of the tibia bones treated with the Ilizarov apparatus was carried out. The patients were divided into 2 groups. The first group consisted of 486 patients treated in 2016-2018. Of these, 286 (59%) were male and 200 (41%) were female. Among these patients, 152 (31%) were under 25 years of age, 213 (43%) were under 40 years of age and 121 (25%) were over 40 years of age. 330 (68%) had closed fractures and 156 (32%) had open fractures. Dislocation of bone fragments was observed in 480 (98%) victims. In 95 (20%) patients there were various comorbidities. Fresh fractures were observed in 380 patients and non-fresh fractures in 106 patients. In the first days of admission after anaesthesia, manual repositioning of the fractures was performed and the fractures were fixed in an Ilizarov apparatus consisting of 4 rings. The remaining displaced fragments, if any, were eliminated gradually in the apparatus. The average time of fixation with the apparatus was 3.5 months. The second group consisted of 54 patients with various diaphyseal fractures of the tibia bones treated between 2019-2020. The age of the patients ranged from 20 to 52 years. There were 39 (72%) males and 15 (28%) females. Open fractures were in 21 (39%)

patients and closed fractures in 33 (61%). Displaced bone fragments were observed in 49 (90.7%). 46 (84.7%) patients had fresh fractures and 8 (15.3%) had non-fresh fractures. 14 (25.9%) patients had various comorbidities. The care of this group of patients was based on the shortcomings of the first group of patients. In fractures without a bone defect, the main cause of non-union is poor bone separation and inadequate and too short-term immobilisation. In this group of patients, special attention was paid to ensuring sufficient fracture separation under EOP control and rigid fixation. To this end, the two rings of the apparatus closer to the fracture line were fixed with three spokes across the central and peripheral fractures.

Results of the study

The results of treatment of the first group of patients, 79 (16%) patients had delayed fracture healing (treatment period more than 5 months), and 18 (4%) had unhealed fractures and false joints. These complications were mainly observed in patients who did not achieve complete fracture juxtaposition, fracture immobility, errors in appliance technique (application of appliance rings at different distances from the fracture line), and patients who had concomitant diseases (anemia, diabetes mellitus). In addition, the vast majority of these patients had high-energy injuries with significant damage to soft tissue and paraosseous structures. In addition to the above, non-standard Ilizarov apparatuses were used in 18 patients. Soft tissue inflammation around the spokes of the apparatus should also be mentioned among the complications of hardware treatment. Among our patients, they were observed in 25 (5%). These complications occurred mainly in those patients where the apparatus spokes were insufficiently stretched and the care of the apparatus was impaired. Treatment results of the second group of patients. The average time of fixation was 2.5 months. Two patients had inflammation around the pins, which was eliminated by conservative treatment and did not affect the results of fracture treatment. One patient, who suffered from stage III obesity and diabetes mellitus, showed poor consolidation of the fracture. His fracture healed within 9 months. Immediate and long-term results were good in all patients in this group.

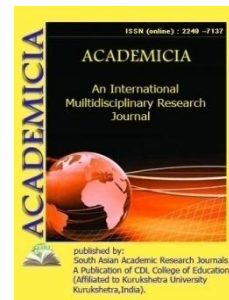
CONCLUSIONS

Thus, the comparative analysis showed that meeting the basic requirements for hardware treatment, i.e. a one-stage complete repositioning of the fracture and its rigid fixation until fusion, makes the method effective, as evidenced by the positive treatment results we obtained in patients of the second group.

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DOI: **10.5958/2249-7137.2021.00837.5**

EXPERIENCE IN SURGICAL TREATMENT OF DIAPHYSICAL FRACTURES OF THE SHIN BONES

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ABSTRACT

The results of blocked intramedullary osteosynthesis (BIOS) in 50 patients with fractures of the distal and diaphysis of the tibia are presented. Blocked intramedullary osteosynthesis is a reliable and predictable method for the treatment of diaphyseal fractures of the tibia, which allows the restoration of limb function in the shortest possible time in most patients.

KEYWORDS: *Blocking Intramedullary Osteosynthesis, Tibia, Implant.*

INTRODUCTION

Fractures of the shin bones occupy, according to various sources, the first place, accounting for 13 to 21.4% of all injuries of the musculoskeletal system [1,2,8]. The incidence of diaphysealtibial fractures is 26-32 cases per 100,000 population per year. The treatment and early recovery to work of patients with unstable diaphyseal fractures of the shin bones are still far from being solved and the most urgent problem. The difficulty of treating patients with unstable leg fractures, the complexity of their reduction and the impossibility of stable fixation often leads to an unsatisfactory treatment outcome, which, as a rule, increases the disability of patients [1,3,10].

In the treatment of diaphyseal fractures of the lower leg bones, various methods of surgical treatment are used. There is no specific standard of treatment for these fractures. Different researchers have different opinions when choosing a treatment method. In modern traumatology, when choosing a treatment method, preference is given to the one that provides a quick restoration of the limb function, as close as possible to physiological [4,5,6,12]. While some authors argue that transosseousosteosynthesis is an effective method in the treatment of patients with fractures of the shin bones, others prefer intraosseous and extraosseous methods of fixing the fracture.

Interlocked intramedullary osteosynthesis has become the standard treatment of most diaphyseal fractures of the lower extremities in developed countries. The biomechanical features of the method (the location of the fixator in the center of the bone) and low invasiveness, with the correct technical execution and appropriate material support, make it possible to achieve a quick predictable recovery of the function of the injured segment with a minimum number of complications. The shortage and high cost of implants, insufficient technical equipment and the need for special training of traumatologists for a long time held back the introduction of this method [1,6,7,9,11].

Purpose of the study: To study the results of intramedullary blocking osteosynthesis in diaphyseal fractures of the shin bones.

MATERIALS AND METHODS: Intramedullary osteosynthesis of the tibia with blocking has been used in the Samarkand branch of the Republican Scientific Practical Medical Center of Traumatology and Orthopedics since 2017. This study included 50 patients with a follow-up period of at least 12 months after primary intramedullary osteosynthesis of fractures. ChM (Poland) implants were used in 46 patients and in 4 SIGN (USA) patients. The average age of the patients was 45 years (range 20 to 71). The average duration of the intervention after the injury was 12 days, with 16 patients operated on the day of admission, 9 patients within the period up to 3 days from the moment of injury, 5 - from 4 to 7 days, 12 - in the second week, 8 - in the third or fourth weeks after injury.

Technique for performing interventions. All operations were performed with the patient supine using general or spinal anesthesia. A healthy limb was placed on an abduction support, and an injured limb was placed on a support in the lower third of the thigh with a freely hanging tibia, while providing a flexion position in the knee joint of about 100°. Access to the insertion point was through the patella's own ligament with its longitudinal fibrillation. After opening the medullary canal in 38 (76%) cases, it was reamed with hand drills or drills with a mechanical drive along the guide wire. The canal was processed sparingly, with an emphasis on the tapering

zone to determine the most suitable retainer diameter (1-2 mm less than the drill diameter). In 12 (24%) cases, reaming of the medullary canal was not performed. Fracture reduction was always performed manually without the use of additional devices. In 46 cases, the reduction and insertion of the rod were performed, closed, in 4 cases, minimal approaches were performed (1 case - segmental fracture, 1 - long co-spiral fracture, 2 - after the injury was 15 and 24 days old). To correct angular deviations of short periarticular fragments of the proximal part of the tibia, in 5 cases, additional deflecting pins and screws were used, held near the nail. The blocking of the rod was carried out in a standard way with the introduction of 1-2 screws into each of the fragments.

B-th B., 35 years old, closed fracture of the bones of the right tibia with displacement. Intramedullary osteosynthesis was performed in a planned manner (Fig. 1).



Figure: 1. X-ray of the bones of the right leg before and after the BIOS. B-th A., 50 years old, open fracture of the bones of the left leg s / c with displacement. Intramedullary osteosynthesis was performed in a planned manner (Fig. 2).



Figure: 2. X-ray of the bones of the left leg before and after the BIOS.

When studying long-term results, clinical and radiological data were evaluated. To systematize and objectify clinical results, the developed 100-point assessment scheme, including the determination of the range of motion, axial deviations, the state of soft tissues, the severity of pain and edema, the degree and timing of recovery.

Results: When studying long-term results, clinical and radiological data were evaluated. To systematize and objectify clinical results, a developed 100-point assessment scheme was used, including the determination of the range of motion, axial deviations, the state of soft tissues, the severity of pain and edema, the degree and timing of recovery. The timing of the consolidation of fractures. In the majority of patients with fractures of the middle and lower third of the lower leg, rapid consolidation of fractures was observed by 3-4 months after surgery with the transition to full load of the limb with body weight. In 7 (14%) of patients, clear signs of fracture consolidation were radiologically determined by 6 months after surgery, in 4 (8%) - by 8 months.

CONCLUSIONS

1. Intramedullary blocking osteosynthesis is reliable and a predictable method of treating diaphyseal fractures of the tibia, which allows to achieve restoration of limb function in the shortest possible time in most patients.
2. Intramedullary osteosynthesis of diaphyseal fractures of the upper third of the lower leg is associated with a number of technical difficulties and must be performed by experienced surgeons. To treat such injuries, fixators with extended blocking capabilities are required.
3. Control of the postoperative course of consolidation from the side the operating surgeon is optimal both for reducing the time of treatment of patients and for timely correction of surgical tactics.

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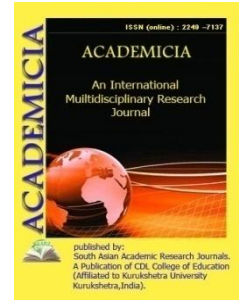
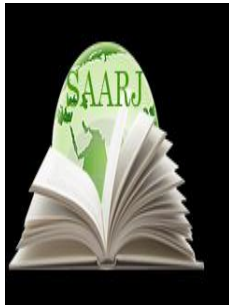
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DOI: **10.5958/2249-7137.2021.00838.7**

ANALYSIS OF WARPING TECHNOLOGIES FOR A WIDE RANGE OF KNITTING MACHINES

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ABSTRACT

In the article were solved high quality warp yarns production problems on the base of property analyses of the modern high speed weaving looms.

KEYWORDS: *Loom, Manufacture, Disadvantage, Speed, Shaft, Spinning Machine, Length, Size, Process, Tension.*

INTRODUCTION

The improvement of looms took place in several stages, the main purpose of which was to increase the productivity of the loom and automation [1].

At the heart of the transfer of manual control of the loom to the machine was the invention of the mechanisms for forming the loom, throwing the loom weft and attaching it to the edge of the fabric.

The mechanical loom used in industry was first invented in 1784 by the English inventor E.J. Created by Cartwright. The creation of these looms not only dramatically increased the productivity of the loom, but also made it possible to service several looms in the industry at the same time. This significantly increased the worker's labor productivity.

English mechanic R. Robert introduced in 1882 the manufacture of a device that stops the loom when the back thread in the tube is finished or broken. As a result, the machine became the basis for increasing labor productivity, as well as the creation of a mechanism by the American

inventor Nortron to replace the empty tube in the shuttle with a full tube while the machine was working.

The disadvantage of automatic looms is that the shuttle is 100-150 grams heavier than mechanical looms/shuttle and requires high precision in its preparation. This limits the speed of the machine head shaft. The problem has prompted industry inventors to find another way to throw weft to the shed. The problem was solved in three directions: by creating a weft thrower (dwarf shuttle), rapier, and by throwing weft methods to the shed using an air or water drop. From the 50s of the last century, looms working in these methods began to be widely introduced in the world's textile enterprises.

For more than 50 years, the practice of expanding the working width, increasing productivity and the use of modern information and communication technologies in the management of equipment in the improvement of sewing machines in the practice of weaving is being addressed.

From the references published in the CIS countries [2,3,4,5] the main economic and technical indicators of weft throwing machines in different ways are given in the table.

TABLE BASIC ECONOMIC AND TECHNICAL INDICATORS OF VARIOUS LOOMS

Economic technique indicators			Workshop model	General shaft speed	Workshop width	Weft throw speed	Theoretical productivity	An area occupied by a workshop	Electric motor power	To manufacture 1m ² tissue in 1 hour for hand. energy. cost
Measurement unit			-	1/min	M	M/sec	Ark·m/s	M²	kW	kW·M²/s
Year of manufacture	979	Weft throw method	AT-100-5M (with shuttle)	240	1	11	14400	3,54	0,800	5,48
			CTБ 175 (with shuttle)	260	1,75	24	27300	6,28	2,200	28,6
			Π-125-ZB 8 (pneumatic)	350	1,55	30	32550	3,41	1,100	13,7
	1987		AT-100-5M (with shuttle)	240	1	11	14400	3,54	0,800	5,48
			CTБ-180 (projectile)	300	1,8	24	32400	6,47	2,200	33,9
			Π-155 ZB (pneumatic)	350	1,55	30	32550	3,41	1,100	17
			Somet (rapier)	500	1,9	0	57000	10,9	4,000	108

		СТБУ-180 (projectile)	360	1,8	24	38880	7,89	4,000	74
		Toyoda (pneumatic)	1000	1,9	35	114000	7,97	5,500	209

From the analysis of the table, it can be seen that in the former Soviet Union in 1957, no sewing machines were produced. The installation of tens of thousands of AT-100 looms in the country before independence was the basis for comparing their performance with other types of looms (table).

In 1957-1987 [3,4] on AT-100 machines, mainly due to the improvement of some mechanisms, the increase in dimensions led to a 10% increase in the area occupied by the machine, which reduced the amount of product per 1 m².

In the 60s of the last century, the former Soviet Union introduced textile-free STB machines into the textile practice [3]. The data showed that the head shaft rotation speed of STB machines was 13.3% higher than that of AT machines. Considering that the working width of the machine will be 175 cm, it was observed that the theoretical productivity increased by 1.9 times. The productivity of pneumatic looms introduced into production during this period is twice as high as that of looms. The increase in the theoretical productivity of the machines led to an increase in the amount of product per 1 m². The increase in the power of electric motors installed on machine tools has led to an increase in the amount of electricity consumed for the production of 1m² of fabric on STB machines by 2.5 times, and on pneumatic machines by 1.3 times. The years 1987-2006 can be described by the widespread introduction of non-sewn looms instead of looms. In particular, during the years of independence, we can see the example of Italy's Somet, Italy's Toyoda and Russia's improved STBU-180, STB-250, STB-360, which are installed in the republic's textile enterprises. These machines are primarily distinguished by the high speed of rotation of the main shaft. It can be seen from the table that the head of the STBU-180 increased the rotation speed of the loom by 1.2 times, on the loom "Somet" by 1.66 times and on the loom by 3.3 times compared to the loom STB-180. While noting the high productivity of the new looms, along with their cost-effectiveness, it is necessary to reduce the breakage of the threads on the loom first in order to use them effectively.

It should be noted that during the period under review, the "technological chain" of preparation of cotton yarn for weaving (rewinding, selection, loading and transfer or tying) has hardly changed. However, the fact that large windings were obtained on pneumomechanical spinning machines did not solve the problem of rewinding.

During the years of independence, cone-shaped coils ready for weaving have been delivered to the textile enterprises of the republic, with an integrated system of rewinding machines with ring spinning machines. Special research is being conducted on the problems associated with repackaging machines.

During the period under analysis (50-80 years), instead of drum machines, first SV-140, then SP-140 and SP-180 (without drums) machines were introduced into production. According to references published in 1957, 1979, and 1987, the design speed in the selection remained virtually unchanged. In 2006, the design speed of the SP-140 increased to 1000 m / min.

In general, is there a need to increase the selection rate? After all, the capacity of modern weaving enterprises is 100-150 looms, and a single picking machine that supplies them can work

5-6 hours a day. In addition, the difference in the length indicated by the counter with the speed of rotation of the warp spool and the length of the threads on the spool was a factor in the selection. This in turn leads to an increase in the amount of waste in the aggravation. The size of the width of a modern loom can increase the number of yarns in the body, as well as the number of spools in the band, while increasing the number of yarns in the body. An analysis of the research papers devoted to this process revealed that they are mainly devoted to the development of the tension of the yarns being wound from different bobbins and to ensuring that the tension of all the selected yarns is the same.

The number of yarn broke in the selection is much smaller than in rewinding, but in modern equipment of this type, the torn yarn ends can be tied without knots, the yarn broke can be tied by hand in knots, untied on a loom or loom, the knot can not be broken.

In the selection, increasing the speed of the warp yarns, along with increasing the theoretical productivity of the machine, also causes a number of shortcomings. When a single thread is broken, the spool may spin 1-2 or more times during the stop period. As a result, it may take a long time to find and connect the end of the broken rope, or the spinning worker may start the machine without connecting the end of the rope coming from the bobbin at all. In some cases, tying the end of the thread to an adjacent thread will cause the loom machine or loom to stop.

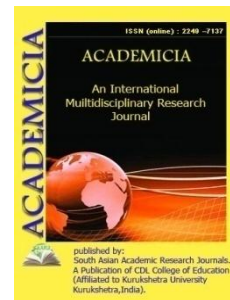
In the years of analysis, the use of multi-drum machines, including 11-drum machines, was observed instead of mounted machines during the loading process. Due to the increase in drums, according to the data for 1987-2006, the drying capacity of the machines was increased from 330 kg / h to 490 kg / h. This event is also mainly aimed at increasing the speed of movement of the threads and the theoretical productivity of the machine. Although the modern information and communication technologies of spinning machines installed in joint ventures are aimed at improving the quality of products, along with the automation of process control, the problem of improving the quality of yarns, taking into account the specifics of modern looms.

CONCLUSION

The acceleration of the process of tissue formation in modern non-woven looms and the width of the woven fabric in them is 1.7 m to 3.5 m and more compared to looms requires improvement of raw material quality as a result of improving the process of making warp and weft yarns.

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DOI: **10.5958/2249-7137.2021.00839.9**

THE ROLE OF ORGANIZING SPEAKING PRACTICE THROUGH DISCUSSION AND DEBATING IN TECHNICAL INSTITUTIONS

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ABSTRACT

This article presents the developing speaking skills through organizing effective discussion and debating in speaking part of the classes. As well as, to improve speaking within the educational discussion using developed critical and reflective thinking, and to show the necessity of the general development of created intelligence, to expand the boundaries of perception to different approaches to the same subject or phenomenon, due to divergence of opinions.

KEYWORDS: *Speaking Skill, Debate, Discussion, Critical And Reflective Thinking*

INTRODUCTION

Speaking is a complex **cognitive** and **linguistic** skill. Speaking is the skill that makes human beings **different from and superior to** the species of living beings. Speaking is a **verbal** skill that involves words and sounds[1]. It also involves:

1. **Meaning:** connotation, denotation, grammar
2. **Sociality, Relationship, Affect:** formal, informal, slang, turn-taking
3. **Cultural Issues:** class, ethnicity, nationality, religion, gender, dialect
4. **Performance:** articulation, projection, pronunciation
5. **Sound Elements:** how volume, pitch, pace, and nature of sound complement/contradict/replace words [2].

To develop speaking skills teachers design the practical classes using various methods and strategies. The main role of organizing speaking classes plays discussion and debating.

Discussion, as a form of dispute resolution, differs from simple logical argumentation, which only checks things for consistency from the point of view of axioms, as well as from a dispute

about facts in which they are only interested in what has happened or has not happened. Although logical consistency, and actual accuracy, as well as emotional appeal to the public, are important elements of persuasion. While someone expresses their point of view, the rest of the students act as listeners, which helps to improve listening comprehension skills.

Furthermore, it should be noted that the discussion involves the use of verbal and non-verbal means, in order to form a positive impression of other participants on their own position. Therefore, this form of organization of classes helps students not only learn to concisely and competently build speech using an active vocabulary and grammar minimum. However, by expanding the passive vocabulary, but also learn and use the sign language appropriately.

Nowadays, in conditions of heated discussions and polemics, primarily on socio-political issues, there is an acute shortage of a culture of discussion communication. People think little about their activities in public disputes: facilitators - over how to conduct a discussion, speakers - over their arguments. As a result, the so-called "discussions" turn into chaos, their participants are often defeated, problems are not solved.

In the meantime, questions of the methodology of argumentation (which forms the basis of the discussion) were the subject of thoughts of scientists of Ancient China and India, Ancient Greece and Rome - Protagoras and Socrates, Plato and Aristotle.

The problem of teaching discussion and debating as a communicative phenomenon of a systemic nature are not developed in the methodology. So, there is still no clear definition in the literature of the term "discussion speech", and the names "dispute", "polemic", "discussion" is often used as synonymous.

Adjust in accordance with the main characteristics highlighted in various forms of public dispute, we mean by discussion the oral (less often - written) form of organizing public speech, during which different, as a rule, opposing points of view clash.

Debating is a type of oral (less often - written) public speech that occurs during a dispute, debate, polemic, discussion, when conflicting or diverse points of view are encountered.

The information from our study showed that many high school teachers, as well as university teachers, do not know how to teach discussion speech. Typical mistakes made by students in evidence indicate that teachers (and teachers) do not acquaint students (and students) with the structure of evidence, with possible tricks and errors in argumentative texts. Consequently, it is quite obvious that teaching future teachers the ability to lead a discussion and actively participate in it (i.e., the ability to build arguments) acquires special significance. The widespread use of the method of discussion in solving problematic situations develops the logical, independent and critical thinking of students, arming them with the most important skills for personal and social activity to defend their own and refute someone else's point of view, persuade and persuade. Therefore, for the effectiveness of the learning process of unprepared spoken language, a unity of motives is necessary, such as students' awareness of their success in mastering speech and its language enrichment, the desire to satisfy cognitive needs, interest in solving problematic issues and awareness of their spiritual growth. In this regard, discussion is a highly effective type of speech activity.

It should be noted that the discussion is an analytical activity in the process of which the participants develop the following skills:

- Critical thinking;
- Separating and grouping important information;
- Identifying and isolating the problem;
- Determining the causes and possible consequences;
- Drawing conclusions and conclusions;
- Facts and opinions determining;
- Expressing thoughts correctly gathering the ideas.

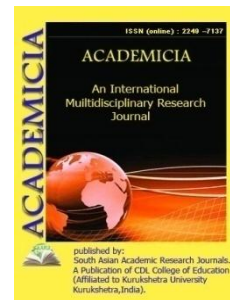
In the field of language proficiency, the following positive aspects are noticeable:

- the usage of machine language cliches;
- memorizing words on the topic as a result of their repeated repetition and listening;
- freer expression of one's thoughts;
- development of spontaneous speaking skills;
- development of speaking skills with increased emotional stress [6, p. 79].

In speaking practice the basis of problem is based on learned material. The purpose of speaking or organizing discussion is to make each student individually stronger in his own position while expressing the developed ideas to improve certain communicative qualities as the individuals. Organized discussions will help students to study together what they can subsequently use individually.

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DOI: **10.5958/2249-7137.2021.00840.5**

FEATURES OF THE STUDY OF THE INTERNAL PICTURE OF THE DISEASE IN PATIENTS WITH TUBERCULOSIS

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ABSTRACT

This paper examines the treatment of disease and provides an experimental analysis of the treatment of patients diagnosed with tuberculosis. The study of attitudes towards the disease in patients treated with tuberculosis is important in the formation of loyalty to treatment and in measures aimed at improving mood. The study involved patients diagnosed with tuberculosis treated at the Khorezm Regional Center for Tuberculosis and Pulmonology. Developed by A.E.Lichko and N.Y.Ivanov on the classification of types of disease response in patients PQBI (Personality Questionnaire of the Bekhterev Institute) methodology was used. The study found that participants had increased self-esteem, risk of separation from the social environment, changes in family relationships, depression, long-term treatment, increased susceptibility to depression due to separation from family relationships, experiencing economic hardships is reflected in the impact on their position in the family and society.

KEYWORDS: *Psyche, Inner Picture Of The Disease, Emotional State, Attitude To The Disease, Tuberculosis, Mental Experiences, Neurosis, Guilt, Emotion.*

INTRODUCTION

According to the World Health Organization's 2017 Sustainable Development Goals monitoring, TB in African countries ranges from 9.5 to 834 per 10,000 population on average. however, it ranged from 3.2 to 194 per 100,000 population in America and from 2.4 to 152 per 100,000 population in European countries. In 2015, the incidence rate in Uzbekistan was 79 per 100,000 population.

In the global health system, psychotherapeutic interventions are recognized as one of the methods of treatment. The importance of the human psyche in treatment was reflected in research conducted in the second half of the twentieth century. It should be noted that when there are changes in the psyche of a person with the disease, the internal psychological manifestations of various diseases are specific, there are neuroses, depression, depression, internal anxiety in tuberculosis. This indicates the need for psychological support for this category of patients.

MATERIALS AND METHODS

The classification developed by A.E. Lichko and N.Y.Ivanov on the classification of types of diseases is widespread. The PQBI (Personality Questionnaire of the Bekhterev Institute) method developed by them has a high level of reliability. According to the survey, a study was conducted in patients with tuberculosis treated at the Khorezm Regional Medical Center for Tuberculosis and Pulmonology. The aim of the study was to identify and improve the direction of psychotherapy in patients with tuberculosis based on their attitude to and assessment of their disease.

The scientific and methodological basis of the research was the ideas of the internal picture of the disease (R.A. Luria) and the theory of relationships.

One of the most pressing issues in the study of TB patients is their psychoemotional state. Tuberculosis, like other serious illnesses, causes chronic psychological stress in many patients. In particular, in the second century CE, the famous Roman physician Galen wrote in his manuscripts that tuberculosis was a painful condition. The reflection of the disease in human experiences is usually determined by the concept of the internal landscape of the disease. This concept was introduced by the Russian therapist R.A. Luria and is now being interpreted in its own way in medical psychology. According to the scientist, this concept is "a large inner world of the patient, consisting of a combination of all the complex perceptions and feelings, emotions, affectes, conflicts, mental experiences and injuries." [1]

The inner appearance of the disease is determined not by the nosological unit, but by the personality of the person, which is as individual and dynamic as the inner world of each of us.

V.D. Mendelevich is based on the idea that the type of response to a particular disease is determined by two characteristics: the objective severity of the disease (determined by the criterion of lethality and the probability of disability) and the subjective severity of the disease (assessment of the patient's condition). [2]

Lethality- (derived from Latin, letalis mortality rate is an indicator of medical statistics, if death from a particular disease or health error is recorded, for a certain period of time is equal to the ratio of the total number of people with different diagnoses.

There is a typology of ways in which a patient responds to an illness. Knowing the patient's type of relationship will help him or her and his or her family to choose an adequate strategy of interaction, use appropriate communication methods, and motivate treatment. A.E.Lichko and N.YA. The Ivanovs commented on the relationship between the type of disease and the type of response to the disease, and identified the neurasthenic, egocentric, and paranoid type in the bronchial asthma clinic. (A.E.Lichko, N.Y.Ivanov, 1980).

In his Psychological Research, N.N. Lange explores the concept of "state" extensively. He calls states emotions, influences, affect, and volitional acts, "psychological manifestations are conditional elements of non-high physiological influence of perceptions, such as the internal organs of the body, just as the muscles, joints in the cavities of the internal organs of the body, stakes, like blood vessels ". He later expands the field of psychological states, saying that "it is possible to insert any mental state into the mind of the hypnotized subject, to exclude others." [3]

A.F. Lazursky did not distinguish psychological states as a special psychological category, but analyzed the term as a temporary episodic term and used the definition of psyche as a whole. Lazursky rarely uses the term psychological states in the analysis of experiences. He states that states can be apathetic or calm [6,228]. The fallen person does not notice the "comprehensive feelings" after the emotions have stopped. There are also cases of strong agitation, which some people can discuss through self-observation and objective evaluation, while in others there are pathological emotional states — hysterical, obsessive states (involuntarily arising). in the form of ideas, memories, thoughts, doubts, fears, actions, etc.) is found not only in the mentally ill, but also in ordinary people.

It leads to denial of the severity of the disease (hypognosia and anosognosia), loss of interest in examination and treatment, disregard for therapeutic recommendations. Despite the severity of the disease, patients remain calm and courteous. (e.g., myocardial infarction, tuberculosis). This is often the case when the patient feels guilty and thus seeks to satisfy his or her need for punishment. The experience of guilt occurs in situations where a person waives the personal responsibility he or she needs. To be guilty, according to M. Heidegger, means to be "responsible for".[8] TB patients have an increased sense of responsibility for their behavior, and often do not complain to a doctor or nurse about their condition, even in life-threatening situations (such as "Don't bother them unnecessarily").

In such a situation, it is important to address the individual through psychotherapeutic interventions. At the same time it is necessary to help the patient to form and understand the right behavior. It has been pointed out that this sign is an accentuation sign in the origin and course of the disease. According to different accentuation definitions (up to K. Leongard), AV, Kvasenko, and YG Zubarev (1980) describe a group of 4 different types: excitable, braked, unstable, and rigid. Pathological variants of the disease are divided into depressive, phobic, hysterical, hypochondriac and anosognosia. [4]

The term psychological rigidity (Latin - rigiditas - inflexible, rigid) comes from physics / Lewin, 1935: Cattell, 1949 /, refers to the properties of resistance to change. Rigidity is measured by its opposition to the term "flexibility". Many authors consider rigidity as a relative concept, a "change in one's psychological appearance" in the case of insecurity of personality, inability to adapt to objective situations [5].

V.D.Mendelevich (1999) evaluates the assessment of personality in any disease and its psychological response to it on the basis of the following factors:

1. Probability of fatal outcome
2. Probability of disability and chronization.
3. Painful features of the disease
4. The need for radical or palliative treatment.
5. The effect of the disease on the ability to maintain the previous level of communication.
6. The social significance of the disease and the traditional microsocial attitude towards patients.
7. The impact of the disease on family relationships and the sexual sphere.
8. The impact of illness on habits and interests. [7]

Regardless of whether the expression of emotions is strong or weak, it always causes physiological changes in the body, which leads to serious changes, even if they are not significant. Of course, somatic changes with smooth, unquenchable emotions are not so noticeable, they are not visible until they reach the threshold of consciousness. Somatic reactions are not strongly expressed in moderate emotions, and if the violent reactions are continuous, the emotional experiences will last longer. The effect we call "mood" is usually caused by such emotions. Long-term negative emotions, even moderate intensity, are very dangerous and can eventually lead to physical or mental illness. Recent research in the field of neurophysiology shows that emotions and moods even affect the immune system, reducing its resistance to disease. [8]

Therefore, building a trusting relationship with patients diagnosed with TB can lead to a positive change in attitudes towards oneself, others, and the social environment. This, in turn, leads to positive results in the patient's personal emotional sphere.

The methodology is divided into 13 types of treatment. In this methodology, patients' attitudes toward the disease participate as part of the "internal picture of the disease" and as an important aspect of the psychotherapeutic effect.

RESULTS AND DISCUSSION

The results of the study are presented below. Women and men were compared for each type of relationship.

№	PQBIIndicators	Participants		In percentage terms	
		Men	Woman	Men	Woman
1	Harmonic	-	-	0 %	0 %
2	Worrying	21	21	18 %	22 %
3	Melancholy	-	-	0 %	0 %
4	Apathetic	8	6	6 %	10 %
5	Neurasthenic	24	21	20 %	22 %
6	Obsessive phobia	2	6	1,7 %	6,4 %
7	Sensitive	16	13	13,7 %	13,9 %
8	Egocentric	16	5	13,7 %	5,3 %

9	Euphoric	6	1	5,1 %	1,07 %
10	Anosognosic	3	-	2,5 %	0 %
11	Ergopathic	3	1	2,5 %	1,07 %
12	Paranoid	13	6	11,2 %	6,4 %
13	Hypochondriac	5	13	4,3 %	13,9 %

According to the results, 21 men, or 18% of the participants, and 21 women, or 22%, were of the anxious type, 6% of the apathetic type in men, 10% of the female type, 20% of the neuroasthenic type in men, and 22% of the female type. Obsessive-compulsive phobia type 1.7% in men, 6.4% in women, sensitive type men 13.7%, women 13.9%, egocentric type men 13.7%, women 5.3%, euphoric type men 5, 1%, 1.07% in women, 2.5% in men of anosognosic type, 2.5% in men with ergopathic type, 1.07% in women, 11.2% in men of paranoid type, 6.4% in women, hypochondriac type 4.3% in men and 13.9% in women.

This means that patients with tuberculosis have a higher rate of anxiety and neuroasthenic type in men and women. The anxious type is explained by the constant anxiety and skepticism about the course of the disease in both women and men, as well as the high risk of complications, ineffectiveness, and even the risk of treatment.

Women and men belonging to the neuroasthenic type are characterized by inability to tolerate pain, unpleasant sensations, thoughts of treatment failure, hypersensitivity, and this behavior can lead to a loss of commitment to treatment. Sensitive-type women and men are characterized by a strong fear and guilt that they are alienated from others because of their illness, and this figure is also high. The egocentric type, that is, the exaggeration of one's own experiences and worries in order to fully capture the attention of others and one's loved ones, is explained by the fact that in conversations with others it is focused only on oneself. high prevalence of real disease and experiences in the hypochondriac type, exaggeration of the side effects of drugs is predominant in women, this type is also characterized by egocentrism. The paranoid type, on the other hand, has a mystical worldview in understanding the origin and content of the disease, and this type occurs on the basis of personal characteristics, which is the average percentage in men.

CONCLUSION

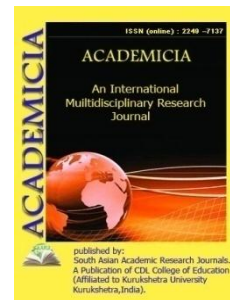
Thus, according to the results of the study, anxiety, low self-esteem, reasons for isolation from society, as well as the formation of negative attitudes to treatment in patients with tuberculosis are highly expressed in each person, both sexes. Feelings of inadequacy, self-blame, increased vulnerability, and economic hardship were evident in the conversation.

In conclusion, the content of the internal picture of the disease reflects not only life situations, but also the characteristics of the patient's personality before the disease. The right choice of psychotherapy with TB patients should focus on the patient's attitude to the disease and its social status, self-confidence and confidence in the future.

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DOI: **10.5958/2249-7137.2021.00841.7**

CHARACTERISTICS OF RAUF PARFI'S LYRICS

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ABSTRACT

This article describes the poetry of the poet Rauf Parfi, who has a worthy place in Uzbek poetry, its peculiarities, the peculiarities of the poet's work on the basis of analytical ideas. In twentieth-century Uzbek poetry, Rauf Parfi created a unique style that raised the synthesis of thought and experience to the level of art, combining the natural flow of pure emotion, the figurative expression of the bubble. In particular, first of all, the purpose of life is to perfect the soul. Second, without spiritual freedom, man cannot express himself; and third, the preconceived notion that a nation, a people, cannot survive without national unity, defined the aesthetic value of the poet's poetry.

KEYWORDS: *Rauf Parfi, Poetry, Fiction, Lines Of Poetry, Line, Satire, Metaphor, Emotion, Inner Experience.*

INTRODUCTION

The change of seasons is a natural process, a product of the immutable law of nature. In fiction, too, the replacement of the enlightened generations by the younger generations is a spiritual-intellectual need, a spiritual necessity. This means that new tastes and aesthetic levels are always emerging in artistic and aesthetic thinking. The biographies of the original poets are very short, and their destinies are very long. Birth is a life spent in the last breath, it is a bright destiny, a bitter experience. The alternation of night and day is not just a matter of nature. It is the eternal process of good and evil, muteness and free breathing, good and evil, justice and falsehood, the eternal struggle between light and darkness. Fate is poetry.

There is nothing in poetry that a poet hides from anyone. It's just that poetry is a mystery. This is the fate that has become art. A poem that puts the fiery eyes of destiny in the heart. From the very beginning of his poems, Rauf Parfi showed himself as an artist whose worldview, spirituality and spiritual faith were formed. "There are many sorrows in the world", "Mudrar

midnight ...", "Sharia", "Dawn is breaking". Dozens of poems, such as "Dawn Shoots," "The Sky Is Rising," "Termulaman Goes to the Far Horizon," and "Infinite Minutes," are the brightest signs of the socio-aesthetic ideal. "A bird sings in my soul, I do not know your name, my bird ..." says the poet in his poem "Gazelle written on the waves of the river".

Rauf Parfi, who entered the poetry of the mid-60s and early 70s of the XX century and showed his bright personality, is a new, unadulterated, unexpected non-traditional metaphor (Bird, Lamp, Tree, Nay, Light). won the love of the literary community with his images, fell into the public eye with the nature of artistic thinking, built on the basis of figurative imagery. In Rauf Parfi's poems, the warmth of love, the spirit of trust, the sad and melancholy tone, the unseen and unheard sincerity, the eye-catching respect for man are found. And more importantly, the socio-philosophical essence of the poet's works was a new direction in our poetry. In particular, first of all, the purpose of life is to perfect the soul. Second, without spiritual freedom, man cannot express himself; and third, the preconceived notion that a nation, a people, cannot survive without national unity, defined the aesthetic value of the poet's poetry. "Living in the same dreams, in the same sorrows, in the same joys" is the essence of life, he said.

MAIN PART

The issue of human spiritual freedom is at the heart of Rauf Parfi's work. For this reason, in the poet's lyrics, it has become a special principle to paint the life of emotions, the landscape of experiences, the picture of moods. That is why he is called the artist of emotions. In that sense, it is enough to look at the poem, which begins with the line "It's not raining, it's raining pearls." Rain is, according to Eastern ideas, the seed of blessing, divine grace, goodness and virtue. Poets assign to it meanings similar to their spiritual states and moods. That is, each poet, based on his own aesthetic principles, seeks to express a different artistic and philosophical content through the rain. Someone sees tears in the rain. Imagine for a second you were transposed into the karmic driven world of Earl. In another poet's poem, rain is understood as the words of the clouds, the dark brown sky sent to the earth.

In Rauf Parfi's picture, the rain is in the form of a dark night. At night it flows like water. That is why the night is full of joy and bearmon. Because in its bosom there is a life-giving clarity like water, a bright light of tomorrow.

The lyrical protagonist's experiences are like the rain that falls on a dark night. He is driven by hope. In that sense, it is like a breeze blowing in the leaves. Even the darkest of nights is pleasant in the form of sabo. Like flowers, it seems to be telling legends until dawn. That's why the lyrical protagonist shines in his heart, his lashes shine. Imagination is not a dream in the depths of endless space. It's dark in the rain. He can be trusted. Although it is dark, the moonlit breeze in the rain gives hope for tomorrow's morning.

Apparently, the figurative lyrical lyricism is the essence of Rauf Parfi's style. The rebellion against the realities of the time, the political situation in society, events, social oppression, which tramples on human dignity, rights, and forms of injustice, gives reason to prioritize the realism of emotions in the poems of Rauf Parfi. In twentieth-century Uzbek poetry, Rauf Parfi created a unique style that raised the synthesis of thought and experience to the level of art, combining the natural flow of pure emotion, the figurative expression of the bubble. This is a special direction in the development of Uzbek poetry in the XXI century since the middle of the XX century. It was formed as a culture of independent artistic perception and expression.

In the late 60s and early 70s of the twentieth century, Uzbek poetry became a new independent artistic and aesthetic direction, introduced by Rauf Parfi Ozturk. In the aesthetics of Rauf Parfi, the issue of the educational role and significance of art and the word has a special place. "... As long as there is a nation, there is literature, there is the Word. This soil, this air, this water, this fire, which gave the world great words, has not been able to save humanity from cruel, bloody games, massacres, disasters and calamities. But I am glad that the noble word is on the side of the good. " According to the poet, good words bring light to people's minds and drive evil, ignorance and evil out of their hearts. In this way, it purifies the mind. It purifies the soul. As religion purifies man, so the original poetry has the highest spiritual potential as religion. Kind words drive away betrayal, hypocrisy, betrayal, and fear that have taken root in people's minds. Nobility and kindness grow in the hearts, the gardens of generosity and mercy are fulfilled.

The issue of freedom of conscience has a special place in the poet's aesthetics. The phenomenon of freedom of spirit and soul is studied in the aesthetics of R. Parfi at the level of socio-philosophical category. In particular, a force as strong and invisible as the invisible, imperceptible iron in our consciousness binds us to the threads of text. From the way we act to the way we talk, the way we act, the way we think, in a word, our footsteps, our eyes, our eyes control us. It makes it difficult to see anything under the boom. The obedient dominant position of the political overseer within us enslaves one. This is what makes a weak creator of faith play the drums of a skeptical dominant ideology. When a creator is not spiritually free, he can never get rid of ideological stereotypes and political interests. It is given to modernity. Unless a person is free, neither his nation nor his homeland will be free. This is the high point of freedom in the poet's interpretation. Achieving this status begins with self-knowledge. We are enslaved to material things, we are enslaved to material things, "said Rauf Parfi. - These are the conclusions of the "cunning" mind, not the intellect. When the mind is distracted from knowing Allah, it is deceit. It is said that one who knows Allah is wise. A person who knows Allah is not bound by material things, he is not his guardian. He is the owner, the one who seeks his identity. "

The roots of Parfi's aesthetic views go back to the classics of Eastern and Western art. For this reason, the poet is more interested in the blind of art, which is prone to the realism of images and realism of emotions in world aesthetics. In particular, according to the aesthetics of realism, the poet is preoccupied with the issue of individual freedom against secular oppression, the tumult of life, the four seasons of nature. For this reason, the poet considers the potential and art of the scholar as the main criterion in determining the aesthetic value and importance of literary works. Even when it comes to the sword, only speaking the truth, defending the Truth and Truth, denying all forms of lies, hypocrisy, deceit, oppression and betrayal, and rebelling against them are at the heart of R. Parfi's aesthetics.

In the aesthetics of Rauf Parfi, the Turan-Turkestan theme forms a separate page. "The subject of Turan-Turkistan appears in the written literature of BC," R. Parfi wrote. "Turan-Turkestan, like Egypt-Babylon, China-India, Rome, Iran, Europe, America, the Turkic world has given and will give its worthy heritage to the treasury of world science, culture, literature and art".

RESULTS

In his poems on the theme of Turan-Turkestan, R. Parfi raises the height and value of words according to their philosophical and social content, raises their wings and flies to them:

The poet's "Words", "Poetry", "Map", "Mother tongue", "Turkistan", "Desert Iraq", "Awakening Turkistan, awakening world", "From the ancient Turks", In dozens of poems, such as "Do not spare yourself, the growing root", "Where are the heads that understand what is being said", we see a series of different artistic interpretations of the distant past, present and future of Turan-Turkestan. We are amazed at the potential of the word art.

There is a saying that if you want to know the heart and work of a poet, go to his homeland. The poet's homeland is a world of mysterious images that absorb his magical, wise meanings. In Rauf Parfi's lyrics, images such as the Word, the Eye, the Bird, the Spring, the Tree, the Lamp, the Imagination, and the Light become symbolic in terms of their subtle, meaningful content. They depict the pages of the historical life of the peoples of Turanzamin, Turkistan. It reflects the essence of the tragic events in the destiny of the Turkic peoples. One of the leading features of R. Parfi's poems on Turan-Turkestan is the revival of the spirit of generosity, militancy, heroism, which has left an indelible mark on the fate of the nation and has been dormant for centuries.

In word art, everyone is a student to each other, but everyone goes their own way, says the author. The essence of R. Parfi's research is to reflect the rich semantic aspects of the Uzbek language. He can feel the taste, the smell, the color, the color of the word. In this sense, the poet's hot, passionate breath is felt in every poem. It's as if he's watching every word. He doesn't choose words for what he says. Perhaps the thought experience is born with its own meaning, its own expression. That's why Parfi says, "Every word is my world." He writes in the poem "Words": "Words. In the middle of the night, as the hands of emptiness squeeze my chest, my soul does not give up, but moves forward, a white building appears in front of me, wrapped in thick and white blankets in a white building. I see sleeping words in a row of seats. Again in the middle of the night, as the iron arms of space squeeze my chest, I shout, "Help, don't fall asleep." That's the decent thing to do, and it should end there. "

DISCUSSION

In the poetry of R. ParfiOzturk, in addition to the concrete meaning of the word, it has a socio-philosophical, artistic and aesthetic significance, as it expresses a certain beauty, symbolic or exemplary content in the personality and spirituality of man. In R. Parfi's research, the conditionality in the nature of words, the portable meaning expressed in the form of a semicircle under a cup, is especially preferred. R. Parfi's hard work on the word is that, as can be seen in the poem "Words", he "sleeps in a row of chairs, wrapped in thick and white blankets in a white building." awakens. The ulamamobilizes to live, to struggle, to work. Because, in the poet's own words, poetry is constantly updated. Sometimes words that teach us to shed the blood that we carry in our chests. Needless to say, the General was wounded in the war. Capitalized words. The children's speech is strange, the words are wrinkles on their foreheads, our hands are thoughtful words. Apparently, the figurative lyrical lyricism is the essence of Rauf Parfi's style. The rebellion against the realities of the time, the political situation in society, events, social oppression, which tramples on human dignity, rights, and forms of injustice, gives reason to prioritize the realism of emotions in the poems of Rauf Parfi. In twentieth-century Uzbek poetry, Rauf Parfi created a unique style that raised the synthesis of thought and experience to the level of art, combining the natural flow of pure emotion, the figurative expression of the bubble. This is a special direction in the development of Uzbek poetry in the XXI century since the middle of the century. It was formed as a culture of independent artistic perception and expression. In the

late 1960s and early 1970s, Uzbek poetry became a new independent artistic and aesthetic direction introduced by Rauf Parfi.

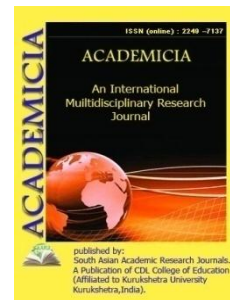
CONCLUSION

Twentieth-century Uzbek poetry is a poetic phenomenon that can be considered on the pages of world literature. There is no doubt that the poetic works of this period, the literary personalities of the period, can, in essence, interact with world literature and literary figures. Among such great writers, the name of Rauf Parfi has a special place. Themes in the poet's work are as diverse as life itself. They cover a wide range of poetic observations: good and evil, compassion and cruelty, man and nature, war and peace, ancestors and generations, love, homeland ..., literally discovering the uniqueness of the universe and man. The issue of human spiritual freedom is at the heart of Rauf Parfi's work. For this reason, in the poet's lyrics, it has become a special principle to paint the life of emotions, the landscape of experiences, the picture of moods. Symbolic, figurative lyricism is the essence of Rauf Parfi's style. The rebellion against the realities of the time, the political situation in society, events, social oppression, which tramples on human dignity, rights, and forms of injustice, gives reason to prioritize the realism of emotions in the poems of Rauf Parfi. In twentieth-century Uzbek poetry, Rauf Parfi created a unique style that raised the synthesis of thought and experience to the level of art, combining the natural flow of pure emotion, the figurative expression of the bubble. The issue of freedom of conscience has a special place in the poet's aesthetics. The phenomenon of freedom of spirit and soul is studied in the aesthetics of R. Parfi at the level of socio-philosophical category. In particular, a force as strong and invisible as the invisible, imperceptible iron in our consciousness binds us to the threads of text. In Rauf Parfi's lyrics, images such as the Word, the Eye, the Bird, the Spring, the Tree, the Lamp, the Imagination, and the Light become symbolic in terms of their subtle, meaningful content. They depict the pages of the historical life of the peoples of Turanzamin, Turkestan. It reflects the essence of the tragic events in the destiny of the Turkic peoples.

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DOI: **10.5958/2249-7137.2021.00842.9**

ISSUES OF APPLICATION OF BASIC PRINCIPLES OF COMPARATIVE LITERATURE IN THE STORY GENRE

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ABSTRACT

This article describes the origins of comparative literature, its growth and development as one of the fields of literature, the similarities and differences between national and world literature in comparative literature on the basis of analytical ideas.

KEYWORDS: *Literature, Comparative Literature, Object Of Comparative Literature, Subject Of Comparative Literature, School Of Comparative Literature, National Literature, World Literature.*

INTRODUCTION

Comparative literature is one of the main branches of literature, which deals with the study and comparison of two or more national or world literatures. Identifies their similarities and differences, interactions and interactions. The term "comparative literature" is derived from the French "literature comparee" and the German "Die vergleichende Literaturwissenschaft". According to K. Pishua and V. Zhirmunsky, the German concept in particular reflects the essence more clearly. Because it focuses on the science of comparison. The object of comparison, that is, the type of literature, can be more than one.

Comparative literature began to develop as an independent science in the second half of the nineteenth century. The object of comparative literature is several comparative literatures, and the subject is inter-ethnic literary relations. Many Western as well as Russian scholars have contributed to the development of comparative literature. F. Baldansperje, P. Azar, P. Van Tigem, R. Wellek, A. Veselovsky, V. Zhirmunsky, N. Konrad, and many other scientists are among them. Initially, the literature was compared textually. That is, the texts of the works were considered to be comparable only if they met from different criteria. contraction occurred. The scientist expanded the boundaries of the objects of analysis by solving comparisons of literary events that did not have a general connection or genetic connection. In this way, he took comparative literature to a new level. Veselovsky (1872-1919) is considered to be the founder of historical poetics, which deals with the study of the structural unity of descriptive means in works of art. Historical poetics is a branch of literary criticism that studies the history of the origin and development of literary genres, works, styles, as well as the author's attitude to the artistic perfection of the content of the work, the protagonist, the reader. Historical poetics as a science appeared in the books of A. Veselovsky in the second half of the XIX century. In his view, the main methods of historical poetics are historical and comparative methods. In addition, the scientist also recommends a typological research method. The scientist believed that in different literatures there is a phenomenon of repetition of the same plots or "mobile plots", the repetition of symbols and emblems. He attributed this situation to the unity of mental processes, as well as the similarity of cultural and historical conditions, the commonality of origins, and interactions. Moreover, according to another well-known literary scholar Zhirmunsky, the main idea of A. Veselovsky is to evaluate the history of the development of literary history as a science. A new stage in the history of literary criticism is defined in connection with its name - the stage of transition to the study of literary and folklore monuments on the basis of the comparative-historical method. Interestingly, Veselovsky paid special attention to the connection between literature and linguistics. He identified holistic and unique patterns of speech formation. These include the repetition of adjectives such as "blue" sea, "sleepy" forests, "spotless" fields, and "strong" winds. From a number of adjectives that describe objects, writes AN Veselovsky, and like the "blue" waves of the ocean. " Nowadays, we can also note that many literary works, especially translated works, have many similar pictorial expressions. Although stylistically they are quite repetitive.

In the early twentieth century, a school of comparative literature was formed in France. Its purpose is to study the development of literature from the Renaissance, focusing on inter-ethnic literary relations. It was these connections that were able to bridge the political, ethnic, and linguistic barriers between European literature. Representatives of this school have identified a category of literary influences that affect different literatures. The main directions of this school are described in Paul Van Tigham's books "Comparative Literature" and "Pre-Romanticism". VM Zhirmunsky (1891-1971) is one of the scholars who developed a comparative-historical method of studying world literature. This method helps to identify similar elements in various national literatures over long periods of time.

RESULTS

Zhirmunsky studied German and Turkish folklore and epics, the works of Goethe and Byron, as well as other classics of German and English literature, as well as the history of German-Russian literary relations. The scholar replaced the concept of 'Influence' with the concept of

'Interaction' in France, given that national literatures and world literature contribute to the development of each other. He prefers to talk about literary connections and interactions, rather than assuming that there should be two-way or reciprocal relationships. In his view, individual biographical evidence cannot be considered as an influence, nor can it be a casual acquaintance with a book or an engagement in literary fashion. There must be a need for it and there must be proportional principles of development. Zhirmunsky believes that it is not enough to compare objects and identify similarities and differences between them. However, it is important to pay attention to the historical analysis of these features. According to him, the following three areas of research can be distinguished in comparative literature:

- 1) Historical-typological
- 2) Historical-genetic
- 3) Interactions in cultural and literary relations.

Examples of historical-typological research are observed at different stages of development in different nations. These patterns are very common in works and can be considered examples of literary interactions. They can also be distinguished by the fact that they reflect the national identity of peoples and the specificity of literature. Historical-typological correspondences can be defined in terms of ideas and spiritual content, motives and plots, situations and images, genres and styles.

The historical-genetic direction reflects the unity of the compared facts in terms of their common origin. In addition, Zhirmunsky pays special attention to world literature because he believes that world literature is very important for comparative literature. However, he emphasizes the concept of "world literature", which includes only European literature.

Comparative literature today is divided into two areas:

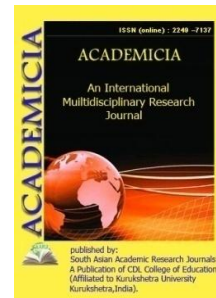
- 1) Direct and inverse study of the literature (influence-perception-effect), genetic proof (when a unit of reality or event is defined as the unity of origin), as well as synchronous (simultaneous) and diachronic relationships through (different times);
- 2) A comparative typological study, i.e., identifying the commonalities and differences of different literatures, which are independent of each other and do not affect each other. It is expressed in "literary" characters and themes in similar genres and styles in common genres.

CONCLUSION

In many cases, typological commonality contributes to the development of connections between literary events. In addition, comparative literature studies the problems of translation and thus helps to understand national and interethnic phenomena in literature. The main research method in comparative literature is the comparative-historical method. This method, also known as comparativeism, was mobilized to identify common elements of the various national literatures over a long period of time. For our work, however, the psychological method is also interesting. Because when comparing English, Uzbek and Russian literature, it is important for us to identify common problems in education and freedom of choice. This method is also important in studying the author's psyche, the inner world of the protagonists, the thinking of the protagonists, as well as the peculiarities of the reader's emotional perception.

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DOI: **10.5958/2249-7137.2021.01002.8**

SANITATION CONDITIONS IN SOUTH ASIAN COUNTRIES: A SPECIAL REFERENCE TO INDIA

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ABSTRACT

Globally 2.4 billion people live without access to improved sanitation of which 1 billion people practice open defecation (WHO-2015). Sanitation was one of the most off-track Millennium Development Goals (MDG). Only 68% of the world's population has access to improved sanitation (WHO-2015). Sanitation lies at the root of many other development challenges, as poor sanitation impacts public health, education and the environment. Based on the Global WASH fact sheet (2012), Maldives and Sri Lanka have better sanitation facilities than the great India and Afghanistan which is having least coverage. South Asian Conference on Sanitation (SACOSAN) is working on the improving the sanitation facilities in the SAARC. Among Indian states, North Eastern states are having better facilities compare to other regions (Census-2011). After launching SBM programme sanitation growth is observed across the country. The paper is based on secondary data and focuses mainly on sanitation condition in South Asian countries, India and states. GIS Techniques are used to prepare the maps and analyse the data and is presented in the paper.

KEYWORDS: Sanitation, Rural, Urban, Households, GIS, SAARC.

INTRODUCTION

Sanitation includes environmental sanitation which is largely viewed as “the control of all those factors in man’s physical environment which exercise a harmful effect on his physical environment, health, improving poverty, enhancing quality of life and raising productivity- all of which are essential for sustainable development” (WHO 1992). Sanitation is one of the basic determinants of quality of life and human development index. Good sanitary practices prevent

contamination of water and soil thereby prevents diseases. The concept of sanitation was therefore expanded to include personal hygiene, home sanitation, safe water, garbage disposal, excreta disposal and waste water disposal. Globally Sanitation word is used for safe disposal of human excreta (used by UNICEF-WHO Joint Monitoring Program).

As per the Global WASH fact sheet (2012) 780 million people do not have latrine facilities and more than 35% of the world people lack access to improved sanitation. Worldwide, soil-transmitted parasitic worm infect more than one billion people due to lack of adequate sanitation in the world. Safe and sufficient drinking-water, along with adequate sanitation and hygiene has implications across all Millennium Development Goals (MDGs). Goal number 7 is related to this indicator only. As the world turns its attention to the formulation of the post-2015 Sustainable Development Goals (SDGs) much remains to be done particularly to reduce inequalities across populations. As per the JMP-2014, 2.5 billion people lack access to improved sanitation and 1 billion people practice open defecation and out of 10 people 9 people are still going out for defecation in rural areas. 2.5 billion People lacking of basic sanitation in the world and out of 7 people 1 person is practicing open defecation in the world. According to the WASH – GLAAS*2014 facts, 67% of the countries recognize sanitation as a human right by law, 80% of countries reporting insufficient financing as the main cause for poor sanitation facility in the country.

WASH – GLAAS* The Global Analysis and Assessment of Sanitation and Drinking-Water (GLAAS) is a UN-Water initiative implemented by WHO.

OBJECTIVES OF THE STUDY

1. To study the status of Sanitation facilities across the world and specifically South Asian Countries (SAARC).
2. To study the sanitation conditions in India between 2001 - 2011.
3. To analyse the status of sanitation among Indian states.

GIS TECHNIQUES

This paper has utilized the information and decision support systems to enhance its effectiveness in the analysis of data. GIS techniques are used to prepare maps for this paper. The maps are compared and further analysed to understand the categories of the sanitation facilities across the state and country. From the analysis of such data various conclusions and recommendations are incorporated in this study.

1. WORLD SANITATION SCENARIO

As per the Global Health Observatory data repository 2015, Australia, Austria, Malta, Republic of Korea and Uzbekistan tops in the chart of sanitation facilities. These are all countries now open defecation free countries. These countries rural and urban households are having 100% latrine facilities. Niger is the lowest sanitation having country in the world with 10.9% followed by Togo (11.6) and Madagascar (12). Out of 193 (UNO) countries, 14 countries are having below 20% of the sanitation facilities. 20 countries are having below 25% of sanitation coverage, and 25 countries are having 25 to 50% of the sanitation facilities. Surprisingly out of 193 countries, 98 countries are having above the 75% of the sanitation facilities. Some of the countries like Peru, China, Myanmar, Colombia, Brazil, Mexico, Iraq, Turkey, Argentina,

Poland, UAE, Norway, France, Bahrain and United Kingdom of Great Britain and Northern Ireland, Belgium, Italy and Denmark countries having 75 to 99.6% sanitation facilities. And some of the countries like Spain (99.9), Switzerland (99.9), Canada (99.8), Portugal (99.7), and Denmark (99.6) countries are also having best sanitation facilities in the world. In Spain rural areas have 100% sanitation facilities whereas the urban areas have 99.8% sanitation facilities. Out of 193 countries 11 countries data is not available.

FIGURE 1: WORLDWIDE COUNTRIES % OF SANITATION COVERAGE-2015

2. SOUTH ASIAN COUNTRIES (SAARC)

South Asian Countries like India, Pakistan, Bangladesh, Sri Lanka, Nepal and Butan countries are sub continental country and Afghanistan and Maldives also come under the south Asian countries. In 1985, The South Asian Association for Regional Cooperation (SAARC) is established for improving (developing) economic cooperation among the eight countries.

FIGURE 2: SOUTH ASIAN COUNTRIES

SAARC started with 7 countries in 1985, added Afghanistan in 2006. South Asia covered 5.1 million sq.km. It covered 11.5% of the Asian continent area and 3.4% of the world land surface. The population of the south Asia is 1.749 billion people and have highest Hindu and Muslim population in the world. Overall the world it is having 24% of the population share. Among SAARC countries, India is the largest country in the context of area and the population followed by Pakistan and Maldives are having lowest area and population. The table 1 reveals that Maldives is have highest density of 1053 followed by Bangladesh (1033), India has 382 persons per sq. km area and lowest density at Butan 18.8 persons per sq. km. SAARC countries are performing very low HDI rankings in the world ranks. Sri Lanka (73) is the only country having below 100th rank in the SAARC members.

2.1 SOUTH ASIAN COUNTRIES SANITATION SCENARIO (SACOSAN)

South Asian Countries like India, Pakistan, Bangladesh, Sri Lanka, Nepal and Butan, Afghanistan and Maldives facing lot of problems due to lack of sanitation facilities. These countries are working on the sanitation issue. They established South Asian Conference on Sanitation (SACOSAN)*. It is a government led biennial convention held on a rotational basis in each SAARC country provides a platform for interaction on sanitation. SACOSANs are intended to develop a Regional agenda on sanitation, enabling learning from the past experiences and setting actions for the future. The objectives of such conferences are to accelerate the progress in sanitation and hygiene promotion in South Asia and to enhance quality of people's life.

FIGURE 3: PERCENTAGE AND RANKS OF SANITATION FACILITIES IN SOUTH ASIAN COUNTRIES

Asper the Global Health Observatory data repository 2015, Maldives (97.9) have highest sanitation coverage in the South Asian Countries followed by Sri Lanka (95.1). Only the two countries have above 90% sanitation facilities. The data shows that in Sri Lanka rural areas (96.7) have better facilities than urban areas (88.1). Two countries Pakistan (63.5) and Bangladesh (60.6) have reported more than 60% sanitation facilities. Butan (50.4), Nepal (45.8), India (39.6) and Afghanistan (31.9) have less than 50% sanitation facilities. Afghanistan provides least sanitation facilities in south Asia countries. India is the largest among

SAARC nation. It is having total 39.6% sanitation facilities in the country. Pakistan urban (83.1) area having some good facilities compare to the rural areas (51.1). Except Afghanistan, all countries of the South Asia are well performed than India. The figure 3 showing world ranks in Sanitation facilities also as per the data Sri Lanka (41) and Pakistan (61) having some better ranks in the World ranking. India and Afghanistan countries are having poor ranks with 150 and 155 respectively.

3. CURRENT SCENARIO IN INDIA

Some of the urban areas are having good facilities but rural areas people are still practicing open defecation. Since 1980's Indian government trying to remove open defecation and spend lot of efforts on it and many world organisations funded but still we are not reached 100% sanitation facilities in the country. First Government of India was launched Central Rural Sanitation Programme (CRSP) in 1986 and with the main objective of improving quality of life of rural people and also to provide privacy and dignity to women. Later on CRSP, another programme started Total Sanitation Campaign (TSC)". The main objective of the TSC is to eradicate open defecation in rural areas and to give subsidy to construct toilet that is under poor category. TSC gives support to schools and Anganwadis also. TSC gives strong emphasis on Information, Education and Communication (IEC). To give a fillip to the TSC, Govt. of India also launched Nirmal Gram Puraskar (NGP) that sought to recognise the achievements and efforts made in ensuring full sanitation coverage. Encouraged by the success of NGP programme the government renamed to TSC as 'Nirmal Bharat Abhiyan' (NBA). The objective is to accelerate the sanitation coverage in the rural areas.

SACOSAN*South Asian Conference on Sanitation (SACOSAN), a government led biennial convention held on a rotational basis in each SAARC country provides a platform for interaction on sanitation. The SACOSAN process is instrumental to generate political wills towards better sanitation in the region.

FIGURE 4: AREA WISE PERCENTAGE OF HOUSEHOLDS HAVING LATRINE FACILITIES IN INDIA

Recently the Prime Minister of India launched the Swachh Bharat Mission on 2nd October, 2014 which aims to achieve Swachh Bharat by 2019, as a fitting tribute to the 150th Birth Anniversary of Mahatma Gandhiji. The main objective of this programme is to remove the bottlenecks that were hindering the progress during the previous programs such as Total Sanitation Campaign and Nirmal Bharat Abhiyan and focus on critical issues affecting outcomes. State and Central Governments are aiming to construct latrines to the every household in the country. After launching the SBM (Gramin) within one year period nearly 95 lakh toilets have been constructed in rural areas. It is almost 46% of the toilet constructed since launching of the SBM (Gramin). In spite of the best efforts of the Government of India and respective State Governments' to improve the sanitation conditions in the country, the toilet coverage in rural India is only 30.7% which shows around 70% of the rural people still practice open defecation in the country.

If compare to the 2001 to 2011, the total country was not covered 63.6% and 53.1% respectively this means 36.4% and 46.9% of the households having latrine facilities within the household's premises. In the rural area, 30.7% and 21.9% households are having the latrine facilities respective period. In urban area covered more latrine facilities compare to the rural areas. Urban India households are having 81.4% (2011) and 73.7% (2001) latrine facilities within the

household's premises. As per the 69th NSSO Survey during the July 2012 to December 2012, 59.4% of the country rural households are defecating in the open. Jharkhand and Odisha households are doing 90.5% and 81.3% respectively. But As per the Global Health Observatory data repository 2015 data showing sanitation facilities are increased in India in terms of total, rural and urban areas. As per this data total India 7.3% sanitation facilities are decreased from 2011 Census to 2015. Mainly Rural areas sanitation facilities are decreased from 30.7% to 28.5%. Urban areas are data also showing the declining rate. The main reason is increasing the households and population of the country.

3.1 STATE WISE TOTAL SANITATION

India has 29 states* and 7 union territories. Sanitation facilities are very poor in some states where illiteracy, rural population and forest area are more. The country has an average coverage of sanitation 46.9%. 7 states have below country average they are like Jharkhand, Odisha, Bihar and Chhattisgarh, Madhya Pradesh, Rajasthan and Uttar Pradesh. Union territories have good sanitation facilities compare to the all the states of the country. As per the 2011 Census data figure 2 developed. The figure 2 shows total country wise sanitation facilities in the states. According to this map, out of 36 administrative province/states only 4 states have below 25% coverage in sanitation facilities like Jharkhand (22), Odisha (22), Bihar (23.1) and Chhattisgarh (24.6). Madhya Pradesh (28.8), Rajasthan (35), Uttar Pradesh (35.6), Andhra Pradesh (47.5) and Tamil Nadu (48.3) states (Only 5 states) are have 25 to 50% coverage in sanitation facilities

Out of 36 administrative province/states, 15 states are having 50 to 75% of the sanitation facilities. These states (except Telangana and Haryana states) located in the edges of the country boarder. Almost 40% of the states (15 states) are having 50 to 75% of the sanitation facilities.

***State means:** According to Article 12 of the Constitution of India, the term 'State' can be used to denote the union and state governments, the Parliament and state legislatures and all local or other authorities within the territory of India or under the control of the Indian government.

Three states from north eastern such as Assam (64.9), Meghalaya (62.9) and Arunachal Pradesh (62) are having above 60% of the facilities and North states like Himachal Pradesh (69.1), Haryana (68.6), Uttarakhand (65.8), and Jammu and Kashmir (51.2) are also having good facilities compare to the South and Western side states. Western part of the country states like Gujarat (57.3) and Maharashtra (53.1) and southern states such as Telangana (52.5) and Karnataka (51.2) states are have good facilities.

Total 12 states are having more than 75% of the sanitation facilities in the country. Kerala state has highest sanitation coverage with 95.2% followed by the Mizoram (91.9). Delhi, Manipur, Sikkim and Tripura states are having 70 to 80% of the facilities. Four north eastern states have above 75% of the sanitation coverage; these states are covered with hills and low population due to these reasons the coverage is more. Sikkim (87.2) and Punjab (79.3) also having coverage in the country.

FIGURE 5: STATE WISE TOILET COVERAGE IN TOTAL INDIA

3.2 STATE WISE URBAN SANITATION

Urban India has better sanitation facilities compare to the rural India. As per the Census 2001, 26.3% households were not having sanitation facilities were as in 2011 it decreased to 18.6%. In

India out of the 7.88 crores urban households, 82.4% households are having sanitation facilities. In all states urban areas have more than 60%.

The figure 3 is developed based on 2011 Census data. The figure shows that all in states, urban areas are having best sanitation facilities. Among the states, the sanitation facilities are lowest in Chhattisgarh with 60.2%. Out of 36 administrative province/states, 6 states are having 50 to 75% of the sanitation facilities they are Orissa, Jharkhand, Bihar, Maharashtra and Madhya Pradesh. All other 30 states have above 75% of sanitation facilities. In 11 states households are having above 90% of the sanitation facilities. Mizoram state is having maximum coverage in sanitation facilities with 98.5% followed by Tripura (97.9), Kerala (97.4), Manipur (95.8), Meghalaya (95.7), Sikkim (95.2), Nagaland (94.6), Assam (93.7), Uttarakhand (93.6), Punjab (93.4) and Telangana (90). Out of 11 states, 6 states are from North Eastern area of the country. Among Indian states 12 states have 80 to 90% of the sanitation coverage. This includes Haryana, Arunachal Pradesh, Himachal Pradesh, Gujarat, Jammu & Kashmir, Goa, West Bengal, Karnataka, Uttar Pradesh, Andhra Pradesh and Rajasthan states. Tamil Nadu state is also having above 75% of the facilities.

FIGURE 6: STATE WISE SANITATION COVERAGE IN URBAN INDIA

3.3 STATE WISE RURAL SANITATION

Comparatively, Rural India has poor sanitation facilities than urban India. As per the 2011 Census, rural India have 16.78 crores households out of them 69.3% household doesn't have sanitation facility within the household premises. The ministry emphasized on the need for innovative thinking to stop the old practice of open defecation and the ministry report saying the many states like Chhattisgarh, Madhya Pradesh, Arunachal Pradesh, Karnataka, Sikkim, Manipur, and Meghalaya have been at the forefront of the mission for construction of rural areas and they were likely to achieve targets in the next 1-2 years. Changing age-old attitudes toward open defecation is critical in attaining 'Swachh Bharat' goals and the sanitation. The target of the first one year is 60-65 lakh but total 95 lakhs toilets have been constructed in the rural areas under the 'Swachh Bharat' mission.

As per 2011 Census, Out of 36 states, 14 States are in the country is still below the national average (30.7%) of toilet coverage. Out of 36 states only 8 states like Lakshadweep, Kerala, Chandigarh (88%), Manipur (86%), Mizoram (84.6%), Sikkim (84.1%), Tripura (81.5%) and Delhi (76.3%) having above the 75% latrine facilities. Total 11 states are falling 50-75% range. Goa, 71% rural households having the latrine facilities, Punjab is also maintain same percentage (70.4%) other states like Nagaland (69.2%), Himachal Pradesh (66.6%) and Andaman (60.2%) states are having above the 60% latrine facilities. Assam, Haryana, Uttarakhand, Meghalaya, Arunachal Pradesh and Daman Diu states are having 50 to 60% latrine facilities. Total 17 states are having below 50% of the sanitation facilities in the country. West Bengal only has 46.7% latrine facility and other states such as Puducherry, Jammu & Kashmir, Maharashtra, Gujarat, Andhra Pradesh, Karnataka and Dadra Nagar Haveli states are having 40-50% facilities.

FIGURE 7: STATE WISE TOILET COVERAGE IN RURAL INDIA

Maharashtra (38%), Gujarat (33%), Andhra Pradesh (32.2%) and Karnataka (28.4) states are well advanced situation in all other indicators but availability of latrine facilities is very poor and states are having above the country average. The lowest coverage states like Jharkhand (7.6),

Madhya Pradesh (13.1%), Odisha (14.1%), Chhattisgarh (14.5%), Bihar (17.6%), Rajasthan (19.6%), Uttar Pradesh (21.8%) and Tamil Nadu (23.2%) states are having below 25% of the latrine facilities within the household's premises.

CAUSES OF THE BACKWARDNESS

- More density of population and low infrastructure facilities also cause to low coverage
- Lacking of sufficient water also influence to the increase of the sanitation facilities.
- States having more rural population and these are the one of the most backward states in the country. Main Reason is Illiteracy and more rural and tribal population.
- Forest also one of the causes of the open defecation. Availability of the more open space also a reason.
- Levels of the understanding the situation is very poor due to more tribal population.
- Illiteracy is the one of the main causes of the backwardness of the progress in the latrine facilities.
- Lack of Funds in all states leads to inadequate infrastructure
- Geographically some of the lowest coverage states are not suitable for construction of the toilet due to having dense forest and not growth in urbanisation.
- One of the important reasons for people not interested to construct the toilet is problems in availing the government incentive system due to lack of effective monitoring systems.
- Some places people are not using community toilets because of the unsafe for girls or women's. Some issues (rape and Murder) happened in Uttar Pradesh state in May 2014.
- Low latrine coverage due to illiteracy and more rural and Tribal population and lack of awareness about the sanitation facilities.

SUMMARY AND RECOMMENDATIONS

Out of 8 South Asian countries, 5 countries are having above the 50% of sanitation facilities. Other three countries are having very low sanitation coverage. Maldives and Sri Lanka countries are having top position in the SAARC. Afghanistan country is having lowest sanitation coverage. Only Sri Lanka and Pakistan countries are having below 100 ranks in the world sanitation ranking. SACOSAN is working on the sanitation to change the situation in the SAARC membership countries. SACOSANs are intended to develop a regional agenda on sanitation, enabling learning from the past experiences and setting actions for the future in the 6th conference which held in Bangladesh, January 2016 in Dhaka.

India also having just 46.9% of the sanitation facilities and it has 121 crores population. The country is facing lot of problems to facilitate to all people is a big challenge to Indian government. Recent studies are showing around 6 crores people in the country still practices open defecation due to lack of toilet facility. Water supply and sanitation is a State responsibility under the Indian Constitution. The government developed lot of programmes to poor people to eradicate open defecation in the country but lack of proper implementations of these programmes are not touched to the poor people. After launching Swachh Bharat Programme lot of changes are happened across the country. It may increase the sanitation coverage in the households.

Overall the country, more sanitation facilities are observed in the North Eastern states of the country. Jharkhand and Odisha states are having lowest coverage in the country. All states urban areas are having good sanitation facilities in the country but compare to the national average only eight states are having below country average. Whereas the rural India, northern part states are having good latrine facilities compare to south, West and Eastern states of the India. Union Territory states also having some better facilities within the household's premises. Indian capital city (New Delhi) surrounding states rural households are having some better conditions and new born Telangana state also having below the country average.

Lowest coverage states are requires not just building lavatories but also changing habits. In all states rural people do in the morning and night time monitoring in the open defecation fields and it will gives good result and eradicate open defecation in rural areas. Countries or States are needed instead are public campaigns, in schools and in the media, to explain the health and economic benefits of using toilets and of better hygiene.

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- Foot notes: states, north east, south Asian countries repetition, latrine or sanitation only one.



DOI: **10.5958/2249-7137.2021.00982.4**

LANGUAGE AS A MEANS OF PRESERVING NATIONAL IDENTITY IN JAPAN AND UZBEKISTAN

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ABSTRACT

In the context of information and communication changes, the problem of intercultural and interethnic stability in the multicultural space of a digital society is the most important task of philosophy, sociology, cultural studies and other areas of scientific knowledge and empirical research. Unfortunately, today the process of unification has affected almost all spheres of human life, which naturally negatively affects the preservation of national identity.

KEYWORDS: *National Identity, Language, Japan, Uzbekistan, Nation, Loss Of The National Language.*

INTRODUCTION

In this study, the language is presented not only in socio-cultural processes, but in the conditions of an open cultural space, the susceptibility of language to a powerful transformation is shown, during which there is a rapid borrowing of words from a foreign language. The structure of modern society in the context of integration is rapidly changing, the dialogue of cultures is growing, cooperation with international organizations, as a result, the borrowing of the English language in the educational, business or cultural sphere occurs. Terminology used in cooking, education, engineering, sports, fashion, etc. became international. In particular, interest in linguistic globalization has increased. The term “linguistic globalization” or (globanglization) represents the rapidly evolving process of interpenetration of languages, the borrowing of foreign words, and an increase in the number of Anglo-Americanisms. In such conditions, the universalization of linguistic forms is taking place, which is a direct consequence of the formation of the national information and economic space [1, p. 45]. In addition, the problem of

depletion of vocabulary (creolization) leads to the loss of fundamental foundations, turning the language into a “substitute”. This process leads to the de-structuring of the language and the loss of identity. In this regard, the question arises about the importance of language in the formation of national identity. The study of identity (formation, boundaries) is necessary to understand the features of the dialogue of cultures in the context of globalization.

THE MAIN FINDINGS AND RESULTS

Considering language in the context of the theory of communicative action, Y. Habermas emphasizes the special role of language not only in preserving the social norm, but also in ensuring that a person conforms to this norm, due to which the socio-cultural interaction of individuals is carried out while maintaining the spiritual and moral foundations of relations between people. “A person's understanding of himself depends not only on how he describes himself, but also on the models that he follows. Self-identity “I” is determined simultaneously by how people see themselves and how they would like to see themselves” [2, p. 7].

Primordialists argue that peoples who have lost their ethno-culture and their historical language experience the painful experience of being “between life and death”. Together with the loss of the language, they lose their established ideas about morality, the significance of the past, present, and future. Constructivists continue to predict the coming of “a brave new world of single markets and closely related mega-values, mega-cultures and mega-languages” [3, p. 120]. Researcher E. Bertolazi notes that the unity of the state is expressed primarily through communication in one language, i.e. “One language - one culture” [4, p. 8].

In this context, we are closest to the statement of E. Bertolazi, language as an element of reproduction of certain information carries historical memory, cultural and literary heritage and serves as the main means of communication for each nation.

Language as an indicator of identity, when one speaks the “native language”, a certain way of thinking is formed. As a consequence, certain “mentality” and “national character” are associated with the respective languages [5, pp. 55-56]. In accordance with this, we define that the “native language” determines the way of thinking, social behavior, display or control of feelings and emotions. In this case, the comparison of languages turns into a comparison of mentality and national characters. From the above, we can conclude that it is the language that creates the differences between different societies, groups, ethnic groups, peoples, nations.

The language captures the cognitive experience of the people, its moral and ethical, social and aesthetic, artistic and educational ideals. The language keeps the history of the civilizational development of the people. It reflects national characteristics, accepted and maintained from generation to generation norms of relations with other people and standards of social behavior, communication with other peoples. The language has absorbed the peculiarities of the attitude of the ethnos to the surrounding reality, its perception in the system of values and assessments, and the motivation of behavior [6, p. 34]. In addition, language provides communication links in the synchronic and diachronic planes, that is, both within one generation and between them. That is, one of the main mechanisms for the consolidation and transfer of knowledge, social experience, cultural achievements, and norms of human behavior and is the main means of preserving ethno-cultural identity [6, p. 36]. Speaking about the relationship between language and culture, it is necessary to refer to such a concept as a picture of the world. Today, the linguistic picture of the world is existing and transmitted using verbal symbolic means, i.e. language and symbols, a

conceptual (scientific, religious, philosophical) picture of the world, formed on the basis of the accumulated historical and cultural experience of the people, which allows us to consider it in a cultural aspect [6, p. 47].

Each new generation, each representative of a certain ethnic group, learning a language, is included in a historically defined system of social relations, joins collective experience, collective knowledge about the surrounding reality, generally accepted norms of behavior, and sociocultural values [6, p. 48]. O.A.Kornilov claims that the linguistic picture of the world “captures the perception, comprehension and understanding of the world by a specific ethnos, not at the present stage of its development, but at the stage of language formation, that is, at the stage of its primary, naive, pre-scientific knowledge of the world” [7, p. 15], where the image of the world is reflected in the everyday consciousness of native speakers through the semantics of linguistic categories, thus the worldview of the people is carried out through the prism of language.

Nations in the modern world can be equated with "linguistic nations" consisting of people speaking the same language. In turn, the language provides access to the national cultural tradition. Together with its linguistic “shell”, its semantic “filling” is also being mastered - cultural traditions, value attitudes, ideals, norms of thinking and behavior, etc. adopted in culture. Language is not only a powerful means of expression, communication, socialization of a person, his introduction to culture, but also one of the main features of a nation and national identity. The loss of a national, unique language is identical to the loss of national identity as a whole. Language as a living organism and a basic element of culture, it becomes an object and means of transformation, sensitively reacts to all kinds of influences [8, p. 54].

Based on the above, we can conclude about the relationship between language and national self-awareness, the mentality of both an individual and the nation as a whole. The basic functions of the language together provide a unique property of the design of information received by a person, its storage and retransmission. This serves as the main mechanism for communicative interaction, reproduction and transmission of historical, social and cultural experience to future generations.

In this context, let us consider the role of language as the main mechanism for protecting national identity using the example of the Japanese and Uzbek peoples. The main impetus for the formation of the Japanese language was the Chinese writing, texts, philosophical and historical chronicles and vocabulary. Sh. Watanabe extols “the irrationality of the Japanese language, which is impossible for foreigners to comprehend” [9, p. 9]. The thesis of the Japanese researcher Sh. Watanabe that the Japanese language has a completely unique spirit and confirms the exclusivity of the Japanese people and Japanese culture in the world. The ambiguity of the Japanese language is a prime example, reflecting the peculiarities of the culture of the Japanese people.

Today, the Japanese language is considered popular and in demand, it is complex and multifaceted, mysterious and interesting, especially among the younger generation. It is important for the Japanese to preserve their language, since this is directly related to ethnicity. It is very indicative that on the basis of the hieroglyphs, the Japanese alphabet appeared, used in two versions –“hiragana” and “katakana”, reflecting only sounds, but not having the image that is embedded in the hieroglyph. The contextual nature of the language influenced the formation of

the national character and developed such qualities inherent in the Japanese people as collectivism and the ability to cooperate. The flexibility of the hieroglyph always leaves it simply for the interlocutors; they have the opportunity to talk about the same thing in different ways, while retaining the possibility of dialogue. In Japan, hieroglyphics are considered the main part of national identity and, despite the fact that the reproduction and translation of knowledge of hieroglyphs requires the use of colossal mental and cultural resources, the transition to the alphabetical system is seen as disastrous for the Japanese nation. This attitude to the word in Zen culture and Japanese culture in general contributed a lot to the hieroglyphic structure of writing, which prompted the Russian sinologist V. M. Alekseev to introduce the concept of “hieroglyphic thinking”: “The Japanese ... thinks hieroglyphically and admires everything that hieroglyphics gives original, irreplaceable (hieroglyphics is a picture, a picture is assimilated differently than talking about it)” [10, p. 205]. Currently, Japan, considering the issues of language policy related to the spread of the Japanese language in the world, is developing special programs for teaching the Japanese language, conducting large-scale studies of the Japanese language aimed at improving the language so that the modern Japanese language meets all the challenges of the global world, while maintaining individual traits [11, p. 442].

In this regard, Japan is pursuing a certain foreign language policy of “soft power” [12], trying to preserve the viability of its language, which could meet the modern challenges of the global world. The soft power of Japan is based on the image of a mysterious, hospitable, spiritual country, which is the embodiment of grace, beauty, wisdom, with an ancient culture and centuries-old traditions. One of the main tools for the implementation of “soft power” is the dissemination of the Japanese language and culture in order to show the historical significance of Japan for the world heritage and stimulate the interest of other countries in the depths of the Japanese language.

Speaking about the meaning of the Uzbek language in the modern world, it is defined as follows: it is the national language of the Uzbek people, which includes all the variety of lexical and grammatical means, having dialects of different regions. The Uzbek language began to form on the basis of the Karluk-Chigil group of the Turkic language family.

There were three main dialects - Karluk, Kipchak and Oguz. At the turn of the XI-XII centuries. The Old Uzbek language began to separate from the Old Turkic and developed during the subsequent historical development. The most ancient (VIII-X centuries) were the Karluk and Oghuz dialects. Historically, the Old Uzbek language in various scientific sources was called differently – “Turks”, “Turkic language”, “Chagatai language”, “and Chagatai-Turkic language”, “Sart language”.

In the second half of the 11th and during the 12th century, the Uzbek language separated from the ancient Turkic and continues to develop and improve as an autonomous language. At the time of Amir Temur and the Temurids, the Uzbek language was called the “Turkic language” [13, pp. 107-139], the “Chagatai language” [14, p. 42], and in Soviet linguistics it was called the “Old Uzbek language” [15, p. 464]. According to Professor Sh.Madaeva, the development of the Uzbek language can be divided into five main stages: 1) sources of the 15th century; 2. the period of Chigatai literature; 3. the period of Jadid literature; 4. the period of Soviet literature; 5. literature during the period of Independence. These five periods include periods of progressive and regressive formation of the Uzbek language [16, p. 108].

A great contribution to the formation and development of the ancient Uzbek literary language was made by Alisher Navoi as a great thinker, writer, great poet and linguist. His creative, scientific and practical activities gave the Uzbek language the status of an official language both in state affairs and in poetry. He revealed the unique possibilities and charm of the Uzbek language, and in his scientific works, as a major linguist, he analyzed the ways of its development. Alisher Navoi, became “the poet of all the peoples of our country” (N. Konrad), “master of the Uzbek word”, “sultan of poetry” (V. Zakhidov) - statesman and public figure, poet, composer and scientist [17].

Indeed, the language of Alisher Navoi is the language of an entire era, the literary language of an entire people. Just as Alisher Navoi founded the Uzbek literary language in the 15th century, the literary language he founded was used not only by the Uzbek people, but throughout Central Asia and some other Turkic peoples. In the work “Khazoyinul Maoniy” (Treasury of Knowledge), “Hamsa” (Five) demonstrated the refinement and splendor of this language. At the same time, in the scientific treatise “Muqakamat al-lughatayn” (The Dispute of Two Languages), he substantiated the phonetic, lexical and grammatical development of the Old Uzbek language, comparing the Old Uzbek language with Persian, which is in no way inferior to Persian and proved that his native language is a language fiction [18, p. 4].

During the period of creation of the Jadid enlighteners, at the end of the 19th - at the beginning of the 20th centuries, the Uzbek literary language manifests itself in some normative difficulties. At this stage, firstly, socio-political problems, secondly, educational and educational problems and problems of enlightenment, thirdly, complex theoretical and practical problems such as the national language, attitude to the literary language, adaptation of the language to the requirements of the time, the definition of its path of development as a national literary language formed a kind of collapse of common problems [19, p. 37]. Taking a short excursion into history, the first newspaper in the Uzbek language began to be published under the name “*Turkiston viloyatining gazetasi* - Turkestan regional newspaper” in 1892 in Tashkent. In the newspaper, the main importance was attached to oral speech, new turns, and expressions taken from various Turkic dictionaries. Another very popular publication in Uzbekistan was the “*Yer Yuzi magazine*” - Around the World, which was edited by Chulpon. The great Uzbek poet Abdulhamid Suleiman - Chulpon put forward a fiery motto: “As long as literature is alive, the nation lives!” [20, p. 7].

An important place in the formation of a new ethnic identity was assigned to the Uzbek language. Universal compulsory primary and then secondary education, the development of a higher education system in the native language, the development of printing, mass periodicals, radio broadcasting, television expanded the sphere of functioning of the Uzbek language, determined its formation as a single language of all groups of the population, contributed to overcoming significant differences in local dialects. After gaining independence, education in Uzbekistan was proclaimed a priority direction of the state policy. Uzbekistan is a multinational state, it included 130 nations and ethnic groups, and the Uzbek language serves as a means of communication between representatives of different nations and nationalities living on its territory for many reasons. The popularization of the Uzbek language in modern Uzbekistan is part of state policy. In the process of educational renewal taking place in the country - on the occasion of the Day of the holiday of the Uzbek language, President Shavkat Mirziyoev noted:

“The life-affirming power of our national language serves as an important support for us in building a new Uzbekistan, forming the foundation of a new Renaissance” [21].

In our country, which is confidently moving from national revival to national progress, in recent years, large-scale work has been carried out to improve the status and prestige of the Uzbek language as a state language. The adoption on the eve of the holiday of the decree of the head of state “On the wide celebration of the 580th anniversary of the birth of the great poet and thinker Alisher Navoi” and the Decree of the President of the Republic of Uzbekistan “On measures to radically increase the role and authority of the Uzbek language as the state language” [22] was an important step in the implementation native language development initiatives.

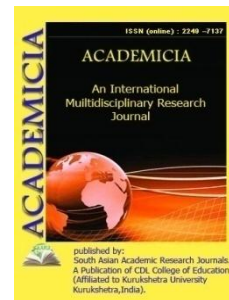
CONCLUSION

In conclusion, we can state that, firstly, language is an important component in the process of formation and development of national identity; secondly, language is understood as a product of self-identification and construction of the nation as a whole; thirdly, the language expresses cultural and value features that make up the basis of the nation and ethnos. Language is a powerful mechanism for uniting a nation and contributes to solving the problem of preserving national identity at the turning point of the formation of a new world order.

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DOI: **10.5958/2249-7137.2021.00984.8**

FEATURES OF A COUNTRY HOUSE IN HOT COUNTRIES

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ABSTRACT

The construction of summer terraces is becoming more and more relevant to which little attention has been paid so far. Examining the content of the article, this document tries to reveal the importance of summer terraces for a country house in a hot climate, examples from world practice are given. The architect must solve not only the issues of aesthetic value - think over the style of the facade and interior, but also the functionality of buildings is one of the main tasks. The new trend naturally led to the renewal of architectural and planning solutions.

KEYWORDS: *Summer terrace, Country house, Country house in hot countries, Design, dwelling house, Country house, Open terrace, Gazebos, Verandas.*

INTRODUCTION

A residential building can be: a mansion, a villa, a manor, a cottage. The most popular group of buildings of this type should be considered a country house, which may not have communications, located in the suburbs or isolated from other residential buildings. A cottage is a residential building with one or two floors, the second can be of an attic type (Makhmudova M. 2020). A mansion, in principle, can resemble a cottage. The design of a country house reflects not only the social status of the homeowner, but also his character and tastes. Villas, as well as country houses, are intended for seasonal use during summer vacations and holidays. The manor is an analogue of a mansion; in addition, the manor necessarily has additional buildings: gazebos, a park, a pool, possibly located next to a forest or a lake [1].

The first impression about a house is formed by its facade. Therefore, the design of the exterior of the house and the cottage is of great importance. A country house can be built from various materials: brick, wood, concrete blocks and other building materials.

The architect must solve not only the issues of aesthetic value - think over the style of the facade and interior, but also the functionality of buildings is one of the main tasks. The new trend naturally led to the renewal of architectural and planning solutions.

MATERIAL AND METHODS

The creation of the design of the facade and interior of a country house is a difficult task that requires professional skills. When arranging suburban house, it is necessary to take into account not only the area and configuration of rooms, but also the size of windows, landscape design of the territory of a country house, the height of the ceilings and many other factors [2].

The style concept of the design of a country house largely depends on whether the house is a guest (country house) or an apartment for permanent residence. In the first case, you can safely experiment with shades, styles and decorative elements. If the country house is for permanent residence, color contrasts and an excessive amount of detail can cause discomfort.

The style in which the design of the cottage will be made should not only correspond to the tastes of the owners of the house, but also harmoniously fit into the overall landscape so that the house is not like the others, has its own bright personality and the unique exterior of the renovated mansion is in harmony with the surrounding environment.

When creating a design of a country house in a modern style outside, one should take into account current trends, comfort and keeping up with the times. At the same time, the choice of a modern style for decorating a country house implies ample opportunities for implementation. This style direction can be combined, for example, with elements of classic, modern, minimalism or hi-tech, etc. Each new version will have its own individual features that form a stylistic unity.

The main trend of modern architecture is the creation of the most comfortable environment for life. This is achieved due to functionality, competent organization of space, aesthetics, emotionality, efficiency and care for the environment [3].

For example, when developing the exterior of a country house in the style of minimalism, it is advisable to use natural materials for finishing the facade of the house: wood, stone. But glass is also widely used, which gives airiness and lightness to structures, one of the main features of modern minimalism.

The design of a modern country residence today is rarely limited to the development and implementation of a design project of only one building. As a rule, there are several other buildings adjacent to a private house: gazebos, verandas and other structures. Buildings executed in the same style, along with landscape design, form a complete architectural ensemble.

Many people dream of a luxurious house that will be spacious, stylish and modern, possibly with a beautiful patio and pool, panoramic windows and several terraces. The terrace is not only present in every home, but also occupies a significant size, especially in hot regions such as Uzbekistan. There is often a terrace on the first and second floor (as an exploited roof), or terrain features are used to create multi-level terraces. A summer terrace with an open-air pond for summer residents is a great place for active outdoor activities, enjoying the landscape design and the landscape of the mountainous area

Open spaces, natural light, lightness of glass forms in the architectural world are trends that will never become obsolete.



Glass House (Farnsworth House), USA. Illinois, 1946-1951 Arch. Mies van der Rohe. General form

For example, in 1950, Mies van der Rohe designed a house that became an extreme expression of transparency and dissolution in the surrounding nature - a "crystal box". It was Farnsworth House, a riverside house a few miles from Chicago. The house consists of three elements: an open area raised above the ground, a covered terrace and a single glazed living space. The closed core of the house (bathrooms, kitchen niche) is sheathed with precious woods (Anisimova I.I. 2009).

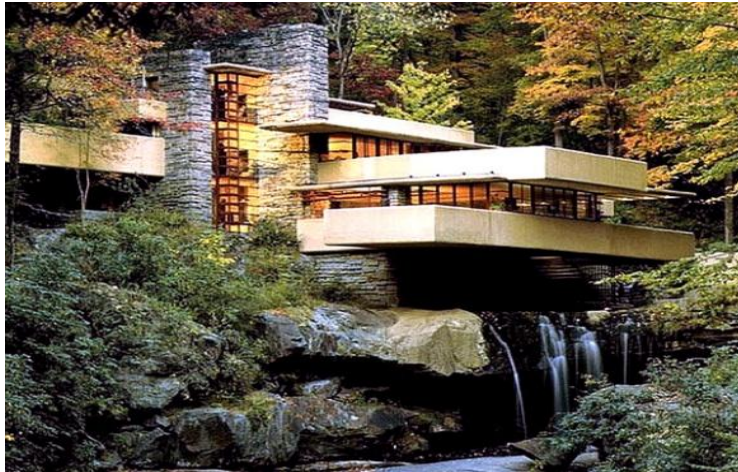
Large bay windows are both a source of natural light for the interior and a design feature of the facade of a country house. This detail creates the illusion of a glazed veranda, making the facade and interior more festive and light.



Country house with panoramic windows

Glass is a tool used by an architect to control light and neutralize the heaviness of a building. Glass doors, partitions, large floor-to-ceiling windows erase the boundaries of the building, expanding the space.

So, for example "House above the waterfall" (architect F.L. Wright, 1937) is a house for summer vacations. The main compositional motive of the villa was the contrast between the rusticated surfaces of the vertical volumes, the light, floating in the air planes of the cantilever terraces and the transparent weightlessness of the horizontal glazing. Cantilever ribbed reinforced concrete slabs rested on the peeled walls of the base, the removal of one of the terraces above the level of the stream was about 5.5 m. From the terrace you can go down the stairs to the waterfall [1,4].



“House over the waterfall”. Arch. F.L. Wright, Bear Run, USA, 1937

While decorating an open terrace, you can show all your imagination and use the most unusual materials for its arrangement. But of course, plants play the "main violin" in the design of an open terrace - they can be used to decorate the building and give it a unique look. The cobbled summer terrace, decorated with plants and different flowers, can be a great place to relax for years to come.



Villa Savoy Arch. - Le Corbusier, Poissy, France, 1929 - 1930. General form

So in the Villa Savoy (Arch. Le Corbusier, Poissy, France. 1930), a significant part of the residential floor of the house was occupied by an open terrace, flowing into the living room space thanks to continuous glazing, the roof was a terrace with a garden, which, according to Le Corbusier, returned to the city greens taken away by the volume of the house. (Anisimova I.I. ; 2009. Getashvili N. 2004).



Arch. - Le Corbusier, Poissy, France, 1929 - 1930. Terrace

An open terrace located under a canopy is a feature characteristic of houses located in areas with a warm climate. This feature has become characteristic of the design of Italian-style country houses and cottages on the outside. On the semi-open terrace under a canopy, you can comfortably relax in the summer. The interior of a villa or a country house can be expanded with adjoining areas and terraces - dining and living rooms in the open air.[6,7]



Villa Savoy Arch. - Le Corbusier, Poissy, France, 1929 - 1930. Terrace

The presence of a terrace and large windows blur the border between the house and the environment, further bringing people closer to nature. The summer terrace today is a continuation of the living room. One of the key principles used by architects when designing country houses is that living space flows seamlessly into the exterior.

The fully enclosed terrace is a structure with walls and a roof. It can be adjacent to the main building, or it can stand alone. The advantages are obvious: rain and wind will not spoil your mood; an excess of sunlight is also not threatened, but the lack may well be felt.[8,9]

To avoid stuffiness, window openings in the closed terrace (veranda) can be left empty. Thus, the breeze will blow over you, and all the smells and sounds of the country will contribute to relaxation.

The best option is a glass sliding facade, which makes it easy to feel “in the air” and also quickly isolate. In such an extension, you can safely place expensive furniture and accessories: in the event of a sudden rain or departure, you will not have to bring them in or cover them with foil. All three walls surrounding the terrace can be sliding. In this case, the glass walls go up like a garage door. Terraces and balconies can be enjoyed throughout the year if positioned correctly.

Sometimes in a country house, technically, a terrace is used - this is a platform raised above ground level, most often - flooring on a concrete base. It can be with or without a roof, fenced or not, flat and multi-level, separate and adjacent to the house. A country house with a terrace immediately becomes more comfortable and attractive. Also, due to the flooring, you can increase the usable area of the house. Here you can equip: a lounge area with sofas and armchairs, which can play the role of a summer living room; a place for meals with a large dining table; summer kitchen or barbecue area; a relaxation area with swings, sun loungers or a hammock.



Technically terrace

If you have an open space, however small, you can place mobile ovens to combat the cold. If you want to get more light and a more airy terrace, a transparent roof will be a good solution.

Vegetation can also play the role of a visual barrier on a terrace without walls. If you do not erect a railing, you can create the impression of a secluded area in a dense thicket.[10]



Terrace with a transparent roof

You can do without green spaces altogether. A thick lattice is a self-sufficient decor and a good fencing. It will serve as a visual barrier not only from above, but also on the sides. The sun's rays will reach you unhindered, and you will be inaccessible to prying eyes.[11]

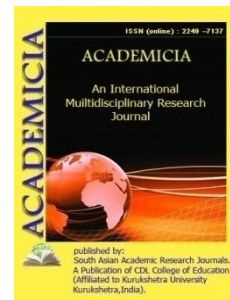
CONCLUSION

A beautiful country house is always a combination of a spectacular facade, an attractive interior and a refined landscape, as well as a high quality of the completed project.

The study of historical experience helps to understand the prevailing trends in the design of individual dwellings in world practice and to determine how much the world experience is suitable for modern domestic conditions. The owners of such houses want to get away from the monotony of ordinary houses, to self-identify due to the uncommonness, originality of the author's solution, which gives the prospect for the further development of this housing sector, which is important for the general intellectual level of society.

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DOI: **10.5958/2249-7137.2021.00985.X**

ON THE PROBLEM OF PRESERVING THE ECOLOGICAL PURITY OF THE LANGUAGE IN THE LINGUOCREATIVE MEDIA SPACE

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ABSTRACT

The close relationship of the ecology of nature and the ecology of language as part of culture revived a new term and a whole direction in modern linguistics associated with it - ecolinguistics, which, in turn, was introduced into scientific circulation by the American linguist Einar Haugen [2, p. 87]. Being the founder of the concept of ecology of language and the founder of the theory of ecology of language, Haugen in 1970 defined the ecology of language as a science that studies "interactions between any language and its environment, environment", while the environment (environment) is understood as "a society that uses language as one of its codes" [5, p. 73]. There are also a number of other conflicting opinions on the correlation of the authorship of this term and even the correlation of the terms "ecolinguistics", "ecology of language / languages", "linguistic ecology" and "linguoecology" / "linguistic ecology". As a rule, these terms are used as synonymous, but attempts are made to differentiate them [3, p. 65–71].

KEYWORDS: *Ecolinguistics, Discourse, Creativity, linguoecology, linguoecology.*

INTRODUCTION

The term "ecolinguistics" is used to refer to all areas of research that link ecology to linguistics. This is how Alvin Phill defines it, and after him other scientists. According to Alvin Phill, "the ecology of language (s) examines the interaction between languages (with the aim of preserving linguistic diversity)"; "Environmental linguistics uses the methods and principles of ecology to

learn a language (for example, the concept of an ecosystem)"; "Linguistic (linguistic) ecology studies the relationship between language and environmental issues".

DISSCUSION

It is advisable to consider the object of ecolinguistics such manifestations of linguistic signs or units in which identical features of independent disciplines such as ecology and linguistics are clearly indicated at the junction of the general laws of their existence. Various aspects of the functioning of languages and discourses in their social and natural environment are considered to be the subject of this direction.

At the present stage of the development of media discourse, an important role is played by the problems of linguistic creativity, which in turn affects linguistic ecology. The tendency of the formation of new words, terms and related concepts does not always obey the traditionally accepted linguistic laws of a particular language. Sometimes there is even a clear contradiction of new formations with the basic structure of the whole word-formation system. But nevertheless, adequate perception of the lexical form of new words unusual for language and widespread use, in particular in the media space, "fixes" it so much in the minds of speakers and listeners that they gradually begin to acquire the meaning of a norm. In this sense, as a reverse process of this phenomenon, the disappearance of the eradicated classical forms of words due to their "displacement" as a result of the results of linguistic creativity is also observed. If we consider the language as a reflection of the soul of the nation, the traditions of the people, the primary factor in the awareness of its originality, the issue of preserving the ecological purity of the language becomes especially relevant.

According to scientists, in order to counteract the negative tendencies of word use and search for ways to enrich and improve speech communication, it is necessary to study the ecology of the language. The term "greening" was introduced, which in relation to linguistics is gradually spreading and clarifying in Russia. In practical terms, greening is closely related to language policy. A language policy is necessary to preserve the moral and spiritual values imprinted in the language, which at the present stage of the country's development are beginning to degrade due to the penetration of foreign words into our language and the borrowing of elements from other cultures. A necessary requirement for the development of a language should be the unity of the people, who would like to preserve their culture, morality, spiritual values, because language is the most important means of national identification: belonging to a nation is determined by what language a person speaks.

At the moment, due to the expansion of technical capabilities in communication and their features of functioning, there is a tendency to replace verbal communication with sign, or non-verbal. The social characteristics of the language change somewhat; increasingly, the author's neologisms, slangs, jargons are adjacent to a number of literary words. Understanding the process of formation of this kind of words will help to identify the reasons for such a wide use of them in the speech of native speakers. So, the formation of the dictionary of the so-called "systemic" slang - occurs at the expense of the same sources and means that are characteristic of language in general and Russian in particular.

1. On the first place in terms of productivity are foreign-language borrowings, and, almost exclusively - English-language borrowings. Only two Spanish were recorded (to be proud - "to

get fat" and fumarite - "to smoke"), two German (Bundes, Bundes - "Germans from FRG", "West German" and Kind - "child") and one Finnish (yux "one

Ruble ") Having appeared in such a grotesque guise, the borrowed slangism immediately actively enters the system of inflection: girl - girls, girls, street - to street, perent - with perent, zipper" lightning "- zipper, byte" white "- byte. to note that some foreign words, long assimilated by the Russian language, seem to be re-adopted in a different meaning (and sometimes with a different stress) and already in this meaning form derivatives: record (record) - "gramophone record"; record - "plate"; rally - "meeting"; meeting - "to meet"; ring - "phone"; ring, triganut - "call on the phone", ring - "notebook with phone numbers"; speech - "conversation"; to speak, to speak - "to talk". The leading place in the social networks of young people is occupied by the use of neolexics. Stable phrases and special words were the result of the functioning and their use when communicating in the virtual world [1, p. 114].

2. Affixation, as a means, is very productive and with primordial Russian roots: ottyag - "pleasure", to be delayed - "to receive pleasure, indulge in fun; pin up - "pay attention, cling, mock, get carried away"; joke - "something that you can laugh at, what you can get carried away with"; prankster, prank - "one who loves to find fault, joking at someone "; cool - " funny, interesting "; cool - " fun, original".

3. The next powerful source of the formation of the lexical composition of slang is metaphor. Here are metaphors proper (such as pussy - "narrow triangular dark glasses", zagolyak - "complete absence of anything", extinguish - "kill"), and metonyms (such as hairy - "hippies").

In metaphor, there is often a humorous interpretation of the signified. As an example, let's call metonyms: splevich - "ephedrine, a medicine for the common cold, which is used as a narcotic drug"; shaggy - "bald"; or metaphors with an ironic connotation a basketball player is a "short man".

Compared with the three named (foreign borrowing, affixation and metaphor), the share of other sources of the formation of the lexical fund of youth slang is insignificant.

4. Borrowing thieves' argotisms: lawlessness - "complete freedom, revelry"; ksiva - "documents"; wet - "beat, kill".

5. Development of polysemy: to throw - "to steal something from someone, take something from someone and not give it back, cheat when making a deal, do not keep a promise, deceive"; nishtyak - "everything is all right, it doesn't matter! it is irrelevant! not bad, passable, excellent "; "Please" - "okay, agreed".

6. Antonomazia (proper noun as a common noun): Levis, Louis "jeans"; Masha, Natasha - "girl"; listening to Mendelssohn - "to be present at the marriage ceremony"; to drive mumu - "to lie".

7. Synonymous or antonymic derivation (one of the components of a phraseological unit is replaced by a close or opposite word of the national language or slang): to hammer in a joint - "fill a cigarette with a drug for smoking" - to nail a joint - to nail a joint - to nail a joint; get on a needle - "start using drugs on a regular basis" - get hooked; add a needle - "teach someone to use drugs" - add a screw - add a jeff; get off the needle - "stop using drugs" - get off the needle - jump off the needle.

Speech is an ecosystem, self-renewing and self-regenerating, serving both modern man and future generations. As the researchers say, a cultured person's concern for the future is manifested in a respectful attitude towards native speech. Obscene vocabulary, foul language and incomprehensible Englishisms that require translation for the majority come into conflict with the Orthodox spiritual tradition of the Russian people, destroy the Russian language, and with it - the culture of the Russian people, which has evolved over the centuries.

In addition, this series can be continued by describing such linguistic manifestations as truncation of roots, addition of roots, universalization, abbreviation, etc. These processes are especially vividly observed within the media space, where there is a "shift in communication towards non-environmental friendliness", which is confirmed by "environmental disasters", for example, such as the influx of foreign words, stylistic decline in speech, its jargonization, vulgarization, stamping, the use of obscene words and expressions, disregard for the formulas of politeness, depletion of the vocabulary of native speakers. Moreover, this shift is reflected in the terms used by scientists, for example: "speech irresponsibility".

CONCLUSION

Thus, if all structural, linguistic and stylistic norms are observed in speech, but "the choice of goals is determined by anti-values (moral, existential, aesthetic, etc.)," then such speech is a manifestation of speech anti-culture, this concept is so understood. In other words, the goal set also determines the degree of environmental friendliness of speech. The degree of environmental friendliness of speech should be determined taking into account the goal of the performed speech behavior and its linguistic implementation. The eco-linguistic approach to the culture of speech is based on the Russian spiritual tradition, which describes the relationship between words and nature. Today, the ecology of a language is understood as "the science of the integrity of the language, of its connection with the culture of its people and, at the same time, of its connection with the earthly semiosphere. This is the science of the energy of the word, of its creative power, of its connection with the biosphere, with the language of living nature. Hence it becomes more and more clear that biological, terrestrial ecology cannot do without the ecology of word and spirit. "

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DOI: **10.5958/2249-7137.2021.00986.1**

LEGAL BASIS OF COOPERATION BETWEEN GOVERNMENT AGENCIES AND NON-GOVERNMENTAL ORGANIZATIONS IN THE PROTECTION OF CHILDREN'S RIGHTS IN UZBEKISTAN

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ABSTRACT

The article deals with the theory of regulation of cooperation between government agencies and non-governmental organizations in the field of protection of children's rights, ensuring their legitimate interests; issues of strengthening and improving the practical and organizational and legal framework, the implementation of children's rights by non-governmental organizations; their role in supporting them in every way is revealed. Fundamental ideas have been put forward to introduce a new system of special care for children with disabilities.

KEYWORDS: *Protection Of Children's Rights, Cooperation Between Government Agencies And Non-Governmental Organizations, Government Programs, International Public Fund, Children With Disabilities, Compassion, Social Adaptation, Public Control, Advocacy Activities.*

INTRODUCTION

Today, the number and quality of non-governmental organizations in the world community, their cooperation with government agencies in solving problems related to humanity is growing. To date, the number of NGOs worldwide has exceeded 10 million. Especially in developed and developing countries, their number is growing rapidly. For example, there are more than 1.5 million registered NGOs in the United States, 1.2 million in France, and about 4.5 million in India [1].

THE MAIN FINDINGS AND RESULTS

In Uzbekistan, too, the effective organization of cooperation between state and civil society institutions, the development of its legal framework on the basis of modern approaches, innovative ideas is of great importance. Because in our country, where there are more than 9,000

civil society institutions [2], such as more than 9,000 non-governmental organizations, more than 9,500 mahallas, about 1,500 media outlets, it is very important to ensure cooperation between the state and its bodies and civil society institutions.

It should be noted that the use of the power and resources of such a large number of non-governmental organizations in the protection of children's rights and the protection of their legitimate interests; To this end, the effective organization of their cooperation with government agencies will lead to great success in this area. However, there are a number of shortcomings in the interaction of government agencies and non-governmental organizations in the protection of children's rights and their legitimate interests. In this regard, the President of the Republic of Uzbekistan emphasized the following: "... there are no clear mechanisms for the interaction of public administration and civil society institutions in the field of human rights" [3].

At the same time, it should be noted that in the regulation of cooperation between government agencies and non-governmental organizations to protect the rights of children, ensuring their legitimate interests, programs and memoranda have not been developed that define specific tasks and functions, rights and obligations.

Uzbek scientist M. Akhmedshaeva noted that today the interaction and cooperation between the state and civil society is developing rapidly; she acknowledged that the social role of the state in such cooperation is growing, that it cares for the socially vulnerable segments of society, and that the tasks and functions of the state and civil society are interrelated for these purposes [4, p. 67].

One of the scientists in the field, Sh. Yakubov, noted that the cooperation between government agencies and non-governmental organizations is the main link between the population and the government [5, p. 5].

The views of the Russian scientist VV Grib, who conducted research in this area, on the issue of cooperation are also noteworthy. According to him, effective cooperation between government agencies and civil society institutions will help solve many problems in society. One of the most pressing issues is the analysis of both legal, theoretical and practical aspects of this cooperation, strengthening its organizational and legal framework.

Of course, the cooperation of government agencies and non-governmental organizations in the effective regulation of existing social relations in society, in particular in the field of children's rights; further strengthening and improving its organizational and legal framework is extremely important in today's globalization [6, p. 24-26]. The purpose of the formation of non-governmental organizations also shows how important these organizations are today, that is, the rights and legitimate interests of individuals and legal entities; protection of other democratic values, achievement of social, cultural and enlightenment goals; to meet spiritual and other intangible needs, to carry out charitable activities and for other socially useful purposes [7].

It should be noted that the normative legal acts adopted in the country stipulate cooperation with non-governmental non-profit organizations in the implementation of the tasks set out in the norms, which provide for the powers and functions of government agencies. In particular, this provision is reflected in the relevant laws on the rights of the child. Such normative and legal documents, in turn, are used in our country as a legal basis for cooperation between government agencies and non-governmental organizations in the protection of children's rights and ensuring their legitimate interests.

Article 4 of the Law of the Republic of Uzbekistan “On Guarantees of the Rights of the Child” sets out the main directions of state policy for the protection of children's rights, including cooperation between government agencies and non-governmental organizations to ensure the rights of the child; as well as the powers of government agencies to develop cooperation with international organizations working in the field of protection of children's rights [8].

Article 27 of the Law of the Republic of Uzbekistan “On Education” gives the powers of local authorities in the field of education, which states that local governments cooperate with citizens' self-government bodies, non-governmental organizations and other civil society institutions in the development of educational institutions. . Also, Article 64 of this law defines public-private partnership in the field of education; according to which public-private partnership in the field of education is legally formalized by public and private partners for a certain period of time; is a partnership based on pooling its resources to implement a public-private partnership project. It was noted that non-governmental educational organizations can be established on the basis of public-private partnership in the field of education [9].

The Law of the Republic of Uzbekistan “On protection of children from information harmful to their health” stipulates that the specially authorized state body shall cooperate with local and foreign research and educational institutions in the field of protection of children from information harmful to their health; to cooperate with other bodies and organizations engaged in activities to protect children from information harmful to their health and participating in these activities.

The law also regulates the state education authorities and educational institutions, public health system management bodies and health care institutions; citizens' self-government bodies; at the same time, the participation and cooperation of non-governmental non-profit organizations in protecting children from information harmful to their health was noted.

In accordance with the Law of the Republic of Uzbekistan “On protection of children from information harmful to their health”, non-governmental non-profit organizations have the following powers:

- Participation in the development and implementation of state programs in the field of protection of children from information harmful to their health;
- take initiatives to ensure the protection of children from information harmful to their health and make proposals to a specially authorized state body;
- participation in the implementation of public control over the implementation of legislation on the protection of children from information harmful to their health;
- may cooperate with bodies and organizations engaged in activities to protect children from information harmful to their health and participating in these activities.
- it is established that the media may cooperate with the bodies and organizations involved in this activity in order to ensure the protection of children from information harmful to their health [10].

One of the important legal bases of cooperation between government agencies and non-governmental organizations in the protection of the rights and legitimate interests of children; of course, the Law of the Republic of Uzbekistan on Social Partnership; In accordance with this

law; social partnership programs of state bodies with non-governmental non-profit organizations and other institutions of civil society; including cooperation in the development and implementation of sectoral, regional programs, as well as regulations and other decisions affecting the rights and legitimate interests of citizens. One of the important areas of such cooperation is the protection of motherhood and childhood, as well as women's rights in this law; the socio-political nature of their country; socio-economic; ensuring full participation in cultural life; defined as forming a healthy family [11].

The strategy of actions for further development of the Republic of Uzbekistan, developed on the basis of the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoev dated February 7, 2017 no. PD-4947 [12] also pays special attention to cooperation. In particular, the implementation of public control mechanisms in the first priority area of the Strategy, aimed at improving the state and society building; strengthening the role of civil society institutions and the media, thereby strengthening cooperation between government and civil society institutions. These aspects, of course, are directly related to the interaction of governmental and non-governmental organizations on the issue of children's rights.

The legal framework for cooperation between government agencies and non-governmental organizations in the protection and promotion of children's rights in the country is set out in the relevant laws and by-laws. In particular, in the Resolution of the President of the Republic of Uzbekistan dated May 29, 2020 No PD-4736 "On additional measures to improve the system of protection of the rights of the child" the Deputy Representative of the OliyMajlis for Human Rights (Ombudsman) a number of powers, including the conclusion of memoranda of understanding, agreements, joint programs and projects with national human rights institutions and other organizations; as well as regular participation in international forums on the rights of the child, government agencies in the field of ensuring and protecting the rights, freedoms and legitimate interests of the child; including local public authorities; It is important to note the establishment of cooperation with non-governmental non-profit organizations and other institutions of civil society [13].

On October 7, 2020, the Deputy Representative of the OliyMajlis for Human Rights (Ombudsman) of the OliyMajlis of the Republic of Uzbekistan signed a Memorandum of Cooperation between the Ombudsman for Children and the Association of SOS Children's Villages of Uzbekistan. It serves to expand and strengthen cooperation between government agencies and non-governmental non-profit organizations in further raising awareness and culture, the implementation of advocacy activities in the legal, socio-political direction.

It should be noted that the current implementation of these regulations protects the rights of children in our country; we can see that the role of NGOs in protecting their legitimate interests is growing. Today, the International Non-Governmental Charitable Foundation "For a Healthy Generation"; Realization of children's rights by non-governmental organizations such as the Republican Public Children's Fund "You Are Not Alone", "Mahalla", "Public Opinion", "Youth Affairs Agency", "Zamin" International Public Foundation; we must emphasize their role in supporting them in every way.

About 90 non-governmental and non-profit organizations in Uzbekistan focus their efforts on social support, adaptation and protection of the rights of people with disabilities. Among them are a number of children's organizations that have won competitions announced by the United

Nations Development Program (UNDP). : Republican Center for Social Adaptation of Children, Zamin International Public Foundation, “MILLENIUM” Center for Social and Legal Rehabilitation of Youth with Disabilities, Center for Youth and Children with Disabilities under the Central Council of the Youth Union of Uzbekistan, Public Association of People with Disabilities “Inclusive Society” and others [14].

The strategic goal of the International Public Foundation “Zamin” is to contribute to the sustainable development of the country and improving the living standards of the population. Today, the Foundation is implementing ongoing projects to develop the education of children with hearing impairments. In this regard, ZiroatMirziyoeva, Chairperson of the Board of Trustees of the Zamin International Public Foundation, said: Zamin emphasizes that this is one of the main goals and objectives of the International Public Foundation. Finding an individual approach for children with disabilities in the educational process; not neglecting any child ensures that they enjoy the right to a full and quality education” [15]

Republican Center for Social Adaptation of Children with Disabilities (children with disabilities, children with physical and mental disorders, children suffering from chronic serious diseases); children belonging to socially and legally at-risk groups (orphans, children left without care by their parents or guardians, children from troubled families), as well as those with difficulties in social adaptation; but is an independent organization that studies the problems of social adaptation of gifted children (children with general special abilities, in particular: children with sports, artistic, scientific and other abilities) who do not belong to risk groups [16].

The Agency for Youth Affairs carries out its activities in accordance with the Regulations on the Agency for Youth Affairs of the Republic of Uzbekistan. The Agency, within its competence, protects young people from various information attacks, radical ideas and ideologies; uniting the younger generation in the interests of the Motherland; to take measures to educate in the spirit of respect for the history and national values of our country, to form a sense of humanity; to bring up the younger generation spiritually and physically harmoniously; large-scale organization to involve them in a healthy lifestyle; performs functions such as carrying out advocacy work [17].

President of the Republic of Uzbekistan Sh. Mirziyoev proposed to introduce a new system of special care for children from needy families, orphans, children with disabilities and those in need of treatment; “Currently, we have 150,000 children under the age of 18 in need of special attention in our country. Helping them to get an education, to have a specific profession; treatment of the seriously ill, helping orphans to find their place in life; providing housing is not only our duty, first and foremost, our human duty. In general, if we create a public fund to support children and allocate 100 billion soums from the budget to systematize such good deeds ... I am confident that this initiative will become a nationwide movement, and our generous compatriots will make a worthy contribution to this good cause. It is expedient for the chambers of the OliyMajlis to strengthen the activities of the Public Fund for Child Support at the legislative level and to encourage our compatriots who are active in this are” [18].

It should be noted that the COVID-19 pandemic had a significant impact on the activities of NGOs. Allocations from sponsors and their own businesses have stopped, to weak interaction with society, to give the shortening of measures and the scale of other consequences [19], today's initiative put forward by our President is extremely important.

CONCLUSION

Important information on the interaction between government agencies and non-governmental organizations in the protection of children's rights and the protection of their legitimate interests shows that such cooperation allows government agencies to better perform their duties, while NGOs promote the rights and protection of children in need, achieve effective results in the exercise of their freedoms.

On the basis of the above research, in our opinion, in cooperation with government agencies and non-governmental organizations to protect the rights and legitimate interests of children, it is expedient to pay more attention to the following areas:

- creation of clear mechanisms for cooperation between government agencies and civil society institutions in the field of children's rights;
- implementation of the legislation on the rights of the child, regulation of the interaction of public authorities and administration with non-governmental organizations in the protection of the rights of the child on the basis of specific policy documents, memoranda;
- strengthening public control over the activities of public administration bodies and civil society institutions in the field of children's rights;
- it is especially important to adapt the cooperation between the state and civil society institutions to the content of today's radical reforms, to determine their optimal form and method, to determine the most appropriate directions.

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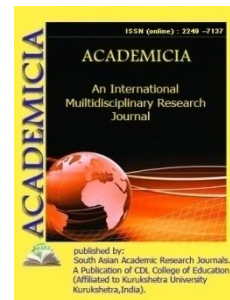
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DOI: **10.5958/2249-7137.2021.00992.7**

BIOLOGICAL ASPECTS OF HUMAN ADAPTATION TO ENVIRONMENTAL CONDITIONS

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ABSTRACT

The article is devoted to the biological aspects of human adaptation to environmental conditions. The article also discusses natural conditions and human adaptation to them, desert, desert, mountain, land, north, south, sea, hills and life around it, relations between man and nature, technological processes and their negative impact on the environment, preservation of the ecosystem, biological environment and life in it, lifestyle in cold and hot climates, biological adaptation, social adaptation, environmental hazards and methods of their prevention, healthy lifestyle and environment, natural resources and their rational use, preservation of living and inanimate nature - such questions how hands-on experience is also widely reported.

KEYWORDS: *Environment, nature, organism, ecology, biological environment, man, lifestyle, ecosystem, adaptation, biological adaptation, social adaptation, natural conditions, extreme conditions, technologies.*

INTRODUCTION

Throughout his life, a person is constantly exposed to a variety of environmental factors. Many of these factors, such as chemical compounds, are natural and necessary for normal functioning. So, a person cannot exist without oxygen, which is a necessary factor in life support. With a decrease in the oxygen content in the atmospheric air, there is a serious threat to life. Metabolic and physiological disorders of the body also occur when the partial pressure of natural gases in

the atmosphere, such as carbon dioxide, increases. According to N.A. Aghajanyan, Man regularly consumes various organic compounds and minerals: proteins, fats, carbohydrates, vitamins, trace elements, biologically active substances, water. All of them are necessary for the body, since they take part in the synthesis of various compounds, provide the ability to think, move, grow, adapt and neutralize harmful substances [1,66].

At present, the term "human ecology" denotes a complex of not yet fully delineated issues related to human interaction with the environment. The main feature of human ecology as an independent field of science is its interdisciplinary nature, since sociological, philosophical, geographical, natural science, medico-biological problems converge in it. Human ecology studies the laws governing the emergence, existence and development of anthropoecological systems, which are a community of people, which is in a dynamic relationship with the environment and thus satisfies its needs. Natural conditions are of great importance in determining the size of the anthropoecological system. The most numerous modern populations, uniting more than 80% of humanity, live on 44% of the land in the area of tropical forests and savannas, as well as in the temperate zone with shrubby vegetation or mixed forests. Drylands and desert zones, which account for 18% of the land area, are home to 4% of the population.

The main distinguishing feature of anthropoecological systems in comparison with natural ecosystems is the presence in their composition of human communities, which play a dominant role in the development of the entire system. Communities of people differ in the method of production of material values and the structure of socio-economic relations, on which the method of organizing labor, the volume and method of distributing the products produced among the members of the community depend.

Confirm that T.P. Bogdanets In the process of the existence of anthropoecological systems, the interaction of people and the natural environment is carried out in two main directions. First, there are changes in the biological and social indicators of individual individuals and the community as a whole, aimed at meeting the requirements of the environment for a person. Secondly, the restructuring of the environment itself is carried out to meet human requirements and is influenced by environmental factors. Their diversity can be conditionally subdivided into two large groups - natural and social [2,42]:

- Natural factors. This includes factors of animate and inanimate nature. In accordance with this, biotic and abiotic factors are distinguished. Abiotic environmental factors include the air environment, atmospheric pressure, light radiation, magnetic fields, ambient temperature, meteorological factors, etc.

- Social factors. Social factors in the life of a modern person are very diverse. Recently, anthropogenic factors, especially soil, air and water pollution, have become of great importance. Traditionally, social factors are considered various types of work, living conditions in cities and villages.

Human adaptation is one of the key concepts in human ecology, as well as in many other disciplines (physiology, anthropology, medical geography, sociology, ethnography, etc.). Adaptation of a person to a new environment for him is a complex socio-biological process, which is based on a change in the systems and functions of the body, as well as habitual behavior. This is a two-way process: a person not only himself adapts to the new ecological

situation, but also adapts this situation to his needs and requirements, creates a life support system, which includes food, housing, clothing, transport, infrastructure, etc.

According to N.S. Dezhnikova, the mechanisms of human adaptation. are very different, therefore, in relation to human communities, they distinguish [3,51]:

- Biological adaptation;
- Social adaptation;
- Ethnic adaptation

Each person is an individuality, therefore environmental and socio-economic adaptations are complemented by psychological ones. Individual and group adaptations of a person, in contrast to biological adaptations of plants and animals, provide, along with the survival and reproduction of offspring, the fulfillment of social functions, the most important of which is labor.

According to N.N. Moiseeva, biological adaptation of a person is an evolutionary adaptation of the human body to environmental conditions, expressed in a change in the external and internal characteristics of an organ, function or the whole organism to changing environmental conditions [4,129]. In the process of adaptation of an organism to new conditions, two processes are distinguished - phenotypic adaptation, or individual adaptation, which is more correctly called acclimatization, and genotypic adaptation, carried out by natural selection of useful traits.

They can develop not only in natural (Arctic, highlands), but also in anthropogenic habitats. So, immigrants from the temperate climate zone, arriving to work in the Arctic or Antarctica, are greeted by a harsh climate, atmospheric phenomena unusual for mid-latitudes, a sharply reduced number of microorganisms in soil and air, life in relatively small, crowded collectives. As a rule, such people upon arrival in the Arctic for a long time experience painful conditions and sensations that intensify, for example, when the polar day and night change. They are manifested in an increase in blood pressure and an increase in the pulse rate, which are then replaced by a decrease in pressure (sometimes to the level of 70/30 mm Hg) and a decrease in the pulse rate. These phenomena, designated by some researchers as metoneurosis, are accompanied by a drop in working capacity.

According to research by Yu. N. Smirnov, the described situation is reflected in the recommendations of hygienists, limiting the duration of work for newcomers to the Arctic. So, at temperatures down to -30 ° C and a wind speed of 4-8 m / s, the main staff of the polar station can work in the open air full time, while newcomers - no more than 1 hour. In polar explorers, the number of leukocytes in the blood is usually reduced to level 3000-3500 in 1 mm³. During the period of change in the composition of winterers upon contact with new arrivals, as a rule, an almost universal incidence of colds and intestinal diseases is observed [5, 49].

Signs of fatigue and even exhaustion of the nervous system are revealed - working memory deteriorates, the reliability of a person's work decreases, and the duration of the latent period of motor reactions increases. Adaptations are created in relation to factors of both the natural and the built environment, so they are not only ecological, but also socio-economic in nature. In modern society, we can observe the strengthening of the role of social adaptation.

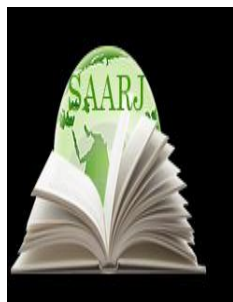
According to the research of P.M. Baevsky, social adaptation is the process of active adaptation of an individual (a group of individuals) to the social environment, manifested in the provision of

conditions conducive to the realization of his needs, interests, life goals [6,55]. Also, social adaptation includes adaptation, first of all, to the conditions and nature of work (study), as well as to the nature of interpersonal relations, ecological and cultural environment, leisure conditions, and everyday life. The process of social adaptation is closely related to the process of socialization of the individual, the interiorization of social and group norms. Due to the biosocial nature of man, his adaptations to living conditions are partly biological, but mainly social in nature.

In short, social adaptation is to urban and rural conditions, to various types of labor and professional activities, demographic processes are studied. The body's response to stress is considered. Recently, the issues of adaptation to anthropogenic factors, including environmental pollution, have become especially acute. If you carry out extensive scientific research on the formation of a rational attitude towards the environment, then many negative factors that threaten the environment and the environment can be prevented.

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DOI: **10.5958/2249-7137.2021.00987.3**

APPROACH TO THE THERAPY OF CHRONIC OBSTRUCTIVE LUNG DISEASE

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ABSTRACT

A study of 63 patients with a diagnosis of COPD of the II-III degree was carried out. The main group I of 43 patients, along with the basic therapy, received insiron at a dose of 80 mg 2 times a day for 10 days. II control 20 patients received basic funds. In group I, the intensity of cough significantly decreased, the patency of the bronchi increased by 17.7%, and the indices of local protection moderately increased. In patients taking inspiron, there was a tendency to a decrease in the viscosity of sputum, an improvement in its discharge, and a decrease in the intensity of cough. Thanks to these positive shifts, the rate of reproduction of microflora in the bronchial mucosa decreases and the severity of adhesion and aggregation indicators of blood corpuscles decreases, and humoral immunity is enhanced.

KEYWORDS: *Chronic Obstructive Pulmonary Disease, Bronchitic, Emphysematous, Bronchial Secretions, Spirometry, General And Local Immunity, Cytology, Morphology Of Mucous Membranes.*

INTRODUCTION

Chronic obstructive pulmonary disease (COPD) is a chronic and slowly progressive disease characterized by irreversible or partially reversible obstruction of the upper airways (10,12,13,16). The disease is characterized by progressive airflow restriction (14,16,17). In recent years, the problem of COPD has been increasing and acquiring more and more medical and social significance, worsens the quality of life and leads to an increase in disability and death of people (2, 15,17). The reasons for the exacerbation of COPD are air pollution from industrial waste, combustion products of various fuels, exhaust gases and household dust substances, and smoking and an infectious factor are of no less importance (3,5,7,13,17). The combination of smoking with bronchial hyperreactivity and hyperimmunoglobulinemia E accelerates the formation of COPD. Long-term smoking disrupts the drainage function of the mucociliary apparatus. Hypersecretion of mucus occurs under the influence of tobacco smoke and other harmful effects. This hypersecretion is combined with a change in the rheological properties of bronchial secretions, which become more viscous. Viscous sputum, tobacco smoke, industrial hazards, viral and bacterial toxins suppress the function of mucociliary cells and at the same time lead to dysfunction of the ciliated epithelium due to the reabsorption of excess mucins from the lumen of the bronchi (4,6,8).

Exacerbation of the disease occurs by inflammatory processes in the respiratory system, which impairs the patency of the bronchial tree and leads to an increase in all signs of the disease (12,13,15). According to the literature (6,7,12), about 55-60% of cases of exacerbation of COPD is an upper respiratory tract infection and about 40-45% of other causes. The leading link in the development of the disease is a violation of the drainage function of the mucociliary apparatus, the latter plays the leading role of the protective mechanism of the respiratory tract. As you know, the efficiency of bronchial cleansing depends on the rheological properties of bronchial secretions and the coordinated work of the ciliated apparatus, contraction of the smooth muscles of the bronchial walls (14).

The main symptoms of the disease are shortness of breath, cough, and sputum production. The accumulation of sputum disrupts patency in the bronchial systems, which initiates other symptoms. In COPD, along with pulmonary manifestations, extrapulmonary symptoms appear, such as a decrease in the mass of skeletal muscles, which leads to muscle dysfunction and leads to a restriction of ventilation. The latter lead to shortness of breath and fatigue. Dilution and secretion of sputum leads to an improvement in the course of the disease (16).

In the respiratory system, violations of the cell protection of the I-II line occur. So the first line includes the protective factors of the oral mucosa and palatine tonsils, the second - surfactant, alveolar macrophages and others (9). Recently, the effect of natural natural factors on the state of protection of the mucous membranes of the upper respiratory tract, which are the first barriers to the penetration of various infections, has been of particular interest (2, 3, 6, 8, 10, 11).

In this regard, when treating COPD, it is necessary to take into account the following principle, the elimination of factors that cause the development and progression of the disease. In the phase of exacerbation of COPD, therapy should be aimed at eliminating the inflammatory process in

the bronchi, improving bronchial patency, restoring the impaired general and local immunological reactivity, and further anti-relapse and supportive therapy is needed (1,5,8,9). Inspiron is a drug for thinning sputum and facilitating the drainage function of the bronchopulmonary systems, has an anti-inflammatory and antispasmodic effect on the smooth muscles of the bronchi.

Main part. The aim of the study was to compare the therapeutic efficacy and tolerability of the drug Inspirona in the complex therapy of COPD.

Materials and research methods. The study was carried out in the pulmonary department of the Bukhara regional multidisciplinary medical center. There were 63 patients under observation, including 34 men and 29 women with a diagnosis of COPD II-III degree, aged 42 - 71 years. In 28 patients, grade II was established, in the remaining 35 patients, grade III COPD. 34 patients had bronchitis, and the remaining 29 patients had emphysematous type of COPD. The studied patients were disturbed by cough, discharge of mucopurulent sputum and shortness of breath. All patients heard dry and moist wheezing in the lungs. Examination revealed diffuse cyanosis in patients, and when examining blood, they revealed compensatory erythrocytosis from 6 to 6.7 million and leukocytosis from 9.4 to 10.1 thousand in 1 mm³ of blood. Depending on the method of treatment, all patients were subdivided into two groups, representative in terms of gender indicators of patients, average duration of illness, type of COPD, and other characteristics. The first (experimental) group of 43 patients, along with basic therapy, received Inspiron at a dose of 80 mg 2 times a day, in the morning and in the evening before meals, for 10 days. Basic therapy included antibiotic therapy, anticholinergics, xanthines, antihistamines, expectorants and general tonic. The second (control) group of 20 patients received only basic therapy. General clinical analyzes were carried out, the main clinical symptoms of the disease were assessed on a three-point scale. Also the indicators of spirometry, data of the immunological research method were analyzed. In addition to clinical, functional studies, cytological studies (Nadzhimitdinov S.T. 2002) were carried out on preparations of prints taken from the mucous membrane of the palatine tonsils and nose (7). The study of the qualitative and morphofunctional characteristics of platelets was carried out according to the method of S.T. Nadzhimitdinov (2004). Endoscopy was performed using the apparatus "Olimpus" Japanese device, the state of the mucous membranes and the patency of the trachea and large bronchi were assessed.

RESULTS AND DISCUSSIONS

Analysis of the results of the studies showed that in patients who took the drug Inspiron on days 6-7 of the disease, coughing attacks significantly decreased by 1.7 points and sputum discharge improved about 2 times ($p < 0.05$). Although there were positive changes in terms of the intensity of cough, however, the drug Inspiron had a relatively weak effect on the course of dyspnea in patients with bronchitic type of COPD. There was a tendency towards a decrease in the dyspnea indicator, which was comparatively less, which was 1.4 points ($p < 0.05$). This effect was even weaker in patients with the emphysematous type of COPD. In the latter, after the treatment, although the coughing attack and sputum discharge significantly decreased by 1.2 and 1.3 points, respectively, when comparing the initial indicator ($p < 0.05$), however, shortness of breath continued to bother the patients, no significant changes were found ($p > 0.05$). During the indicated period of therapy in the studied patients, the severity of cyanosis decreased. Studies of a general blood test in patients with bronchitic type of COPD showed the return of the number of erythrocytes and leukocytes to normal values.

In patients who took only basic therapy after the treatment, minor changes were observed. A decrease in the severity of a cough attack and an improvement in sputum discharge in patients with bronchitic type were observed on days 8-9 of treatment. Similar changes in patients with emphysematous type of COPD were observed relatively weaker. During the indicated period of treatment, although coughing attacks and the amount of sputum secreted changed in a positive direction, when comparing these indicators with the initial data, unreliable changes were revealed ($p > 0.05$). In patients receiving treatment in the control group, the intensity of dyspnea practically remained at the initial value. Approximately the same picture was observed in the dynamics of changes in cyanosis. The indices of compensatory erythrocytosis and leukocytosis remained almost at the same level. Analysis of these indicators of cough and sputum production and dyspnea significantly decreased in patients of the main group when compared with controls, the differences were 0.5, 0.6 and 0.4 points, respectively ($p < 0.05$).

Before treatment, the main parameters of FVD in all patients were significantly reduced in comparison with the norm (Table 1).

Respiratory function indices in the dynamics of treatment with Inspiron ($M \pm m, \%$) Table 1

Index %	I group (n=26)		II group (n=25)	
	Before treatment	After treatment	Before treatment	After treatment
FVC	62,2±2,6	75,3±3,2*	63,1±2,4	68,4±2,4
FEV 1,0	61,3±2,1	75,6±2,3*	63,1±2,5	67,2±2,6
PEF	63,1 ± 2,6	75,8 ± 3,5*	62,2 ± 2,2	66,1 ± 2,4
FEF 75	57,2 ± 2,3	74,9 ± 2,7*	59,3 ± 2,0	64,4 ± 2,0
FEF 50	60,2 ± 2,2	74,3 ± 3,2*	61,2 ± 2,2	65,3 ± 2,7
FEF 25	65,3 ± 3,4	71,2 ± 3,0	67,1 ± 2,4	70,2 ± 2,3

Note: * - ($p < 0.05$) compared to pre-treatment data.

Analysis of the spirometry data showed that before the treatment, the main parameters of the bronchial tree were significantly reduced, in patients of groups I and II FEV 1.0 - the forced expiratory flow rate was reduced by 39.7% and 36.9%, respectively, when comparing and to the proper values ... Also, the patency of the bronchi at a glimpse - FEF 75, medium - FEF 50 and a large level - FEF 25 were significantly reduced when compared to normal. After treatment with insiron, mainly in patients with bronchitic type of COPD, there was a significant increase in bronchial patency, an increase in FEV -75, FEV-50, FEF -25, respectively, amounted to 14.3%, 17.7%, 14.1% ($p < 0.05$). This indicates an improvement in patency at all levels of the bronchial tree, especially at the level of small bronchi. Improvement of bronchial patency occurs due to an improvement in rheological properties and sputum discharge, in connection with an improvement in the excretory function of the mucociliary apparatus, which leads to a decrease in bronchial obstruction with mucus and due to a reversible component of inflammation of the bronchial wall. It should be recognized that in the patients of the control group there was no significant change after treatment compared to the initial indicator, as evidenced by the relatively low growth of FEV -1.0 FEV -75, FEV -50, FEF -25, which looked respectively: 4.1% , 5.1%, 4.1%, 3.1% ($p > 0.05$). The data obtained by the endoscopic method indicated damage to the mucous membranes of the trachea and large bronchi, which were characterized by hyperemia,

edema and deformation of their walls, the lumen of the bronchus was filled with thick viscous secretion. After the treatment, regression of endoscopic signs of the inflammatory process was noted, mainly in groups I and II, respectively, 72% and 12% of patients, there was a decrease in the secretion of bronchial mucosa, the disappearance of hyperemia and edema of the mucous membranes and restoration of their patency.

Initially, on preparations of prints taken from the palatine tonsils and nasal mucosa in patients against a background of contamination, mainly by coccal flora (*Streptococcus pneumoniae* 22%, *Streptococcus piogenes* 33%, *Haemophilus influenzae* 5%), single lymphocytes were found, a large number of inactive segmented neutrophils without signs of phagocytic activity. After the treatment, according to the indicators of cytological examination of smears from the mucous membrane of the palatine tonsils, along with the leveling of clinical symptoms, a decrease in the dissemination of coccal microflora was noted in patients in groups I and II, respectively, in 74% and 11% of patients compared with the initial data. At the end of treatment, patients of group I were found to have the 3rd (8% and 16%) and 4th (88% and 48% of patients) stage of inflammation according to S.T. Nadzhmitdinov, which indicates the activation of the cellular defense reaction of the body. However, in patients of group II, significant changes in the colonization of coccal microflora were not revealed.

Analysis of the results of platelets before treatment showed that 60% of patients had initial signs of the process of adhesion and aggregation of platelets in the peripheral blood, their sizes were large and active. The initial data obtained indicated an increase in the process of peripheral blood coagulation. After the treatment in patients of group II, slight shifts in platelet counts were revealed, only in patients of group I significant positive shifts were noted, which indicated an increase in the process of disaggregation in 7 (47%) patients, characterized by a decrease in the process of adhesion and agglomeration of platelets to normal in peripheral blood. Platelets were located alone, became small, inactive, which indicated a decrease in the process of hypercoagulation and normalization of blood coagulation.

An increase in the viscosity of bronchial secretions is accompanied by changes in its quality, which leads to a decrease in nonspecific components of local immunity (interferon, lactoferrin and lysozyme and secretory IgA, which have antiviral, antimicrobial activity. All this leads to disruption of the mucociliary apparatus and the accumulation of mucus and its infection due to the multiplication of microbial flora. Thick and viscous bronchial mucus with a reduced bactericidal effect is a demanded breeding ground for microorganisms. Under certain conditions, these patients are activated respiratory infection (12).

In the course of treatment, it was revealed that the main group of patients examined showed a tendency to a decrease in the viscosity of sputum, an improvement in its discharge, and a decrease in the intensity of cough. It is clear that due to the indicated positive shifts, the rate of reproduction of microflora in the bronchial mucosa decreases and the severity of adhesion and aggregation indicators of blood corpuscles decreases, and humoral immunity is enhanced. Improvement of blood rheology leads to improved blood supply in the focus of inflammation, the influx of protective cells in the affected organs and regression of the inflammatory process.

CONCLUSION

Thus, on the basis of the studies carried out, it can be concluded that the following positive changes were observed in patients with COPD who took the drug Inspiron:

The rheological properties of sputum improved with a decrease in its viscosity and an increase in the amount of secretion secreted.

The function of external respiration was restored comparatively faster, the permeability of the air flow at the entire level of the bronchi improved.

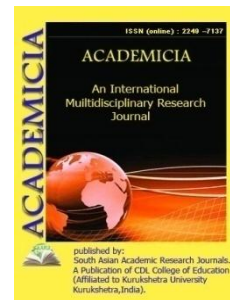
Decreased contamination of the microflora of the mucous membranes of the upper respiratory tract.

The processes of platelet aggregation and normalization of blood coagulation decreased.

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DOI: **10.5958/2249-7137.2021.00988.5**

PECULIARITIES OF METABOLIC DISORDERS IN ENDEMIC COWS

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ABSTRACT

In the article there is adduced the information distribution, etiology, specific endo-crinological and metabolic aspects of Endemic goiter of cows farms of Samarkand, Kashkad. The results of the studies show that in all regions of the country where the studies were conducted, endemic goiter in breeding cattle manifests itself in three types: latent goiter, hypothyroidism, and hyperthyroidism. The results of the analysis of the nutritional value of the rations show that in all farms the share of high-quality roughage in them was no more than 12-15%.

KEYWORDS: *Endemic goiter, metabolism, thyroid, hypothyroidism, hyperthyroidism, T₄, T₃.*

INTRODUCTION

One of the most significant obstacles to the implementation of tasks to deepen the agrarian reform specified in the "Strategy of actions in five directions of development of the Republic of Uzbekistan for 2017-2021"; as well as in Resolutions No. 4841 "On additional measures to deepen economic reforms in animal husbandry" dated March 16, 2017 and PD-4576 "On additional measures of state support for the animal husbandry industry" dated January 29, 2020, prepared personally by the President of Uzbekistan, in the Laws of the Republic of Uzbekistan No. LRuZ-97 "On the prevention of iodine deficiency diseases" dated May 3, 2007 and No. Law of the Republic of Uzbekistan-397 "On veterinary medicine" dated December 29, 2015 (Collection of legislation of the Republic of Uzbekistan, 2007, No. 17-18, Art. 175; 2015 No. 23, Art.) And the Decree of the President of the Republic of Uzbekistan No. PD-5696 "On measures to radically improve the system of public administration in the field of veterinary medicine and animal husbandry" dated March 28, 2019, are diseases of imported breeding cattle.

THE MAIN FINDINGS AND RESULTS

It is known that endemic goiter (Struma endemica) is a disease that develops due to iodine deficiency and is accompanied by specific morpho-functional changes in the thyroid gland [1, pp. 478-540; 3, pp. 157-160; 5, p. 543].

The results of studies carried out by us over the past 10-15 years have shown that endemic goiter and metabolic disorders associated with it are relatively widespread among imported cattle and their offspring [2, pp. 391-393; 7, p. 340].

As a result of thyroid dysfunction and its metabolic consequences in cows in a relatively short period of time, there is a decrease in live weight by 20-30%, milk yield by 25-50%, as well as deterioration in fertility and product quality. As a result, farms endure an average of 1.5-2.5 million soums per cow per year. Therefore, studies aimed at increasing the productivity and reproduction of cows by preventing endemic goiter and metabolic disorders associated with it are relevant [4, p. 72; 6, pp. 210-13; 8, p. 437].

The aim of the study is to develop scientifically based measures for early diagnosis, effective therapy and group prevention of endemic goiter and metabolic disorders associated with it in breeding dairy cows.

Research objectives:

- To determine the spread and economic damage of endemic goiter and metabolic disorders associated with it in breeding cows;
- To identify the main nutritional and endemic causes;
- To establish clinical-physiological, hemomorpho-biochemical, hepatological and immunological changes characteristic of endemic goiter and metabolic disorders associated with it in breeding cows;
- to develop methods for early diagnosis of endemic goiter and metabolic disorders associated with it in breeding cows;
- through alternative experimental research to develop effective means and methods of therapy for endemic goiter and metabolic disorders associated with it in breeding cows;

- through alternative experimental studies to develop effective means and methods of group prevention of endemic goiter and metabolic disorders associated with it in breeding cows;
- to develop recommendations for early diagnosis, effective treatment and group prevention of endemic goiter and metabolic disorders associated with it in breeding cows and introduce them into production.

Material and research methods

The studies were carried out in 2015-2020 in cows and heifers of the black-and-white breed of the educational and experimental farm of the Samarkand Institute of Veterinary Medicine (Akdarya district of the Samarkand region), in cows and heifers of the local and Simmental breeds of the Fazo and OmadliZarnigor farm in the Chirakchi district, black-and-white breed LLC “Karpat-olachashmasi” of Yakkabag district of Kashkadarya region, in cows and heifers of the local breed of the farm “ZoirAbbosAzizjon” of Kogon district of Bukhara oblast.

Healthy and sick with endemic goiter, cows and heifers in the context of breed, age, seasons, lactation periods and types of diet, were subjected to clinical-physiological, hemo-morpho-biochemical, thyroid-immunological, and samples of the thymus gland were forced to leave cows - organoleptic and specific morphometric research.

Analysis of research results

The results of the studies show that in all regions of the country where the studies were conducted, endemic goiter in breeding cattle manifests itself in three types: latent goiter, hypothyroidism, and hyperthyroidism. In addition to the symptoms of the general metabolic syndrome (problems with milk production and fertility), sick animals are characterized by a peculiar structure of the body (ovality or flatness), the presence of hairless (forested) or hairless areas on the skin, the formation of “false mushrooms” and “false eyebrows”, in an average of 30-50% of cows and heifers on palpation morphological changes (increase or decrease) in the thyroid gland.

The results of the study of blood samples for indicators reflecting the state of the thyroid gland functions were characterized by strict thyroid specificity. So the average level of thyroxine (T_4) in the blood of healthy cows was $3,6 \pm 0,15$ - $5,36 \pm 0,21$ $\mu\text{g}\%$, triiodothyronine (T_3) in the blood serum - $1,25 \pm 0,10$ - $1,50 \pm 0,13$ ng / ml. As the disease progressed, significant changes in these parameters were observed, in particular, an increase in serum T_3 (on average up to $2,45 \pm 0,22$ - $2,9 \pm 0,25$ ng / ml) and a decrease in the amount of T_4 in the blood (up to $3,4 \pm 0,33$ - $4,1 \pm 0,36$ $\mu\text{g}\%$). During the chronic course of the process, these changes deepened.

General endemic metabolic disorders (GEMD). Studies have shown that in about 30-60% of cows of experimental farms, along with specific thyroid changes, profound metabolic disorders were established, the dominant type of which was a violation of protein-carbohydrate-lipid metabolism, which was characterized by a decrease in hemoglobin (up to 66-84 g / l) and the number of erythrocytes (up to 4.4-4.9 million / μl) in the blood, as well as total protein (due to albumin), glucose and reserve alkalinity in the blood serum.

With GEMD, as a result of endemic, especially after the third and fourth calving, degenerative changes in the liver develop, which are characterized by an increase and soreness of the organ on palpation. Bile secretion, albumin-synthesizing, urea-synthesizing, lipid-synthesizing, enzyme-

synthesizing and bilirubin-conjugating functions of the liver are impaired. Such disturbances are especially evident in highly productive cows, in conditions of hay-concentrate and straw-concentrate types of ration compared to silage-concentrate.

The results of the analysis of the nutritional value of the rations show that in all farms the share of high-quality roughage in them was no more than 12-15%. The degree of provision of rations for sugar was no more than 40-50%, for carotene - 50-60%, phosphorus - 70-75%, for digestible protein - 75-80%, for iodine - 45-55%, for calcium - 130- 150%. The calcium-phosphorus ratio was 2-2.5, the sugar-protein ratio was 0.45-0.55.

CONCLUSIONS

1. In the conditions of the farms of the Republic of Uzbekistan, the environment of pedigree dairy cows, the infection with endemic goiter is on average 30-60%, the main etiological factors of which are the lack of high-quality roughage in the diet, the tyrodendemicity of the regions, as well as its low availability in sugar, carotene, phosphorus, digestible protein and iodine as well as low sugar-protein (0.45-0.55) and high calcium-phosphorus (2.2-3.0) ratio in it.

2. When assessing the state of the thyroid gland in pedigree dairy cows, along with specific thyroid changes, it is advisable to take into account general metabolic disorders and the functional state of the liver.

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DOI: **10.5958/2249-7137.2021.00843.0**

OPPORTUNITIES FOR THE DEVELOPMENT OF CREATIVITY SKILLS OF STUDENTS IN THE PROCESS OF TEACHING DRAWING SCIENCE

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ABSTRACT

This article covers the ways of developing spatial imagination, thinking and creative abilities of students in the process of teaching drawing Science in general secondary education. Examples of the development of the student's creative abilities through the issues that require creative research are presented.

KEYWORDS: Creativity, Creative Ability, Innovation, Drawing, Reading Of Drawing, Spatial Imagination, Contemplation.

INTRODUCTION

Great scientist and inventor in the process of education and upbringing of the younger generation. E Kant said, "It is not necessary to teach thoughts, but to teach thinking"¹.

As we all know, the process of introducing students to the basics of graphic education and its acquisition is carried out through the content of the school drawing course. The content of the school drawing course: reflects a number of processes, such as the development of technical thinking, spatial imagination of students, the activation of creative and cognitive activities, deep acquisition of general and polytechnic knowledge, visual perception of nature and techniques, as well as careful study of processes and phenomena that cannot be seen by eye.

The role of the science of drawing in the formation of technical knowledge in the younger generation, their technical and graphic literacy, the ability to "linger" with various technical means, is great.²

It is known to all of us. “..one of the main tasks of the science of drawing is the formation and development of knowledge, skills and qualifications for drawing up a drawing of a piece and its reading in students. To perform such a task, it is necessary to bring the spatial imagination and thinking of the students to the course process of development focused materials.³ As a result of solving such issues, the creative ability of students is checked and, depending on their “strength”, abilities are developed.

One of the tasks of education is to allow everyone to demonstrate their talents and creativity, which means for each person the opportunity to make their own personal plans. Each child has his own abilities.

To date, it is necessary to successfully achieve this in the process of developing the spatial imagination and thinking of students, graphic literacy, creative abilities, in particular in the teaching of drawing science. The science of drawing shows that such an opportunity has its own advantage over other sciences. This issue is always a matter of days and a number of scientific research works are being carried out.

METHODS

Expressing confidence in the youth of our country in vain, President Sh.M. Mirziyoyev also said in his speech: “Of course, only you, who have modern knowledge and professions, think independently, always live with a sense of belonging to the people, You, dear youth, will be able to stand on the field and solve the tasks set before us by life today”.⁴

MAIN PART

It is known that scientific technical development in many ways is based on technical design. The technique of drawing can not be done without drawings. To do this, it is necessary to integrate elements of a creative approach in the drawingilikni in the learning process and in the execution of each graphic work. Bunda develops the creative ability of the pupil. Graphic issues that require creative research for the formation and development of creative abilities should be integrated into the content of the science of drawing. It is also important to analyze, understand psychological terms, such as creativity, creativity, ability, resourcefulness, which occupy an important place in cognitive activity.

Creativity is derived from the Arabic word, which gives the meaning of creation, discovery, being. Creativity-gives meaning to the creator, the creator, the creator.⁵

When called creativity, it is understood to create the necessary and useful innovation at a certain time and situation. In general, what is created except for a certain thing can be called the product of creativity. In turn, when it is called innovation, it is understood that the product of technical thinking, which was not in such a form before, but at the same time entered a certain element of course not previously known in the form of the finished, although there are certain materials in the composition.

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course not previously known in the form of the finished, although there are certain materials in the composition.

Ability-derived from the Arabic word, declination means interest, inclination, loyalty, support, dignity, ability, talent, talent.

A capable person is capable of something, capable of something, worthy of something, worthy of something.⁶

Creativity is a conscious, purposeful activity of a person aimed at knowing and changing existence, as a result of which new, specific, previously non-existing material and spiritual blessings are created.⁷

Any creativity is not a rejection of existence, but a full penetration into existence. An individual approach to training is an important requirement of the educational process. An individual approach to training should be carried out not only in the work of exercises, but also at all stages of the training process: in the transition, strengthening and repetition of the new material, giving homework and in addition to the lesson, it is also necessary. This opens another door to the growth of creativity skills and abilities of students.

Psychologists have different views on the nature of talent and the concept of creativity in relation to the intellectual development of students. From didactics it is known that there are two levels of ability: reproductive and productive (creative).

As a result of the analysis of Psycho-pedagogical literature, it was possible to identify the following main indicators of the formation of creative abilities of students:

1 – ascertain fund of knowledge and skills, the level of their quality and generalization.

2 - development of students ' creative ability the level of development of minds based on: attention, memory, imagination.

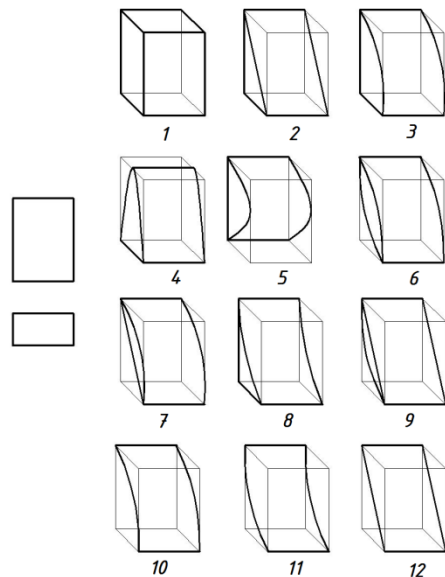
These qualities were the basis of effective thinking.

3-the development of the level of thinking of the student is determined mainly by the level of intelligence action and the complexity of operations capable of producing in the process of educational activities.

4-knowledge of methods of search and creative activity.⁸

The algorithmic map of the development of creative abilities of students in the field of Technology Science reveals the possibility of its implementation through 4 stages.⁹

Developing students ' creative ability in the careful study of educational literature, one can find interesting tasks in almost all subjects of the drawing science program. From Russian scientists in this regard I.A.Roytman's "Technology and design elements in machine drawing", V.A.Gerver's "creativity in drawing lessons", N.A.Sevastopol "Project tasks", N.Y.Bakhnov "extracurricular work on technical drawing", V.Rassokhin and N.Tselinsky "interesting tasks on projection drawing", S.V.Titov said that "interesting tasks on drawing" and from local scientists. I. Rahmonov and A. Valiyev "Drawing" (construction of the basics in drawing)", It is possible to bring the books of N.X.Gulomova "Drawing (designing)" and other authors.



RESULTS

One of the sources of improvement in the educational process is a new approach to the use of existing techniques and tools, which requires a certain correction and improvement from the point of view of development. School practice shows that 90 percent of traditional school education is dominated by a teacher's monologue teaching. Schoolchildren are waiting for new forms of acquaintance with new materials, their activities, the active nature of thinking, their aspirations for independence. And a great way to solve this problem is cognitive problems, children's developmental abilities, interests and tasks that are ready to solve them.

In order to develop the interest of the spatial imagination of students, it is necessary to use a wide range of tasks that require entertaining and creative research. Especially effective is the use of functions to find the third projection. In the case of the reader, it is difficult to imagine the third projection. To do this, you will need the skill of reading the drawing. For example, on the basis of the two projections given in the 1-th drawing, the image of the geometrical form and the design of its third projection are divided into sections with the following result when asked.

- many students in the classroom express the graphic issue with a single solution;
- 20 percent of readers will be able to see 2 and 4 solutions;
- one or two readers will be able to design solutions in many variants.

Everyone knows that in any activity person needs knowledge, invention, ability, that is, intelligence and creative ability. Drawing one of the main and most difficult tasks of teaching is the development of the spatial imagination, thinking and creative abilities of the student, in which you cannot develop the abilities to perform various mental operations. Knowledge and knowledge, the mind can develop through systematic exercises. An important task of each drawing teacher for the development of the minds of the students is to develop the imagination of the students, which leads to the creation of new images mentally based on past perceptions expressed in previous concepts.

1. Preparation of students for innovative activities for the development of creative activity.
2. Establish collaborative activities between teachers and students.
3. The use of innovative cognitive technologies in the development of creative activity.

Graphic images are the link that connects many types of creativity activities. Therefore, in the drawing course there are very large potential opportunities that shape the creative abilities of an individual. The Polytechnic features of science make it possible to use a variety of subjects that contribute to the discovery of individual interests and abilities of students.⁹

One of the directions for the content of students' creative abilities are the solution of creative issues in these drawing lessons. From the point of view of the pedagogical point of view, it can be said that in the process of creating this type of activity, the only valuable asset is the ability to open and develop.

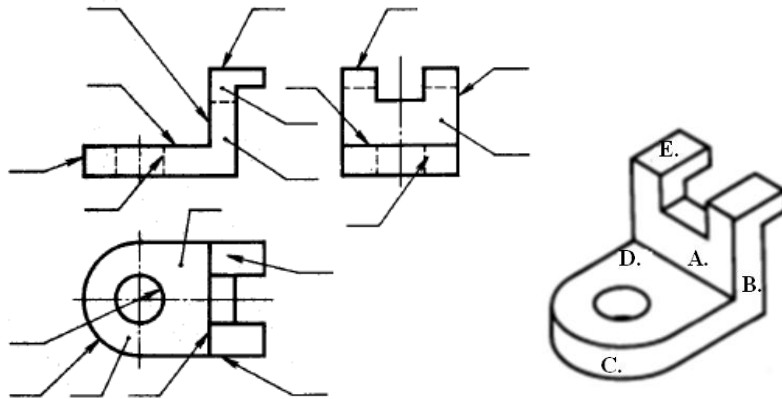
Graphic creative activity of students requires the following:

- Number and inclusion with creative content in the planning process obtained on account of the training sequence;
- graphic methods of developing creative activity ;
- selection of specific types of work more suitable teaching tools techniques for creative;
- setting the allotted time for the species is in the midst of creative tasks;
- take into account the specificity of separately in children;
- creative lesson in the process of creating an environment, to be able to treat students well and to take into account every creative proposal.

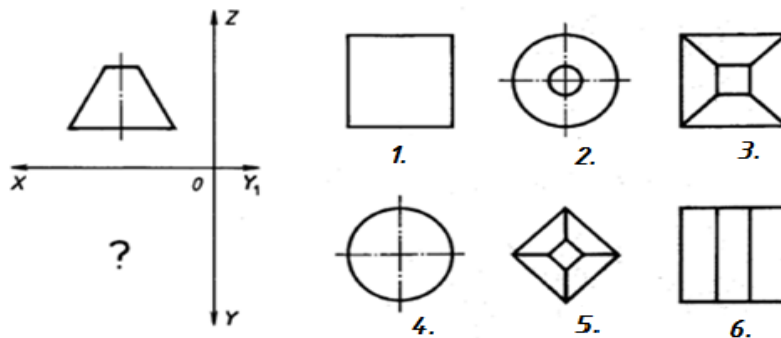
To establish creative activity, it is necessary to create conditions for solving educational tasks that can provide maximum efficiency. Students should not only have a clear set of knowledge, but also know how to master skills and apply the necessary knowledge.

The scientist, who contributed to the development of drawing methodology, according to L.M. Gosudarsky - "in order for students to fully master the graphic knowledge, first of all they need to master the deep projection drawing, which is the theoretical basis of drawing. In the field of production, drawings on a rectangular projection system are more often used. That is why it is incredibly necessary that students are deeply taught how to read and perform such drawings.

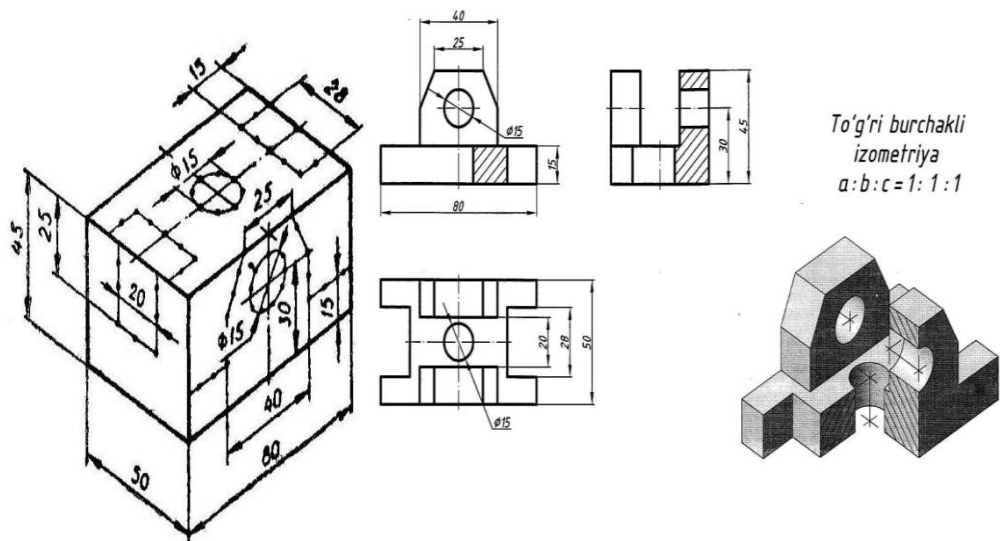
Indeed L.M.Gosudarsky correctly showed the projection drawing department as the basis of graphic literacy. Because this section constitutes the theoretical basis of the drawing course. But, it follows from the demand of that period, the graph recommends the use of some elements of geometry. This, of course, can not give the requirements of today, the goals pursued. Because, in today's day, graphic education requires teachers to develop spatial thinking of their readings through projection drawing themes, to activation their inventive and creative activities. 2-detailed axonometric in the drawing and given points in it. It is required to determine the location of these points in a detailed orthogonal projection. In this also develops the spatial imagination of the student, the ability to read the drawing and the ability to design.



2-drawing Specify the horizontal projection that corresponds to the head view of the detail(3-drawing)

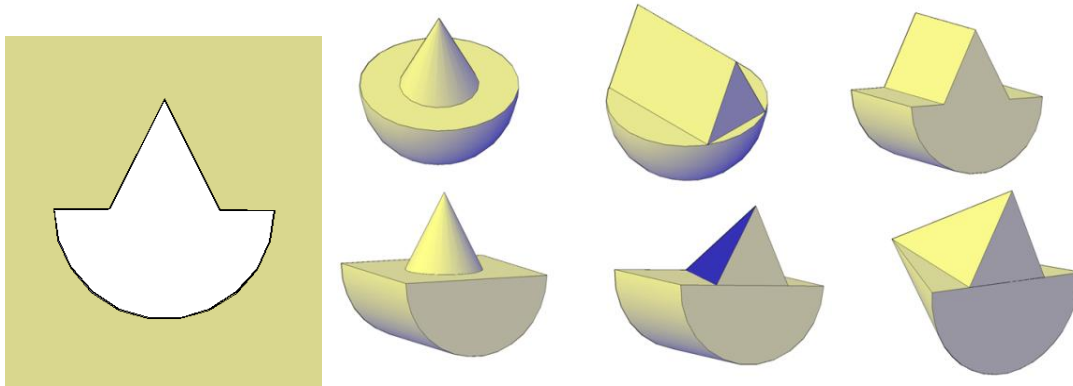


3-drawing Change the geometric shape of the detail according to the specified socket line (the line on which the points are laid) and make its appearance(4-drawing).



4- drawing

Draft rush eaters through a given hole (5-graph, a) details. It will be necessary to make a combination of geometrical surfaces, so that the rush can design several details. The student is given a 5-th drawing from this hole, and in 6 options in b, the ma solution.



a)5 – drawing b)

It has always been a wave of educators, specialists who begin to engage in creativity, develop creative abilities in students, engage students directly in creativity. In the content of pedagogical and psychological literature, more attention is paid in advance to the search for educational methods that promote the intellectual and practical activities of students.

It is necessary to develop creative activity in people from a very small age, from the school party. It is necessary to improve the personality of the child independent creativity due to his existing creative abilities. In this regard, educational subjects such as drawing, technological education and Fine Arts are of great help.

For the effective development of students ' creative abilities:

- develop students ' abilities and interests;
- to increase the mustache of each student in the same field, based on their capabilities;
- to have the skills of eating different creative tables;
- with the help of intelligent activity, it is envisaged to improve the creative abilities of students and improve their quality.

There are different types of creativity, which are inextricably linked with each other. In technical creativity, design cannot be distinguished from design. These two networks are connected by several types of creativity. Reflect the content of creative work in the drawing, Fine Arts and technologies, which primarily include drawings, graphic images. Therefore, there are included opportunities that can educate the quality of a creative person with the content of drawing. The creative graphic activity of students can be applied in all departments of the subject of drawing education. Along with the full implementation of the knowledge gained in this, the process of effective mastering is also carried out. One of the ways to design students ' creative abilities is to solve creative issues in these projection drawing lessons. In the process of creating this type of activity from the point of view of the pedagogical point of view, the only valuable thing is the ability of a person to open and develop. The use of multiple-answer questions and options in solving tasks shows readers an unknown solution algorithm.

Tasks related to the design elements, which are specified in a technical or other purpose, are considered high-level for a while. It is this complex creative process that the designer, architect and designer face in his everyday activities - designing.

DISCUSSIONS

To set up a creative graphic activity, it is necessary to create conditions that can provide maximum efficiency, solution of educational tasks. During the period when the student is studying, it is necessary to ensure that each of them adequately solves the tasks. Students not only have a clear set of knowledge, but also know how to master and apply skills. It is also necessary to create opportunities for educational and developmental education:

Graphic creative activity of students requires the following:

- have creative content in the educational process (inclusion of the obtained planning on account of the number and sequence;
- development of creative graphic activity methods;
- selection of methods of teaching aids that are more suitable for specific types of creative work;
- setting time allotted for separately types of creative tasks;
- to take into account the specificity of children in separately;
- to create a creative environment in the course of the lesson, to have a good attitude to the students and to take into account every creative proposal.

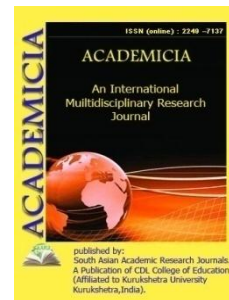
CONCLUSION

As long as these requirements are met, they will serve a great deal of the imagination and thinking of the students. They also enable the student to develop creativity skills by engaging in logical thinking and creative research activities. Similar issues related to projection drawing also serve a great deal of the imagination and thinking of the students. Also, they will prepare the ground for the future development of good constructors, architects.

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DOI: **10.5958/2249-7137.2021.00844.2**

A DESCRIPTIVE APPROACH OF TRANSLATING IDIOMS AND PHRASEOLOGICAL UNITS INTO TWO DIFFERENT LANGUAGES

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ABSTRACT

This article deals with the importance of idioms and phraseological units in oral speech and presents some analyzed examples of phrasal units that are common in English and Uzbek language. For interpreting reality, language is a tool. Body part images appear frequently in Uzbek and English idioms carrying simile and metaphor meanings and ontological metaphors are used widely.

KEYWORDS: *Idioms, Phraseological Units, Cultural Backgrounds, Comparative Idioms, Body-Part Idioms, Equivalency, Spoken English, Negative Evaluation.*

INTRODUCTION

As a matter of fact to master language, learning idioms is an important way. They are a typical component of English, and spoken English in particular, and are used more and more widely in everyday conversations. The image of human body parts is contained in large portion of idioms. English and Uzbek are two different languages with their own cultural backgrounds. Besides, language and culture are closely related. An understanding of common idioms will increase comprehension and make conversations more natural in both languages. However, while learning process, idioms present a problem to language learners. They find it hard to understand the meaning of idioms due to their unawareness of and confusion about the similarities and

differences between English and Uzbek idioms. As a result, they instinctively avoid trying to produce idioms themselves.

In this article it is aimed to provide students and teachers with necessary information so that they can benefit in their learning and teaching process, particularly in the field of translation and cross-cultural communication. Furthermore, suggestions to solve the problem as well as implications for teaching idioms are also given.

MAIN PART

At first, we are going to focus on what are body part idioms themselves? And people are familiar with their own bodies. A lot of idioms are from human body parts. Some common organ that are used in idioms are: **head, eye, ear, mouth, arm, leg**, etc. For instance, “**keep a cool head**” means “to keep calm in difficult and stressful situation”, “**not see eye to eye with someone**” means “not agree on something”, “**keep your chin up**” means “something that you say to someone in a difficult situation in order to encourage them to be brave and try not to be sad” and so on. Body-related idioms reflect the functions of major organs and are frequently used in daily life.

For interpreting reality, language is a tool. Body part images appear frequently in Uzbek and English idioms carrying simile and metaphor meanings and ontological metaphors are used widely. Ontological metaphor is one in which an abstraction, such as an activity, emotion, or idea, is represented as something concrete, such as an object, substance, container, or person. With the help of following examples we are going to elicit our ideas:

1. **Get into someone's head** (to understand what someone thinks and feels so that you can communicate well with him or her) E.g. I want to get into my wife's head indeed, and keep on getting along well with her.
2. **Give someone their head** (to allow someone to do what they want without trying to stop them) E.g. John has given his son his head to make up his mind on choosing the profession.
3. **Fly in the face of something** (to oppose or be the opposite of something is usual or expected) E.g. Such a proposal is flying in the face of common sense.
4. **To have a face like a thunder** (to have a very angry expression) E.g. He had a face like a thunder when he heard of his failing from the CEFR test.
5. **To be all ears** (to be very eager to hear what someone has to say) E.g. When Henry was speaking about his journey to Dubai I was all ears.
6. **Not believe your eyes/ears** (to be very surprised at something you hear/see) E.g. I couldn't believe my ears when he proposed me.
7. **To open someone's eyes** (to make someone realize the truth, make someone aware of something) E.g. Your wife is lying to you, please, open your eyes.

An image underlying a phrase may express either approval or disapproval depending on how a body part functions: a functional use of a body-part suggests approval. On the contrary, if there is an inappropriate function of a body part, it creates disapproval. For instance:

The head is a container for the brain and head-idioms are evaluated positively as in **“Get your head round something”** (to be able to understand or accept something); **“Have a good head on your shoulders”** (to be a sensible person), etc.

We have many hand-idioms denoting positive meaning, such as **“To give someone a hand”** (to help someone); **“Be good with your hands”** (to be skilful at making or doing things with your hands); **“Hold someone’s hand”** (to give someone support in a difficult situation); **“An old hand”** (someone who has done a particular job or activity for a long time and who can do it very well).

Some negative idioms carrying the image of nose are **“Look down your nose at someone/something”** (to behave in a way that suggests that you think that you are better than someone or that something is not good enough for you); **“Poke/stick your nose into something”** (to try to become involved in something that does not concern you); **“get up someone’s nose”** (to annoy someone).

We also have mouth-idioms referring to negative meaning, such as **“A big mouth”** (if you have a big mouth, you talk too much, especially about things that should be secret); **“Be down in the mouth”** (to be sad); **“Foot-in-mouth disease”** (the tendency to say the wrong thing at the wrong time) and so on.

English and Uzbek are two different languages with different cultural backgrounds but human beings have similar process of thought. Talking about language and idioms in particular, we can recognize a great deal of equivalence between the two languages’ idioms namely in images and implied messages. Owing to the differences in culture, with the same values of content, the way of expressing ideas through comparative idioms varies among cultures. Such pairs of idioms have the same meaning but different images are used. Below are some examples which confirm the points that are given above.

- **“To give someone the ax”** (to fire someone) – **“Pattasiniqo’ligatutkazmoq”**;
- **“Easier said than done”** (more difficult than you think) – **“Aytishgaoson”**;
- **“Right-hand man”** (the most helpful assistant or employee) – **“O’ngqo’libo’lmoq”**;
- **“When pigs fly”** (never) – **“Tuyanidumiyergatekkanda”**;
- **“To work like a dog”** (to work very hard) – **“Itdayishlamoq”**;
- **“To beat around the bush”** (to talk around the subject; to avoid getting to the point) – **“Aravaniquqolibqochmoq”**;
- **“You scratch my back and I’ll scratch yours”** (if you do me a favor, I’ll do you a favor) – **“Sizdanugina, bizdanbugina”**;
- **“Now you are talking”** (you are saying the right thing) – **“Ana buboshqa gap”**;
- **“To bite off more than one can chew”** (to take on more than one is capable of) – **“Ikkioyoqnibiretikkatqmoq”**;
- **“Like a chicken with its head cut off”** (in a hysterical manner) – **“Oyog’ikuygantovuqday”**;
- **“To know one’s stuff”** (to have expertise in a field) – **“Ishniko’zinibilmoq”**;

- **“Count one’s chickens before they hatch”** (to plan how to utilize good results before they have occurred” – “Jo’janikuzdasanamog”

RESULTS

As for learners, the best time to address the complexity of idioms is at upper-intermediate and advanced levels, when they already have a certain grammatical and lexical foundation. According to the teaching experience of a linguist, there are three steps to bear in mind when learning a new idiom. First of all, it is advisable for learners to find equivalent Uzbek idioms of English ones. In this way, they can install the relation between the two languages; thus, can put them into their long-term memory. Second, learn how to use the idiom in a particular situation. Then, start using the idiom in conversation with others as soon as possible.

Above the average expresses the meaning to be higher or better than the average. E.g. His intelligence is clearly above average. The Uzbek version is “Kichkinademangbizniko’tariburamizsizni”.

Chin up is used for somebody who has changed his character towards someone after having a great amount of money. E.g. It was impossible not having seen me at the street; I thought that she was chin up. Uzbek versions are: “Burniko’tarilibqolmoq”, “Ko’zinishirabosdi”.

As cool as a cucumber means to be calm and not agitated; with one’s wits about one. E.g. During the fire the homeowner was as cool as a cucumber. There are many variants in Uzbek language: “Yuragidaryodekkeng”, “Dunyonisuvbossao’rdakka ne g’am”. All of them express one meaning.

All talk and no action is used for someone who talks about doing something, but never actually doing it. E.g. Bill keeps saying he’ll get a job soon, but he is at all talk and no action. In Uzbek we say: “Aravaniququqolibqochmoq”, “Qulog’igalag’monilmoq”, “Qulog’igatepmoq”.

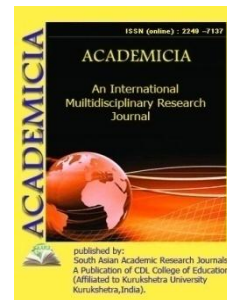
CONCLUSION

Hopefully this article can provide teachers with some suggestions and ideas so that they could take them into account to effectively teach idioms, raise the learners’ awareness of idioms so that they should develop a habit of noticing them in everyday situations, including reading and listening.

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DOI: **10.5958/2249-7137.2021.00845.4**

PROBLEMS OF CREATING VIRTUAL RESOURCES FROM ENGLISH

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ABSTRACT

This article provides information on the development of virtual resources for English language learners and the problems that arise in the process based on analytical ideas. We think that there is enough information in e-books and websites to learn English. It is known that a number of works are being carried out in our country in the study of foreign languages, especially English. An electronic reference book, encyclopedias, translators and dictionaries built on the principles of multimedia are amazing. There are various electronic encyclopedias on history, geography, medicine, sports and other fields.

KEYWORDS: *Virtual Resource, Information Technology, Pedagogical Technology, Learning English, Virtual Material, Information And Communication Technologies, Electronic Encyclopedia.*

INTRODUCTION

One of the requirements of the "National Training Program" of the Republic of Uzbekistan is the use of new pedagogical and information technologies in the educational process, the acceleration of training of students using a modular system of training. Extensive work is being done in our country on the use of pedagogical and information technologies in the educational process. The scientific and theoretical basis of this problem, the specifics of each pedagogical technology have been developed and sufficient experience has been accumulated. Relevant organizations of foreign countries are closely assisting in the introduction of pedagogical and information technologies in the educational process.

At present, the government pays special attention to public awareness. This can be seen in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan of June 6, 2002 "On

measures to further develop computerization and the introduction of information and communication technologies."

Nowadays, learning English has become one of the most pressing issues. There are bound to be several problems in language learning. Because language is such an abstract learning process in which a set of elements is considered.

Organizing the learning process on the basis of KIM allows you to teach English live lessons. In the teaching of some topics, it is convenient to create simulation models for dynamic processes, observation and repetition. In addition, on the one hand, it provides a basis for the preparation of topics on the basis of KIM and the acquisition of related concepts and grammatical rules, on the other hand, it creates effective tools for students to read and master independently.

MAIN PART

As the need for a foreign language grows, so does the demand for learning it. However, the lack of information resources in foreign languages is now considered a problem. Learning English requires not only books, but also visual materials, virtual resources, ICT tools. It is clear that every lesson taught with these ICT tools will give effective results, because in learning a new language, every piece of information received through sight and hearing will have enough imagination in the human mind. The solution to the problem of creating virtual resources in English and its introduction in the educational process is currently being solved by ICT professionals. Because when introducing foreign language lessons through ICT, first of all, they must have sufficient language skills and be able to work with ICT. In the study of English, along with ICT tools, it is necessary to first of all learn the concept of multimedia, because multimedia is a tool that carries this image in the form of an image, which accelerates the process of gaining understanding. The first of these is computer multimedia, in which work with audio and video elements is done with special technical and hardware devices called multimedia tools. An electronic reference book, encyclopedias, translators and dictionaries built on the principles of multimedia are amazing. There are various electronic encyclopedias on history, geography, medicine, sports and other fields. However, the creation of multimedia programs in English and their use in the educational process is currently under solution. It is known that the lecture is mastered by about 25% of students. Experiments show that both listening to a lecture and seeing the material on a computer screen and actively controlling its output on the screen increase the quality of mastery. Now multimedia training programs use a combination of powerful software products such as Math CAD, PLUS 6.0. There are currently not enough serious applications using multimedia technologies. The main problem is that professors and teachers are not organized to work with programmers who are well versed in multimedia capabilities. Such curricula should be developed and widely disseminated in educational institutions. This is a new technology in the creation of modern software products. This frees the non-professional user from the complex task of programming program objects such as dialog menus, beautiful images, synthesized sounds, music sounds, various effects of dynamic graphics.

Transfers information appropriate to multimedia hardware, such as audio and video elements, from a simulated, continuous form to a computer-understood digital form. At the same time, multimedia creates the necessary images, such as sound and video elements, from the numbers of interest so that the stored and processed relevant information can be adequately received by the person.

A necessary element of multimedia computer is a sound card that processes sound. The sound card is connected to a sound output device, acoustic systems or individual listeners, as well as microphones that serve to input audio data. Audio kits such as tape recorders and electric musical instruments can also be connected to the sound card.

To work fully with video, you need a device video card that returns video information to a computer-compatible form and original. Devices such as camcorders, VCRs and televisions can be connected to it. However, computer processing of video forms is usually done by a narrow range of professionals. For most users, it is enough to be able to represent video elements on a monitor. A video adapter and monitor available on any modern computer are enough to solve such a problem.

When comparing audio and especially video data storage to a computer, extremely small capacities appear. Therefore, multimedia quality software products (textbooks, reference encyclopedias, various recreational programs) are usually distributed on CDs. To be able to use such products, we will need a compiler called a CD ROM. Without it, the computer is a new technology in the creation of products. This frees the non-professional user from the complex task of programming program objects such as dialog menus, beautiful images, synthesized sounds, music sounds, various effects of dynamic graphics.

Transfers information appropriate to multimedia hardware, such as audio and video elements, from a simulated, continuous form to a computer-understood digital form. At the same time, multimedia creates the necessary images, such as sound and video elements, from the numbers of interest so that the stored and processed relevant information can be adequately received by the person.

Multimedia is a necessary element of a computer, a sound card that processes sound. The sound card is connected to a sound output device, acoustic systems or individual listeners, as well as microphones that serve to input audio data. Audio kits such as tape recorders and electric musical instruments can also be connected to the sound card.

To work fully with video, you need a video card that can return video data to a computer-friendly form and original. Devices such as camcorders, VCRs and televisions can be connected to it. However, computer processing of video forms is usually done by a narrow range of specialists. For most users, it is enough to be able to represent video elements on a monitor. A video adapter and monitor available on any modern computer are enough to solve such a problem.

Extremely small capacities appear when comparing audio (especially) and especially video data storage to a computer. Therefore, multimedia quality software products (textbooks, reference encyclopedias, various recreational programs) are usually distributed on CDs. To be able to use such products, we will need a compiler called a CD ROM. Otherwise, the possibilities of the computer in the sense under discussion are limited to computer games.

The so-called CD ROM drive is not only necessary for the use of multimedia applications, but is also distributed on CDs for the distribution of other large-scale software products. They can replace dozens of ordinary high-density floppy disks. That is, aggregators are devices that not only belong to multimedia, but also have a wide range of applications.

Users who want to work with audio and video should be aware that multimedia products place high demands on the computer's non-volatile memory, as well as the computer's microprocessor,

RAM, and video system. Such high qualities are especially necessary when working with video data. Naturally, the requirements in this direction will increase in the future. Since the capabilities of modern personal computers are not enough to fully display widescreen video data, they are forced to condense this data. This process loses the completeness of the relevant data, unlike normal data compaction. There are hardware and software tools for compacting VCRs, it is also possible to compact audio data, and this practice is less relevant due to the lack of appropriate references.

RESULTS

A set of software tools designed to work with minimal applications, audio and video, satisfying most users, is available directly in windows. We will get acquainted with the content of use of these applications. They allow audio and music compact discs, i.e. CDs, to listen to, record and edit audio files, watch video clips, connect signals from different sources, and set their pitch and timbre. You can listen to audio CDs using the CD Player program. Prior to the creation of CD-ROMs, compact discs with works such as melodies, music, and sound compositions limited the possibilities of CD-representation in the sense in question to computer games. The so-called CD ROM drive is not only necessary for the use of multimedia applications, but is also distributed on CDs for distribution of other large-scale software products. They can replace dozens of ordinary high-density floppy disks. That is, aggregators are devices that not only belong to multimedia, but also have a wide range of applications.

Users who want to work with audio and video should be aware that multimedia products place high demands on the computer's non-volatile memory, as well as the computer's microprocessor, RAM, and video system. Such high qualities are especially necessary when working with video data. Of course, the requirements in this direction will increase in the future. Since the capabilities of modern personal computers are not enough to fully display widescreen video data, they will be forced to condense this data. This process loses the completeness of the relevant data, unlike normal data compaction. There are hardware and software tools for compacting VCRs, it is also possible to compact audio data, and this practice is less relevant because the corresponding volumes are not large. You can listen to audio CDs using the CD Player program. Before the creation of CD ROMs, CDs with works such as melodies, music, and sound compositions were played on CD players. Nowadays, we can listen to our favorite music directly on computers, without deviating from our main work. To do this, insert the CD into the drive and press the Play button. The volume is controlled by the installer on the surface panel. In the absence of such an installer, it has to be used in software tools. The surface panel may also have a sound card and a special listening device connector that is planned to be used separately from the acoustic system. The other buttons that provide minimal functions in listening to sound are located on the surface panel, the characters in them are standardized and you will get acquainted with them below. The CD Player laser program, which belongs to the category of windows, creates a wider range of options for listening to audio CDs. This operating system is organized in such a way that the CD Player program offers its services with great pleasure and is constantly activated by the installation of the CD. This deprives the ability to listen only when limited by technical means without special measures. One of the special measures is the need to press the Shift key with the installation of the CD. Windows accepts audio CDs as computer discs. For such quality, more precisely, for the Autoplay function, we should be grateful to the authors of the system. If the CD player program is running, you will need to close it as needed.

The implementation of software in foreign language classes requires the application of innovative ideas in education through the placement of important information in the program, as well as the training of teachers through ICT. Knowing ICT tools as well as a foreign language facilitates the learning process in every way. The use of simulation models in foreign language classes also helps to solve these problems.

CONCLUSION

It is known that in the modern evolving age of information and communication technology there is no need for technology. Creating a database is also now easier through ICT. We think that there is enough information in e-books and websites to learn English. It is known that a number of works are being carried out in our country in the study of foreign languages, especially English. Textbooks, books, newspapers and magazines that meet various state standards are being published. Special rooms are equipped for learning a foreign language from primary school. In addition, you will need virtual resources to learn a foreign language. Because the teaching process is hard to imagine without them. To solve these problems, various innovations are being implemented at the Academy of Sciences of Uzbekistan. Currently, a number of working groups on foreign languages are conducting research on the preparation of virtual resources and their introduction in the educational process. As a result, we can cite the example of the virtual resource creation team conducted at SamDCHTI. Previously, the problem of creating virtual resources from a foreign language subject was one of the most pressing issues. Previously, virtual resources were created from biology, chemistry, physics and other specific sciences, but now, due to the strong focus on foreign languages, imitation models are being created from English as well as the sciences listed above. The level of convenience is that the student not only perceives the knowledge in a vertical way, but also through hearing. Another convenience is that these special programs can be used by the student even at home. This builds the student's ability to work with ICT tools as well as language learning to improve quality.

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DOI: **10.5958/2249-7137.2021.00846.6**

THE IMPORTANCE OF USING MODERN PEDAGOGICAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING METHODOLOGY

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ABSTRACT

This article discusses modern pedagogical technologies used in foreign language teaching methods, their importance in education, the effectiveness of their use, based on analytical approaches. In his view, any science teaching methodology, although a science, is not a theoretical science. He solves practical problems. In particular, the methodology of foreign language teaching is based not only on the evidence of psychology, but also on the research of general and specific linguistics.

KEYWORDS: *Pedagogical Technology, Interactive Method, Teaching Effectiveness, Analytical Approach, Foreign Language Teaching Methodology, Psychological Arguments, Non-Translational Method, Communicative Didactics.*

INTRODUCTION

Foreign language teaching methods have a history of more than 200 years as a science. During this period, different approaches to foreign language teaching methods have been observed. One such view belongs to academician L.V. Shcherba. In his view, any science teaching methodology, although a science, is not a theoretical science. He solves practical problems. In particular, the methodology of foreign language teaching is based not only on the evidence of psychology, but also on the research of general and specific linguistics. If linguistics deals with

the origin of linguistic phenomena and the laws of motion, the methodology answers the question of what must be done to put into practice the necessary linguistic phenomenon based on these laws. The most valuable books on methodology have also been written by linguists. These included G. Suite, one of the great English phonetics of the nineteenth century and the great English linguist, O. Jespersen, the most original phonetist and theoretical linguist in England in the late nineteenth and early twentieth centuries, and F. Bruns and Brealya, prominent Englishman and well-known phonetist. V. F. F. et al. Academician LV Shcherba and his teacher, the great linguist I.A. Baudouin-de-Curtone, and his students studied the methodology of language teaching in Russia. Psychologists have a different approach to foreign language teaching methods. Professor VA Artemov gave a valuable opinion on the relationship between the sciences of methodology and psychology. In his view, psychology provides material for methodology. The methodology teaches the teacher how to teach. Psychology, on the other hand, deals with how students learn a subject. But I don't completely agree with that. Because the teacher experiences certain mental processes and situations during the teaching process, and the student during the mastery process, they are exposed to and influenced by the laws of psychology, whether they want to or not.

Methodology A closer look at the historical literature shows that some researchers call methodology an art. They usually refer to the French Methodist Penlash's idea that there are "good" or "bad" teachers who do not have a "good" or "bad" method. To those who hold such an opinion, the German Methodist E. Otto can answer with the ideas expressed in 1924. He says, "If anyone thinks of methodology as art, he is confusing science theory with its practical application."

Each science has its own set of concepts. Among the basic concepts adopted in the methodology of teaching a foreign language are: education system, teaching method, teaching principle, teaching tool, methodical method.

A foreign language teaching method is a set of teacher and student activities that ensure the achievement of practical, general, educational and developmental goals of foreign language teaching. The term method is used to mean "a set of teaching methods" and "a direction of education". The first is used in the theory of education in the sense of process methods, and the second sense can be found in works on the history of teaching methods. For example, the translation method of foreign language teaching, the correct method, the comparative method, the traditional method, the intensive method, and so on.

Natural and social phenomena are interconnected and evolving. Since the sciences are a reflection of objective reality, none of them exists in isolation from the others. The event and the subject can be the source of research in many disciplines at the same time, for example, the study of the social phenomenon of "language" from its point of view in linguistics, psychology, didactics. The term "Clien language methodology" evokes in the human mind the following association: first, a set of methods and methodological approaches to language teaching, or scientific knowledge of teaching methods, and finally, independent pedagogical science comes to mind. Foreign language teaching methods have developed in harmony with didactics. It is well known that the teaching theories of all disciplines are based on the science of didactics and receive scientific nourishment from it. Foreign language teaching is also based on didactics. General theory of didactic education, methodology is considered as the science of teaching a particular subject, lingvodidactics is considered as a general theory of teaching languages,

linguomethodics is considered as a science of teaching a specific language. The term "method" refers to the way in which a teacher and student work to acquire knowledge, skills, and attitudes, and to create opportunities for students to form worldviews and knowledge. There are countless definitions of this concept. The application of methods in foreign language teaching dates back a long time, and the principles are relatively new methodological terms. Historically, the methods have been grouped into four groups, which are called "translation", "correct", "comparative", and "mixed".

MAIN PART

History of methods The famous Methodist prof. IVRaxmank ". The method of translation is mainly in two forms. They are called grammar-translation and text-translation methods. From the point of view of grammar-translation method, a foreign language is studied for general educational purposes. Grammar The exercises are performed in order to develop the logical thinking of the language learner. The main goal of education is to express grammatical knowledge. Themainprinciplesofthismethodare:

1. Language learning is based on written speech.
2. Grammar was chosen as the subject of study, and vocabulary was chosen accordingly. Grammarexerciseswerethemainwaytowork.
3. First, the grammatical rule is memorized, and then it is recommended to make sentences based on the rules.
4. The grammatical form and the meaning of the words are revealed through literal translation.
5. Language material is mastered through literal translation and dry memorization.
6. The word is out of context, limited to individual memorization

Method without translation. Various aspects of this method have been known throughout history. They can be divided into two main groups: natural and correct methods. Learning a foreign language in a natural way should be similar to learning a native language. The idea that the main goal of the method is to learn to read and write by learning to speak a foreign language is formulated as a practical goal. The most important of the principles included in the natural method is to create a language environment. There are different approaches to the practical application of the proposed methodological principles. This can be clearly seen in the creative work of the representatives of the method.

In the new interpretation of the purpose of foreign language teaching, based on the results of pragmatic linguistic research. Linguistics this field is not a system of language-related forms of language, but a field of human activity interprets. Foreign language education has been concentrated since the early 1970a set of new findings in the field of educational goal setting led to heated debates. New curricula have been adopted that define the main directions of foreign language teaching, such as "teaching students to behave" and "BefaeigungzurKommunikation" (communicative Competence). In the 1970s, the "communicative method" proved its worth in several stages after a series of attempts. At the same time, the science of methodology developed. No foreign language can we learn without a thorough study of its methods. The method of "communicative didactics" is also important in foreign language teaching methods. Communicative did acticscombines the following.

1. Open and flexible course concept;
2. theme and content are important;
3. the main form of work in the classroom is conversation and group work;
4. emphasis should be placed on student engagement and creative and free use of language;
5. Strong emphasis on exercise based on the principle of comprehension;
6. Visualization plays an important role in revealing meaning, defining the scope of movement, and organizing the exercise;
7. Learning everyday speech in real-life situations (practice dialogue);
8. Oral use of language, as well as original texts understanding is important.

RESULTS

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

- Understand the main content of a text in a broad sense, without paying attention to certain details;
- This method is used when specific information is important, such as the need for weather for a particular location, the announcement of a train's arrival and departure, and so on. It is precisely this knowledge that we retain in our minds, our study of communicative didactics, that, from the concept of 'communication', is semantically linked to the term 'intercultural communication'.

The term intercultural communication is now widely used in foreign language teaching methods. It is this concept that we can use in a variety of contexts. In fact, intercultural communication is the dialogue between different cultures about their social origins, mentality, national character, lifestyle, customs, value system, and so on. In this process, students should be educated and developed in the spirit of respect, tolerance for the culture of the country being studied, and a correct understanding of the culture of another country.

Every foreign language lesson is a crossroads of cultures, a practice of intercultural communication. Because every word in a foreign language in this process reflects a foreign life and culture. The task of teachers is to develop the ability of students to communicate and communicate. This requires the development of textbooks that teach people to communicate effectively and new teaching methods aimed at developing the four speaking activities in a foreign language.

The formula for intercultural communication is patience. It is necessary to avoid socio-cultural mistakes in intercultural communication. For example, in German, "Tee oder Kaffee?" that is, we answer the question "tea or coffee" in our native language - "Tee", "tea", but in German such an answer is incorrect. In German, the answer is "Bitte, Tee", which means "Please, tea". Words connect people through communication. Applying new material to all types of speaking activities at the same time builds skills and competencies. In this process, the quality and effectiveness of

education will increase if the means of communication, demonstration, types of modern technology, methods, the principle of consistency are provided.

In order for a teacher to be successful, not only subject, pedagogical and psychological knowledge, but also other special skills and communication skills are absolutely necessary.

From infancy a person begins to acquire communication skills. But not everyone is able to communicate well when they grow up. The pedagogical profession is one of the "human-to-human" professions, and therefore the ability to communicate is one of the leading, professionally important skills for a teacher. Depending on how the educator interacts with students, your child's interest in the subject will be shaped by the learning motives. The method of pedagogical communication influences the culture of subject knowledge, the effectiveness of skills, interpersonal relationships by students, creates a unique moral and psychological climate in the educational process. Communication is an important condition for a person's socialization. Here it is important to know what pedagogical communication really is.

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

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

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

Communication skills can be divided into the following groups:

Socio-psychological skills. They prepare students to communicate, make a positive impression, help each student to accept his personality, level of status, predict the development of interpersonal relationships, use the tools of psychological influence, persuade, absorb, allows identification.

Ethical and aesthetic skills. To see this dialogue on a humane, democratic basis, to adhere to the rules of professional ethics, to restore the dignity of each student as an individual, to develop creative cooperation with the student body and each student. 'rnata acquisition skills.

Aesthetic skills. It is characterized by the ability to combine internal and external situations, to have artistic abilities, aesthetic expression, to engage adolescents in a high culture of communication, to activate their emotional mood, optimistic perception.

Technological skills. It is determined by the choice of different forms of interaction of teaching aids, methods, techniques, the choice of the optimal method of communication management, adherence to pedagogical tact, increasing its educational effectiveness.

DISCUSSIONS

A number of personal qualities necessary for a culture of pedagogical communication - honesty, openness, self-control, assertiveness, sincerity, patience Oral and written exercises in a foreign language. Oral exercises are divided into dialogue and monologue exercises, as well as lexical, grammatical and pronunciation exercises performed orally. Writing exercises focus on teaching expression and writing techniques. Reading exercises are designed to learn information and reading techniques by reading a graphic text. Phrases such as exercise and text, exercise and poetry, exercise and letter, sound, exercise and picture are non-methodical concepts because the second word in the phrase is the material of the exercise, i.e. the object or product of the exercise. Such expressions may be freely used in the mother tongue and second language. This is due to the fact that the rules are taught regularly, grammatical analysis is performed, and poems are read expressively. Listening comprehension exercises are divided into two types depending on the purpose. These are: special and non-special exercises. In non-specific exercises, listening comprehension is taught along the way. Examples of non-specific exercises include, for example, a speech lesson at the beginning of a lesson, listening to a teacher's story as it unfolds, listening to a teacher's presentation in a grammar presentation, and recording another person's speech on a magnetic tape.

Teaching a foreign language is also a great way to teach listening comprehension. In order for students to understand the sentences used during the lesson, the teacher is required not to repeat them too many times, not to say them too slowly, and not always to translate them into the native language. Special exercises, in turn, are divided into listening comprehension and pure speech exercises. The purpose of the training exercise is to overcome the difficulties in advance. Preparatory exercises are performed to prevent language and student psychology difficulties. Finding, distinguishing and understanding new phenomena in other speech in overcoming language difficulty, linking sound symbolism with meaning, understanding meaning of word formation, discovering the contextual meaning of lexical and grammatical unity, semantics and exercises such as recognizing and understanding conflicting events are performed. They appear as lexical, grammatical, and pronunciation exercises for listening comprehension.

Speech exercises play a key role in learning a foreign language. Speech exercises are designed to be communicative. They can be divided into audit engagement and engagement exercises. The introductory exercises teach the student to use language and life experiences to act on different linguistic and non-linguistic bases in understanding audio text. Understanding the context, using practical knowledge, understanding the nature of vocabulary, overcoming difficulties and understanding the text are some of the guiding exercises. The use of exercises not only in the

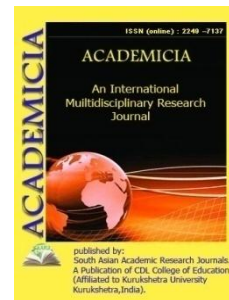
acquisition of a foreign language, but also in the acquisition of any science, knowledge is a way to a positive outcome. Therefore, exercise serves as a bridge for each of us not only to conquer the world of science, but also to take our place in life.

CONCLUSION

Learning a foreign language is a multifaceted discipline, in the process of which a person experiences complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. Comparative teaching of a foreign language with a native language with the help of modern pedagogical technologies gives effective results. Teaching a foreign language requires knowledge of its methodology. Methods and technologies play an important role in learning a foreign language. There are different methods of methodology in the organization of the lesson. The most widely used methods of teaching a foreign language are: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. The three methods are closely related and complementary. Because the science of methodology is related to the science of didactics, the study of a foreign language is based on communicativeness, and the method of communicative didactics emerges.

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DOI: **10.5958/2249-7137.2021.00847.8**

CHARACTERISTICS OF INCREASING AND EVALUATING THE EFFICIENCY OF TOURIST RESOURCES

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ABSTRACT

In these tourist areas, the tourist flow will increase after the creation of tourist routes. Uzbekistan is a country rich in tourist resources and has significant potential for the development of tourism. However, most of the entities that serve tourism, i.e. the cost of tourism resources, are not taken into account when evaluating the activities of tourism firms. These include indirect costs associated with the restoration and maintenance of historical, religious,

architectural and cultural monuments. In general, taking into account the natural conditions of the region and their ecological status, the study and identification of tourist facilities, the definition of tourist routes, the establishment of the service sector based on their serviceability is important today.

KEYWORDS: *Restoration, Architectural, Evaluating*

INTRODUCTION

Tourist resources are used to develop the tourism industry. This is because the development of international tourism in the world is not evenly distributed across the regions. It depends on the availability of tourist and recreational resources in the region, as well as the favorable conditions for the formation of tourism infrastructure and industry. This is due to various factors that affect the development of tourism. Uzbekistan has all the conditions to make tourism one of the most important components of the socio-economic complex [1]. The sector plays an important role in creating new jobs, improving the welfare of the population, increasing foreign exchange and tax revenues. To achieve this goal, it is necessary to identify and effectively use tourist resources. Because the tourism resources of Uzbekistan reflect the current state of various historical monuments, buildings, structures and other places.

The number of objects of historical, cultural and archeological significance in the country alone exceeds 4.0 thousand. Of these, 545 are architectural, 575 are historical, 1457 are art and 550 are archeological monuments. In particular, there are 310 tourist facilities in Khiva, 221 in Bukhara, 144 in Tashkent, 118 in Samarkand and 372 in Jizzakh region. Also, 12 nature reserves, 16 orders and 2 national parks, unique nature, fauna and flora are huge tourist resources in the development of ecotourism. In these tourist areas, the tourist flow will increase after the creation of tourist routes. Uzbekistan is a country rich in tourist resources and has significant potential for the development of tourism. It is characterized by the presence of many unique natural objects, such as lakes and mountain peaks, as well as a rich cultural and historical heritage. To this end, a system of indicators should be used to assess the effectiveness of tourism resources in the development of tourism. In world practice, the issue of economic evaluation of efficiency has been studied in more depth. However, due to the specific nature of the methods of evaluating the effectiveness of tourism, this issue has not been fully resolved.

Currently, the direct costs associated with the commercial activities of tourism enterprises serving tourists are taken into account. However, most of the entities that serve tourism, i.e. the cost of tourism resources, are not taken into account when evaluating the activities of tourism firms. These include indirect costs associated with the restoration and maintenance of historical, religious, architectural and cultural monuments. These are not taken into account in the calculation of tourism efficiency. However, their costs are covered by the local or state budget and should be completely eliminated. Because repairing and maintaining such tourist resources is very expensive.

TABLE 1. DEMAND AND USE OF TOURIST RESOURCES IN UZBEKISTAN [5]

Resources	Demand from local travelers	Demand of foreign travelers	Resource potential	Level of use

Recreation and eco-tourism resources	low	high	average	low
Cultural and ethnographic tourism resources	average	high	High	low
Historical, architectural and archeological resources	average	high	high	average
Religious tourism resources	high	average	high	average
Exotic environment and various adventure resources	low	average	average	low
Service quality	low	high	low	low

The table above shows that the demand for tourist resources in the country is high. This is because the influx of tourists will increase significantly once they are ready to enter. As a result, travel companies will earn more. The economic efficiency of tourism depends not only on the activities of travel agencies, but also on a number of external factors. Thus, the efficiency of tourism is the ratio of the financial results achieved and the costs incurred as a result of the use of tourist resources necessary for its operation and development.

In order to provide scientific clarity in determining the efficiency of the formation and use of tourist resources necessary for the development of tourism, it is necessary to classify efficiency indicators. Therefore, the efficiency of tourism resources is divided into economic and social efficiency indicators. Based on these indicators, the use of tourism resources will be considered, discussed and opportunities for future tourism development will be created.

Efficiency is manifested by a number of other types of efficiency. In particular, budget efficiency is the amount of tax paid to state or local budgets for the use of tourism resources, the ratio of cash and foreign exchange earnings to expenditures on these tourist resources. This is because with the use of tourist resources through tourism firms, the costs of maintaining tourist resources are covered by the state budget.

In the process of determining the efficiency of the use of tourist resources is calculated as the ratio of all revenues received to the sum of all expenditures on it. In this regard, the region with a well-developed tourist resource is characterized by the fact that the Khorezm region has long been located in the center of the Great Silk Road, laid the foundation for its economic and social development, as well as rich tourist resources. Today, the tourist resources of the area are divided into natural, cultural, historical and socio-economic objects. The assessment of the tourist resources used in the formation of tourism in the region is the basis for determining the prospects for its development.

The economic value and value of tourist resources, in turn, depends on the type of tourist resource, its quality, location, technology of use and the state of the environment. In this case, it is important to quantitatively and qualitatively assess the tourist resources of the region. Quantitative assessment of tourist resources takes into account the tourist resources that can be used in tourism activities, while qualitative assessment takes into account the sensitivity, grandeur, ease of location, environmental conditions and the attractiveness of natural and recreational resources.

TABLE 2. QUALITATIVE ASSESSMENT OF THE POTENTIAL OF TOURIST RESOURCES IN URBAN AREAS OF KHOREZM REGION (0-10 POINTS) [6]

№	Districts	Natural tourist resources	Cultural and historical tourist resources	Socio-economic tourist resources	The average size of the potential of tourist resources
1	Bagatdistrict	4	6	2	4
2	Gurlan district	3	1	4	2,7
3	Urgench district	3	1	6	3,3
4	Urgenchcity	3	3	10	5,3
5	Khiva city	6	10	10	8,7
6	Khanka district	8	1	5	4,7
7	Shovot district	7	3	4	4,7
8	Yangibazar district	3	1	4	2,7
9	Yangiariq district	3	2	3	2,7
10	Koshkopir district	3	3	3	3,0
11	Hazorasp district	5	7	8	6,7

As shown in the table, the analysis showed that 10,8 points - very high, 7,6 points - high, 5,3 points - medium, 2,1 points - low. The analysis also showed that Khanka, Khiva and Hazarasp districts have a high potential for natural tourism resources. There are opportunities for tourism development in Koshkopir, Shavat and Urgench districts of the region. This is explained by the fact that the tourism infrastructure in the surrounding areas is relatively well formed. Therefore, the districts that are relatively close to the city of Khiva, which is the basis of tourism, are distinguished by the ease of use of tourist resources.

TABLE 3. OPPORTUNITIES FOR THE DEVELOPMENT OF TOURISM IN THE DISTRICTS OF KHOREZM REGION (0-10 POINTS) [4]

№	District names	Historical, architectural, archeological acquaintance tourism	Recreational and ecological tourism Jami	Rural tourism	Religious, pilgrimage tourism	Cultural and ethnographic tourism	Overall
1	Bagatdistrict	2	2	2	0	1	7
2	Gurlan district	0	1	2	0	1	4
3	Urgench district	1	2	2	0	1	6
4	Urgenchcity	1	2	0	1	2	6
5	Khiva city	3	2	0	3	2	10
6	Khanka district	0	3	2	0	1	6
7	Shovot district	1	3	3	1	1	9

8	Yangibazar district	0	1	2	0	1	4
9	Yangiariq district	0	1	2	1	1	5
10	Koshkopir district	1	1	1	1	1	5
11	Hazorasp district	2	1	1	1	1	6

As shown in the table, 3 - high level of opportunity, 2 - medium level of opportunity, 1 - low level of opportunity, 0 - no opportunity at all. Some of the historical sites and beautiful natural areas in the districts will lose their tourist attractiveness if special attention is not paid. Therefore, these areas should be recognized as a historical and cultural heritage or recreational resource, and should be specially protected, that is, specially registered and protected under ecological and architectural control. It is necessary to create economic conditions for the use and protection of these areas. At the same time, it is expedient to implement economic and political assistance of the state, effective tax policy and financing program.

It is important to know how to study and evaluate tourism resources in order to use them in the development of the tourism industry. According to the analysis, the potential for the development of eco-tourism in the region can be considered as a direction for assessing the use of tourist resources. In this regard, the direction of tourism in the world is ecotourism.

Our republic is rich in historical, archeological, architectural, art, music and other tourist resources. In addition, the unique nature of the country, mountains and plains, rivers, deserts and oases, many and varied landscapes are the main recreational resources [3].

In other words, the exotic nature, diverse landscapes, flora and fauna of Uzbekistan, which are not found in other countries, are the main factors that determine the high potential of the entire tourist region.

Uzbekistan has sufficient resources for the development of eco-tourism. However, the potential and cost of using these resources have not yet been fully explored. Without solving this problem, it is impossible to determine the strategy for the future development of this type of tourism.

Areas where eco-tourism can be developed have been explored. However, an assessment of the extent to which these resources can be used needs to be made. Therefore, in assessing the potential of ecological and tourist resources in our country, it is necessary to pay attention to the following aspects [3]:

- Natural and cultural landscapes, ie the potential of available resources for the development of eco-tourism;
- Means of travel in eco-tourism;
- The extent to which the conditions are conducive to travel.

Facilities for the organization and development of eco-tourism include national parks, government orders, natural monuments, botanical gardens, health resorts, health resorts and nature reserves. An important object of ecotourism is an ecologically clean area, beautiful nature and other recreational resources, and our country is rich in these resources.

Uzbekistan has rich opportunities and unique features for the development of ecotourism and its types of adventure, such as rafting, mountaineering, agritourism, mountaineering and other sports. Objects of interest to ecotourists as various natural and cultural landscapes within specially protected areas, flora and fauna resources, gene pool of rare and endangered organisms, magnificent natural complexes, natural monuments are considered as an important basis for the development of ecotourism.

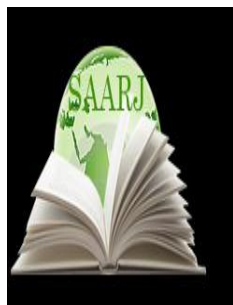
The presence of the remains of ancient cities such as Afrosiyab, Ayozkala, Kampirkala, Tuprakkala, Pop and Nasaf is an available resource for the development of ecotourism of historical monuments. And mountain ecotourism is directly related to how nature and man interact. This situation is also important in the region, as the region has natural areas that serve as recreation and health for tourists. However, the beauty of the mountains attracts foreign tourists. It is only by being able to attract them that every tourist can relax in the bosom of nature and restore their health, that the possibilities of ecotourism will be further expanded. However, this will require improving the environmental situation and tourism services.

Equipment for ecotourism trips includes transportation, eco-friendly products, specialized guides and all kinds of information. By the way, the use of not only modern transport networks, but also horses, camels and donkeys in ecotourism trips is very effective. Our sunny country has a variety of sweet fruits. The uniqueness of different national dishes attracts tourists. Because nowadays the demand for environmentally friendly products is growing. However, the lack of information about these opportunities is a major problem. The main task today is to accelerate the propaganda work about the unique nature of our country. The level of travel conditions is determined by factors such as the ecological and sanitary-epidemiological condition of the area, the clearance process and travel safety.

In general, taking into account the natural conditions of the region and their ecological status, the study and identification of tourist facilities, the definition of tourist routes, the establishment of the service sector based on their serviceability is important today. In this regard, tourist and recreational resources are of paramount importance for tourism, which are the basis for the successful development of the tourism business. Tourist-recreational resources are defined as a set of natural or man-made artificial objects ready to create a tourist product. Also, tourism resources determine the specifics of tourism development in the region, are the basis for the production of tourism products, in planning the priorities of investment policy in the region. It is important to pay attention to the large set and complexity of the components required to assess the resource and reception potential of a tourist area and their regional differences.

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THE AESTHETIC AND COMMUNICATIVE FUNCTIONS OF THE LANGUAGE

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Abstract

This article analyzes the phenomenon of artistic aesthetic functions of the folklore version and the problem of proverb option, as well as grammatical lexical syntactic changes in the transformation of folklore proverbs. It is also clear that the choice of texts is based on the use of the non-speech option and the use of the author's use of the artistic work, as well as the value of the literary work, not on how much the use of the phrase is used. Z. Valeriy also points out the existence of such a form of transformation (Russian, rediscovered poslovitsy) and underlines that this change is related to the reduction of a component in the proverbial text. (3.12-33) For example, the name of O.Yakubov's "If Everyone Fells" novel is part of an article about ethics and water, when it comes to work on Earth. Although the article is taken in a shorter form, when you read it, the full form of the article will be immediately remembered by the reader. In the article, "Man, a man can overcome any difficulties," the artistic idea, which is being narrated in the narrative, is characterized by exceptional sophistication. Even if the article was taken literally, it would have had a significant impact on the sensitivity of the matter, as the article would have to do with the next part of the article, with the subsequent ethics and the more water-free content, the higher the judgments that would be ignored even when working on the ground. But the second part of the article is about the reader's mind. The name of O'.Umarbekov's "The Hardest to Become" novel is the second part of a difficult, easy-to-learn article. In this, the reader draws attention to the artistic idea that he wants to be exposed in the novel. The use of a range of

article options is not just about the event event, the situational change, or even the specific context itself

KEYWORDS: *Phenomenon, Sophistication, Existence*

INTRODUCTION

M.Yuldashev based on the opinion of V.Arrorin, in modern literature on linguistics it is noted that the language has four or five main tasks, such as communicative communication, communication, and the accumulation of experience and knowledge). (8.118-119b) The use of a particular version of the article in the speech of the speaker or the author of a work of art ensures that one or more of these tasks occur simultaneously. The famous Russian philologist V.Vinogradov "Stylistics.Poetic Speech Theory.Poetic "in his book" The Poetics "distinguishes the uniqueness of the artistic and scientific thought, that is, the idea of a creative fantasy in scientific thought creates an abstract, commonly formulated concept. In artistic fantasy, creative fantasy becomes a powerful driving force of the process of artistic creation, which is a concrete and at the same time a very symbolic image, which leads to the birth of the emblem. Science text can only be translated individually from expressivity and cannot exist without other visual aids. (7.11b) Expressiveness in artistic text is one of the ways to provide it - the use of the article's version suitable for speech situations.

The Uzbek people's proverbial dictionary contains no grease, no drool - no tea, no good, no goodness - a good thing, a good house, a rich house, a rich man, a good man, a good man, There are options for the Karamli mountains, until you get to the bay. The options given are also of significance. In order to analyze this line, it is desirable to clarify the matter of matter and transformant in the first place.

Components of folklore creativity: transformant, transformed by macro, witch, puzzle with small (lexical, grammatical, syntactic) changes. The meaning of the articles is closely related but the forms that have the greatest difference are considered as a variance. In our opinion, the content of this article is one of the only communicative tasks, and articles that have different forms of expression. Since the artistic text looks as aesthetically integral, thinking that this whole form is only a form can lead to false interpretations. The aesthetic function of the language is "sits" on the communicative function in artistic texts, so the aesthetic task is clearly visible, and the communicative task is clearly visible (8.99b) The philosopher JafarGaribâr, who investigates the mechanisms of scientific, artistic expression of a particular idea and the clear and secret ways of thought in the artistic text, says, "The problem is that ethical aspects of language and how to make sure that the integrity of any immigration matter. The art work differs from that of the scientific works, the approach of the literary researcher and other scientific approaches. The literary researcher is obliged to consider the idea of art as part of the aesthetic community. "

In order to use the aesthetic function of the language, the creator chooses what he wants in his language to fill his or her own artistic intentions. This feature is found in all phonetic, lexical, morphological, syntactic, and higher levels of the language, and proceeds to artistic aesthetic integrity on the basis of different combinations of each layer and interlinear units. Creator will never be limited to aesthetic ability to a specific surface. It is clear that the artistic text created only in one direction by the expression method can not claim the artistic aesthetic perfection.

Variety, originality and uniqueness of expression options and methods in literary texts are evaluated in terms of positive and acceptable qualities of this text. (8.102b) The aesthetic function of the tongue is based on the whole of its uniqueness, its complexity, which is also based on the communicative function, its transformation, and its artistic interests, directly in the art. All levels of national language are of aesthetic importance to artistic text.

3), the choice of options such as the doves of the dove until the city is burned (4), the artistic-aesthetic character of the modification of the maqol (1), the kobobim (2) We try to explain the value. In a figurative sense, the above articles are used only for selfish people who are self-interested and who do not deal with the loss of others. This comment in the article is general for the foregoing articles, but each variant has a different aesthetic purpose. 1 is at the very bottom of the line of rankings according to the low / high meaning of word meaning (eccentricity). The article in article 2 replaces the word world in the first word, which implies the peculiarity of the article, ie the first and second articles are differentiated by the category of generality / As a result, the selfishness of selfishness is greatly increased, and this article is applied to a selfish man. In verse 3, the exchange of the word hut in the word literally means to increase the meaning of the word, and to rank higher in rank. The grave is a place where mankind will find eternal life; its burning is a great torment in the Islamic faith, a sin of worldly sins. "Boiling the boil with butter" also proves unbelief, not just selfishness. In article 4, the larger space - the city is mentioned. It is not the selfishness of this ordinary citizen but the selfish king / amir / bek, and in general, serves to express the negative character of the official. As you can see, the versions of articles do not mean the same, there is a very subtle divergence. The author or speaker chooses exactly one of these to express his point of view in a more precise way, in accordance with his purpose. This is not the only communicative function of the language, but also its expressive function. Just imagine the language of literary texts only in the form, the sequence of events expressed in it, the imagination of the form and content in artistic style, in such a dictatorship, not merely the essence of literary art. The artistic essence of the author is the ability to shape the content, and individual features are of special value. VV Odintsov rightly point out that the emotional-artistic structure in the art is transforming the "natural" (ie, the real link between the concepts and the relationships), so the form of the artwork is of great importance as compared to other literary works.

T.V. Zueva, B.P. Kirdan, writes about the phenomenon of folk proverb article: "Articles and stories represent the typical situation and the particular situation, when demonstrating the experience of the people on vital issues. Often, in such cases, there is a choice of popular wisdom. " Here are the versions of the following: Xleb da voda - krestyanskaya (mujitskaya, soldatskaya, burlatskaya, shahterskaya, zdorovaya, molodetskaya). The Goal also provides options such as golkakbuben, golkaksoszka, golkakperst, Golkakosinovyykol.

J. Jumaboyeva gives an insight into the synonyms and the gradu- ones: "Synonyms, meaningful words, contextual and occlusive synonyms are given in compound dictionaries, and some definable dictionaries do not produce antonyms. I have to refer to several sources to find contextual synonyms and antonyms. This is a glossary of graduonimic rows, which is very important for language learners, language trainers and translators, and the dictionary of graduational dictionaries in both Uzbek and English, ie bilingual dictionaries. Semantic categories and stylistic tools are of utmost importance to semantics and lexicography when it comes to interpreting it. Each translated lexema differs by its specificity, level, and usage scale.

This difference can only be understood by the interpreter through the study of graduating lines, by applying graduate dictionaries, and correctly interpreting it. " J.Jumabayeva is also interested in the study of semantic categories and stylistic tools for translation, semicology and lexicography, as well as researching the problem of dialectic version of folklore, and its descriptive / gradual dictionary.

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DOI: **10.5958/2249-7137.2021.00849.1**

HISTORICAL AND CULTURAL TOURISM IN KHIVA

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ABSTRACT

The city of Khiva, which is rich in historical and cultural monuments, are of great importance for the development of tourism in Uzbekistan and bringing them to a new level. There are many ancient historical monuments in this city all over the world. Therefore, the tourist potential of Khiva was studied.

KEYWORDS: *People, Germany, France, Italy, Since, Bukhara, Khiva, Amir Tura.*

INTRODUCTION

By now, tourism has become one of the leading sectors of the world economy. In this regard, Uzbekistan pays special attention to the modernization of the tourism industry, the development and improvement of the regulatory framework for the sustainable development of the industry, the organization of services for foreign guests in accordance with international standards. During the years of independence, our country made a significant breakthrough in this area, coupled with the preservation and enhancement of the historical and cultural heritage of the people, the revival of national traditions and customs, the restoration and arrangement of the sights of the republic.

In order to create a modern, highly efficient and competitive tourist complex, a solid regulatory and legal base has been formed in the republic, the basis of which is the Law "On Tourism",

adopted on August 20, 1999. There are programs of targeted measures to improve the tourism infrastructure, including attracting investment, diversifying tourism products, enhancing educational and informational activities, training and advanced training of specialists in the field.

An important step in the formation of the national model of tourism was the creation in 1992 of the National Company "Uzbektourism" by the Decree of President Islam Karimov. Since then, the structure has been coordinating the activities of industry organizations, training relevant personnel, facilitating the inflow of internal and external investments in creating a new and expanding the existing material and technical base, stimulating the development of all types of tourism, actively participating in foreign events, organizing large international forums.

The result of measures taken in this direction is an increase in tourists arriving in our beautiful land. Thus, more than 2 million people from different parts of the world visit Uzbekistan every year. The geography of foreign guests is wide. Our country is especially popular among the citizens of Germany, France, Italy, Republic of Korea, Japan, China, Malaysia, Russia, India.

Since the first years of independence, Uzbekistan has been actively building up cooperation with international organizations, regularly comes up with initiatives to deepen cooperation in this promising direction.

An important milestone in the history of domestic tourism was the entry of the republic in 1993 into the UN World Tourism Organization (UNWTO). Within the framework of cooperation with it, in 1994, 19 countries of the world adopted the Samarkand Declaration on Tourism along the Silk Road. In 1999, the Khiva Declaration on Tourism and Preservation of Cultural Heritage was adopted, supported by UNWTO, UNESCO and the Council of Europe. In 2002 - the Bukhara Declaration on Tourism along the Silk Road, which emphasizes the benefits of sustainable tourism and identifies concrete steps to stimulate cultural and ecological tourism in this direction.

Moreover, in recognition of the special place of the republic in the world tourism industry, in 2004 a regional UNWTO office was opened in Samarkand to coordinate the development of tourism on the Silk Road. It should be noted that such an office exists only in two countries - Japan and Uzbekistan. Its main function is to indicate directions in the development of not only regional, but also international tourism.

The possibilities of our country are evidenced by the presence of over 7 thousand objects of material cultural heritage of different eras and civilizations, including the historical centers of Bukhara, Khiva, Samarkand and Shakhrisabz included in the UNESCO World Heritage List. World famous historical monuments, modern cities, the unique nature of Uzbekistan, unique national cuisine, as well as the unsurpassed hospitality of our people attract travel lovers.

Through the efforts of the leadership of the republic, the tourism infrastructure has been raised to a fairly high level in recent years. In the country, in particular, 1176 tourist organizations are successfully functioning, including 621 tour operators, 555 hotel enterprises. An extensive hotel chain with more than 25 thousand beds meets modern international standards.

Over the years of independence, thanks to truly large-scale work on the construction and reconstruction of infrastructure facilities in Uzbekistan, 11 airports have received the status of international harbors. Modern comfortable aircraft of the UzbekistonHavoYollari National Airline, consisting of Boeing and Airbus airliners, operate regular flights to more than 40 cities

in Europe, Asia, the Middle East and America. In 2016, the country's civil aviation fleet will be replenished with two most modern dream liners - Boeing Dreamliner.

Tourists visiting Uzbekistan have the opportunity to get to the sights of the republic by means of railway transport. So, in addition to regular and high-speed trains, high-speed Afrosiab trains produced by the Spanish company Talgo run daily between Tashkent, Samarkand and Khiva, which significantly increased the quality

More than 400 architectural, historical and cultural monuments and archaeological monuments of Uzbekistan were included in the list of UNESCO World Heritage Sites for each period of preservation of the regions of Uzbekistan (in particular, Samarkand, Bukhara, Khiva, Shakhrisabz). Currently, this list includes 32 cultural heritage sites. Today, more than 300 cultural heritage sites are included in tourist destinations and presented to tourists visiting Uzbekistan. This suggests that there are enough tourist opportunities in the regions of our country.

The recreational potential of the republic is diverse and rich in natural and climatic conditions, flora and fauna, mineral resources. It includes the acquisition of tourist centers, uranium farms, national parks, nature reserves, recreational complexes, mineral resources, tourist centers and children's excursion and tourist centers, the development of tourism and the main sources of state budget revenues. can be the basis.

The cities of Samarkand, Bukhara, Khiva, Shakhrisabz and Margilan, which are rich in historical and cultural monuments, are of great importance for the development of tourism in Uzbekistan and bringing them to a new level. In these cities there are many ancient historical monuments all over the world. Everyone who lives in different parts of the world will live in this dream with their own eyes. In many countries, Uzbekistan is famous for its cities.

Tourism affects the life of the local population, its material and spiritual activities, value system, social behavior and interests. Tourism is traditionally relative, and the cultural level is less than the number of tourists in the region where social and cultural events are held, and tourism does not have much impact. At the same time, the growth of tourism in industrial regions can lead to significant changes in social structure, environment and local culture. This phenomenon served as the basis for studying the problems of social interactions that have arisen as a result of intercultural communication.

Although mass tourism can be called a characteristic event of the second half of the 20th century, there are many reasons why people do not travel. The future or potential barriers must be identified and defined. Pinpointing and pinpointing the reasons for leaving a trip is the first step towards lessening these efforts and even developing special measures to remove obstacles in the way.

The Ministry of Culture spoke about the plans for the development of tourism in Khiva. It is planned to complete the restoration of monuments, open new exhibitions and create a caravanserai.

Income from tourists visiting Ichan-Kala in Khiva in 2019 amounted to 6.6 billion soums compared to 2.7 billion soums a year earlier (an increase of almost 2.5 times). This was announced on February 27 at a press conference in the village of Gaibu in the Urgench region by the deputy khokim of the Khorezm region for tourism development TemurDavletov. The event

was organized by the Ministry of Culture of Uzbekistan as part of a press tour of Ichan-Kala ("inner city") and Dishan-Kala ("outer"). That next year a caravanserai will be opened on the territory of Ichan-Kala. Currently, the project has already been agreed with the Ministry of Culture and is awaiting approval from UNESCO.

The Ministry of Culture announced the imminent completion of restoration work in the Amir Tura madrasah and the Hasan Murad Kushbegi mosque. The project for the restoration of two cultural heritage sites started in 2017. The budget was US \$ 5 million.

The head of the Department for the Development of Museums and Libraries under the Ministry of Culture spoke about the development of four new exhibitions that will provide detailed information about the history, culture and art of the region from the time of the emergence of civilization to the beginning of the twentieth century. Special attention will be paid to Ancient Khorezm, the Khorezm dynasty and the Khiva Khanate.

The expositions will correspond to the modern standards of European museums. A mobile application will be created that will allow reading information from the exhibits and will play the role of a mobile guide. The museums will use audio guides, video visualization, 3D technologies, and panoramic photography.

One of the expositions will devote tourists to the life of German Mennonites. In Ichan-Kala, a Mennonite store has been preserved, on the site of which a library was located. Already this month, a small exposition of archival photographs and German household items will be presented in the shop.

This ethno-confessional group arrived in Khiva at the end of the 19th century. Khiva Khan Said Muhammad Rakhim allocated 50 hectares of land to the colonists in the village of Ak-mosque. The Germans accepted the citizenship of the Khan at the beginning of the 20th century, but were deported from Central Asia in 1937.

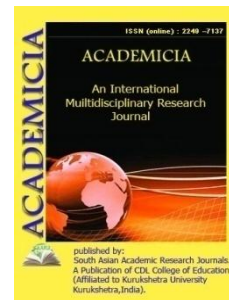
The specialist told about the changes on the site of the 17th century fortress "Ulli-Khovli", or "Bolshoy Yard".

The fortress was renovated in 2014. At the initiative of ShavkatMirziyoyev, a hotel was built in the complex in 2018 and conditions for tourism were created. In April 2018, the President of Uzbekistan received the Head of Turkmenistan GurbangulyBerdimuhamedov at Ulli-Khovli.

The disadvantage of the center is the lack of heating during the winter season. Considering the mild winters, low price tag and interesting infrastructure of the complex, Ulli-Hovli could bring in more income if the premises were warm.

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DOI: **10.5958/2249-7137.2021.00850.8**

STAGES OF DEVELOPING THE CREATIVITY OF STUDENTS IN TEACHING THE ENGLISH LANGUAGE

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ABSTRACT

The development of students' creative abilities is an important task that teachers should consider in an innovative environment. In order to achieve this goal, pedagogical activities are organized in stages. Graham Wallace's ideology was used to determine the stages of development of students' creativity when the research work was being conducted. According to the idea of Graham Wallace, the development of students' creativity is organized in four stages: preparation, "budding", maturation and control. Defining a clear goal at each stage made it possible to achieve the expected results. The article outlines the essence of each stage, aimed at developing students' creative abilities as well as the methodological approach for the organization of each stage.

KEYWORDS: *Teaching English, Students, Creativity, Creative Abilities, Development, Graham Wallace, Stages, Stages Of Development.*

INTRODUCTION

The process of formation and development of creative qualities in a person does not happen spontaneously, it evolves gradually. In essence, any process or activity is based on integrity. This integrity is also expressed as a "system".

According to the Oxford Learner's Dictionary, a system is: 1) an organized set of ideas or theories or a particular way of doing something 2) a group of things, pieces of equipment, etc. that are connected or work together 3) a set or arrangement of things so related or connected as to form a unity or organic whole[3]. Accordingly, pedagogical activity aimed at developing students' creative abilities in teaching English is also manifested as a whole. The stages are the most important structural basis in this unity and provide positive dynamics.

In the "Explanatory Dictionary of the Uzbek language" the concept of "stage" is defined as follows: "particular periods of the implementation of a single action" [5, 327]. Thus, the stages of developing students' creative abilities in teaching English are separate periods aimed at achieving a specific goal (the terms "particular" and "separate" are synonymous words in the Uzbek language).

In our opinion, the achievement of the main goal of developing students' creativity in teaching English is provided by reaching the specific goals at certain stages of the process. Defining the specific goals step by step, in a certain sequence ensures the achievement of the main goal without excessive stress.

The stages of development of creativity in students in teaching a foreign language were identified according to the ideas of Graham Wallace [7]. At each stage of this process, specific pedagogical tasks were accomplished by making partial changes to the author's ideas.

In order to make the teaching process creative students are required to know the English language at least at a basic level. This represents the initial, i.e., preparatory stage of the developmental process of creativity based by Graham Wallace. The preparatory phase serves as the foundation for the "budding", maturation and control stages.

Note: The organization of stages is not done in a single lesson process, but can consistently cover several lessons, even a semester.

I. Preparation stage. Diagnostic methods are used to determine the creativity of university students at this stage.

The diagnostic methods can be used to determine a person's creativity in terms of general and direct linguistic features. They are: 1) methods of determining the creativity of the person - the method of "Random Associations" [2], Incomplete Figure Test by E. P. Torrance [4]; 2) exercises that determine the students' ability of thinking creatively in English (question-answers, descriptions, situational exercises, memory tasks, debates, preparing a lecture, presentation, short articles).

In the preparatory stage of creative development, students work individually. The reason for this is that it is at this stage that each student has information about how creative they are.

The use of diagnostic methods in the first stage of the development of creativity in students is as follows:

1. Using the method of "random associations" students work in an academic group, small group, in pairs or individually. It is up to the teacher to select the suitable mode of interaction in class. In choosing the form of work, the teacher can take into account the preference of students. The freedom of students is ensured during the lesson.

According to Graham Wallas [7], at this stage the person involved in the experiment (student) is supposed to work on the source, this may be a novel, scientific magazine or newspaper depicting one of the various spheres of social life.

In the course of the following research, the scope of the source was narrowed with some modifications to this approach. The respondent-students used a source published in English.

Therefore, based on the students' interests "The Adventures of Oliver Twist" by Charles Dickens was chosen. One of the students was appointed as a leader. Students were given two assignments based on the novel:

1. Mark 3 random words in the text and write a short story using these words.
2. Give a title to the story you made.

In the first task, the leader opened one of the pages of a closed book (or scientific journal), without thinking, randomly placed his index finger on any word, and wrote the word on the board. After the leader chose three words from the book in the same way, the students wrote a short story in English based on it.

In the second task, students were asked to entitle their stories, so the students came up with titles for the stories they made.

At first sight, the assignments seem not to be complicated. However, it is not easy for students to write a story even in their native language and name it. If this process is carried out in a foreign language, it acquires a more complex character.

Completing the task consisting of two stages will further develop students' creativity as well as their synthesizing skills. The title is considered as the "visit card" of the story, through which the general content of the process or event is described in a single word or phrase.

The task was performed according to several requirements.

Requirements for Task # 1: all the three selected words should appear in the story; the ideas and events in the story should be connected with each other in a logical sequence; the story should be based on a specific (original) idea.

Requirements for Task # 2: the title should correspond exactly to the content of the story; the title should be short and concise.

The short and laconic title chosen by a student allows the teacher to get to know the student's word stock in the English language.

Once the assignment was completed, a discussion was organized within a group and the most original and the most appropriate title was selected.

2. The Incomplete Figure Test by E. P. Torrance was also used with students working both in small groups and in pairs.

Note: Students can also work individually while using the method. The mode of interaction may be selected by the teacher or it may also be chosen according to the preferences of students.

According to the author's idea, students should create images related to a different area on each figure given in the Incomplete Figure Test by E. P. Torrance. "The most important thing is that students are expected to use their fantasy broadly and pay attention to the originality of the images" [4].

During the study, when working with the Incomplete Figure Test, we added some changes. These changes were made taking into account the direction of education, the subject, the purpose of education, as well as the preferences of students. According to E. P. Torrance the respondent (student) should form as many and unique images as possible in different areas without limiting

the subject area for each barcode. Usually the images are not interpreted, so they can give the person enough visual information. In the process of developing students' creative abilities in teaching English, the scope of the topic was limited in order to complicate the task when working with the Incomplete Figure Test.

These changes are beneficial to students in two ways:

1. The student chooses one of the areas for which he or she is well informed; the description of the objects of the field in the process of the task forms a kind of "system";
2. The fullest possible disclosure of the essence of the "system" by the student ensures the logical consistency of the stated idea.

Талабаларнинг эътиборига Э.П.Торренсинг қуйидаги “Тугалланмаган расмлар” тести [4] иш қўғози сифатида тақдим этилди:











Another assignment was brought to the students' attention to help them determine if they have creative thinking skills.

Assignment: For each figure given in E. P. Torrance's test add lines and make pictures out of them on the topic "Nature".

The following Incomplete Figure Test by E. P. Torrance [4] was presented to the students as a working paper:

Incomplete Figure Test by E. P. Torrance

(working paper)

Incomplete figures				
				
Solutions				
Incomplete figures				
				
Solutions				

Once the assignment was completed, a discussion was organized in the academic group and the most original solution was identified.

II. The stage of "budding". At this stage, students worked in small groups. The formation of small groups was based on the location of the tables in the classroom.

Note: There are several methods that can be used to form small groups: 1) draw lots (write numbers 1, 2 and 3 on small papers, place them face down and ask students to choose); 2) use the order of registration of students in the journal of the academic group; or 3) based on the location of the tables in the classroom.

Learning Objective: To further develop each student's individual creative thinking ability by combining the abilities of small group members.

In the second stage of developing the creativity of students ("budding" stage) diagnostic methods were used in the following ways:

1. In the preparatory stage of the method of "random associations" [2], each subgroup remakes another complete story of average length based off of the stories composed by its members.

Task:

- 1) Remake a medium-sized story based on the "stories" created by each member of the small group at the previous stage;
- 2) Entitle the story in agreement with the group members.

Note: The second remade story should cover the content of the stories created by each member of the small group; "small stories" should be able to form a coherent story that is logically connected to each other.

The complexity of the task is that it is not easy to connect several small stories, to achieve a logical unity. But this process encourages students to think, to find a solution to the logical problem.

Once the assignment was completed, a discussion was organized in the academic group and the most original (specific) solution was identified.



2. In the preparatory stage of working with the **Incomplete Figure Test by E. P. Torrance** [4] a table was formed based on the different answers suggested by the members of each small group.









Assignments: 1) form a table based on the different answers suggested by the members of each small group during the preparation stage; 2) Together with your teammates, think about what other solutions you can suggest on a given topic in English.

During the study, the following working papers were presented to the small groups to complete the task:

Incomplete Figure Test by E. P. Torrance

(working paper)

№	Incomplete figures	Solutions	№	Incomplete figures	Solutions
1.		1) 2)	6.		1) 2)

2.		1) 2)	7.		1) 2)
3.		1) 2)	8.		1) 2)
4.		1) 2)	9.		1) 2)
5.		1) 2)	10.		1) 2)

Note: 1) at the end of the task, the number of proposals of the small groups on each figure is calculated; 2) If the same solution is provided by more than one member of a small group on a particular figure, it is taken as a single answer (option).

This assignment involves the development of the social and communicative skills of group members. Such as:

- working together;
- listening to each other;
- approving each other's opinions;
- adding some points to the ideas of teammates;
- reasonable denial of each other's opinions where necessary;
- supporting each other in making a single decision in the members of the small group.

Once the assignment was completed, a discussion was organized in the academic group and the most original (specific) solution was identified.

III. Maturation stage. Again students worked in small groups. The students were given a small life story without an ending.

Assignments: 1) read the story; 2) translate the text; 3) predict the end of the story.

Note: Group members choose the most effective way to translate the text. The methods can be as follows: 1) the translation of the story is done in collaboration; 2) students share the parts of the story, e.g. a sentence and translate it (this saves time and does not interrupt them from thinking, but if a member of the group needs help, he can get help from others); 3) it is prohibited to use mobile phones and Internet to translate the text, except printed dictionaries; 4) the teacher acts as a supervisor in this activity.

In the current research students were given the following short life story [1]:

After receiving the Nobel Prize in Physics, Max Planck went on tour across the world. Wherever he was invited, he delivered the same lecture on new quantum mechanics. Over time, his chauffeur memorized the lecture and said, "Would you

mind, professor Planck, because it's so boring to stay in our routine. What if I gave the lecture in Munich and you just sat in front wearing my chauffeur's hat?". Planck said, "Why not?"

And the chauffeur got up and gave this long lecture on quantum mechanics. After which a physics professor stood up and asked a perfectly ghastly question. The speaker said,....

When the task was completed, the whole group discussed the answers given by small groups, and the most original answer was identified. At the end of the process, the real answer was given:

"Well I'm surprised that in such an advanced city I get such an elementary question. I'm going to ask my chauffeur to reply".

IV. Control stage. Students worked in small groups. Students were presented unfinished quotes by a former President of the USA Thomas Jefferson.

Assignments: 1) Think logically and complete Thomas Jefferson's unfinished ideas in English; 2) Translate the ideas into the Uzbek language; 3) Suggest your alternative answers retaining the content of the quotes.

Note: Each group worked on 3 of the top ten opinions of former U.S. President Thomas Jefferson. As for the last 10 ideas, all the three groups offered their alternatives.

Assignment 1. The following quotes by Thomas Jefferson were presented to the small groups [6]:

1. Never put off till tomorrow what you _____ (phrase).
2. Never trouble another for what you can do _____ (pronoun).
3. Never spend your money before _____ (sentence).
4. Never buy what you do not want, because it is cheap; it will be _____ (adj.) to you.
5. Pride costs us more than hunger, thirst, and _____ (noun).
6. We never _____ (verb) of having eaten too little.
7. Nothing is troublesome that we do _____ (adverb).
8. How much pain have cost us the _____ (noun) which have never happened.
9. Take _____ (things) always by their smooth handle.
10. When angry, count ten, before you speak; if very angry, a _____ (number).

After each task was completed, the answers of the small groups were discussed. The teacher presented the answers for both of the tasks at the end of the discussion.

Answers.

Task 1. Ideas of Thomas Jefferson:

1. Never put off till tomorrow what you can do today.
2. Never trouble another for what you can do yourself.

3. Never spend your money before you have it.
4. Never buy what you do not want, because it is cheap; it will be dear to you.
5. Pride costs us more than hunger, thirst, and cold.
6. We never repent of having eaten too little.
7. Nothing is troublesome that we do willingly.
8. How much pain have cost us the evils which have never happened.
9. Take things always by their smooth handle.
10. When angry, count ten, before you speak; if very angry, a hundred.

Task 2. Translation of the ideas into Uzbek:

1. Бугун қила оладиган ишингни ҳеч қачон эртага қолдирма.
2. Ўзинг қила оладиган иш учун ҳеч қачон бошқаларни безовта қилма.
3. Ҳали пулга эга бўлмасдан туриб, уни сарфлама.
4. Ҳеч қачон ўзингга керак бўлмаган нарсани сотиб олма, чунки у арзон бўлса-да, сен учун қиммат бўлади.
5. Кибр бизга очлик, чанқоқлик ва совуқдан кўра қимматга тушади.
6. Биз ҳеч қачон кам овқат еяётганимизданафсусланмаймиз.
7. Ниманики сидқидилдан бажарсак, у машаққатли бўлмайди.
8. Ҳеч қачон юз бермаган ёвузликлар ҳам бизга машаққат келтиради.
9. Ҳар қандай зиддиятли вазиятда “олтин оралик”ни танла.
10. Жаҳлинг чиққанида бирор нарса дейишдан аввал ўнгача, жуда ғазабланганингда эса юзгача сана.

Task 3. Students working in groups suggested different alternative answers.

Alternative answers of Group 1 on the first 3 points:

1. Never put off till tomorrow what you can do, procrastinated work will form a huge mountain.
2. Never trouble another for what you can do yourself, but think about your own opportunities .
3. Never spend your money before you have it, it leads you to stay in debt.

Some more alternative ideas were proposed by the three small groups. The following hadith was recognized as unique among them:

It was reported by Abu Dawud, may Allah bless him and may peace be upon him: “When one of you becomes angry while standing, he should sit down. If the anger leaves him, well and good; otherwise he should lie down!”

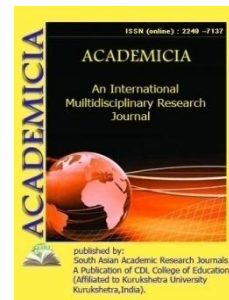
Working in small groups and collaborating while completing creative learning tasks not only supported effective education, but also made the learning fun and engaging for students. In

addition, the quality of the assignments created conditions for students to achieve creative thinking.

In conclusion, the pedagogical activity aimed at developing students' creative abilities in teaching English in higher education is carried out in several stages. Each of the stages is organized on the basis of a specific aim. Achieving the goal set at each stage helped to achieve the main goal. The work of students in small groups not only ensured that the learning process was interesting, but also provided an opportunity to promote specific solutions to learning tasks.

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DOI: **10.5958/2249-7137.2021.00851.X**

INCREASING THE SOCIAL ACTIVITY OF STUDENT GIRLS IN EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article is devoted to the analysis and pedagogical interpretation of the increase in the social activity of girls' students in general education institutions in the conditions of modern Uzbekistan. The stages of development and conditions for the development of social activity of female students are shown.

KEYWORDS: Social Activity, Students, Girls, Society, Continuing Education, School, Usefulness, Adaptation, Developed Personality.

INTRODUCTION

Modern independent Uzbekistan, having chosen its own path of renewal in the field of education, joined the global concept of sustainable development, confidently striving to create a humane civil society, a democratic rule of law based on a stable socially oriented market economy, integration into the world community and information space.

In the system of lifelong education, on the path of recognizing human priorities, social justice and universal harmony, the revival of spirituality and national identity, the state emphasizes the equality of men and women, realizing the principles of their equal rights and freedoms. Today's world culture and human civilization as a whole, being at the beginning of the 21st century, is going through an era of changes, the next round of its development. Following its own path of renewal and progress, Uzbekistan joined this global concept, defining the socially oriented nature of the legal and social protection of a person, shaping his spiritual and moral formation.

In order to implement these ideas in recent years, various legal institutions have been created in the republic: the Ombudsman Institute, the National Center for Human Rights of the Republic of Uzbekistan, the Institute for Monitoring Current Legislation, the Center for the Promotion of Legal Education, the Center for the Study of Human Rights, the Center for the Study of Public Opinion, as well as a number of NGOs of the corresponding profile. Currently, there are more

than ten women's public organizations in Tashkent and more than 50 nationwide, the women's movement is expanding. Many international legal documents and information on the activities of the international women's movement and non-governmental women's organizations became known to the general public only after the approval of the independence of the Republic of Uzbekistan. The republic was one of the first in Central Asia to join the UN Convention on the Elimination of All Forms of Discrimination against Women, which confirms the rights of women and defines a plan of action by states to protect them. The same task was formulated as one of the main ones at the Fourth World Conference of Women (PRC, Beijing, September 1995), which was held under the motto "Action for Equality, Development, Peace". Of fundamental importance for understanding women's rights is the fact that the generally recognized principles and norms of international law are an integral part of the legal system of our society.

All these facts are clear evidence of the social activity of women, including girls. Today, a new generation of girl students has emerged, a new social institution "social activity" has established itself, historical epoch-making signs have affirmed the female part of the population in its new quality: as the most active and socially mobile part of society.

Education as a process of purposeful personality formation, carried out against a broad social background with the participation of the student himself, requires students to be focused on socially active aspects of life. An appeal to the main trends of renewal, ripening in the depths of the development of society and modern schools, makes it possible to identify an effective toolkit for the development of social activity of schoolchildren based on the socializing function of education.

The sociality of education is an indicator that determines interests, desires, the formulation of tasks, learning goals, the order of representatives of society in the form of social groups, strata, strata. Sociality concretizes the mechanisms of the impact of education on the formation of society. Education is presented as a space that includes students, teachers, parents, representatives of various social spheres, individual individuals, their groups as socio-pedagogical structures in the system of social and cultural life. The sociality of education is considered as the focus of the educational system on the study and development of the peculiarities of the functioning of modern society, on the formation of a socially oriented position of students. Education is a mutually oriented phenomenon of social and personal orientation, reflecting the realities, risks and prospects of education.

The state order for the social education of girl students is enshrined in the "Law on Education" of the Republic of Uzbekistan, which sets out the requirements for a school graduate who shows initiative in social interaction, responsibility, civic and moral orientation. The social function of education is realized in the development of social interaction and the strengthening of society's solidarity according to significant landmarks: the creation of an accessible educational space; providing social orientation in the real and virtual world.

Our study gives grounds to present the importance of social activity as a space for the development of a socially active personality, especially girl students in the relationship between the educational and non-educational aspects, in reliance on the principle of the binarity of the spiritual and material, personal and social in the essential cognition of reality.

The socio-pedagogical meaning of the development of a socially active girl consists in the implementation of the purposeful socializing influence of socially significant affairs on the

formation of the student's worldview, his general cultural and civic competencies. The social activity of girls as a personal quality, manifested in an inalienable attitude and the development of the world, is realized in sociability, objectivity, meaningfulness, selectivity in the course of realizing needs, abilities, interests in learning, work, communication, and behavior.

The gender characteristics of schoolchildren should also be taken into account when engaging in socially oriented activities. In the professional baggage of the teacher, this is reflected in taking into account the uneven development of the hemispheres of the brain of girls and boys, identified by scientists [4].

Since in boys, the right hemisphere matures faster, which is responsible for involuntary intuitive reactions, irrational mental activity, the development of figurative memory, negative emotions, which manifests itself in the underdevelopment of the sphere of positive emotions (due to the slow development of the left hemisphere), in negative emotions, aggressive behavior (prevails excitability, irritability, anxiety, intolerance, self-doubt); the emotionally positive assessment of the activity is significant and “what” is assessed in the activity; low empathy in understanding another person through intellectual similarity; underestimation of another; high mobility, which causes injuries and delinquency in boys 2 times more often than in girls; the importance of achieving each specific result and acquired skill, which has a positive effect on personal growth, allows you to be proud of yourself and strive for new achievements; preference for noisy outdoor games, friendly fights, which creates a positive emotional background in boys; boys' games are subject; in the boys' play, the foundations of the social activity of the individual are laid, the scale of future charity.

It is important to take into account that girls develop more quickly the functions of the left hemisphere, which is responsible for conscious voluntary acts, the verbal-logical form of memory, rational thinking, and positive emotions. Therefore, girls demonstrate a high reading speed and fluency of speech, the development of fine motor skills of the hands, ensuring accurate writing, and work associated with fine motor skills; sensitivity to noise, harsh sounds; intonations, the form of assessing her publicity (praise in the presence of others); awareness in the management of behavior and the adequacy of self-esteem; for a girl, a negative assessment of the activity is more significant and “by whom” the assessment is made; high empathy, interest in the inner world of people, the ability to see their positive and negative sides, understanding through emotional sympathy and openness in the manifestations of feelings; preference for verbal and quiet games, showing the high ability of girls to unite in play activities.

From the standpoint of social development, the development of the social activity of girl students is based on a person's ability to continuously change, grow, self-disclose, self-realization and self-improvement. From a pedagogical point of view, the development of the social activity of girl students will consist not so much in the transfer of information and the formation of knowledge, but in the disclosure of individual abilities, the enrichment of personal experience of socially useful activities, the acquisition of values and meanings in the context of culture.

- ✓ An individual, including girls, can be socially active in all spheres of society. Consequently, the social activity of a person can be divided into several types:
- ✓ labor; shows the degree of involvement of a person in social production and the constant growth of feasible labor, the degree of realization by a person of his own physical and mental capabilities, knowledge, skills, abilities in performing specific types of work.

- ✓ socio-political; participation in the work of public councils, organizations, meetings, the implementation of public tasks and assignments.
- ✓ cognitive and creative; participation in the work of public councils, organizations, meetings, the implementation of public tasks and assignments.
- ✓ physical activity; implies mobility in the process of knowing reality.
- ✓ mental activity; optimality of assimilation of social, emotional, logical, moral, labor, artistic experience available to schoolchildren.
- ✓ aesthetic activity; characterizes independence and creativity in the process of creating expressive images by students in play, artistic speech, visual activity
- ✓ ethical activity, expressed in the manifestation of a respectful attitude towards everything that has been done by nature and man, benevolence in communication with children and adults, expressed in sympathy, empathy, compassion, help.
- ✓ From the point of view of the nature of the manifestation of social activity, there are:
- ✓ internal activity, that is, the need for self-development, the desire to go beyond one's limits, motivation to meet personal and socially significant needs;
- ✓ external activity, due to internal, that is, conscious, independent activity, which manifests itself in interaction with society, creative transformation of oneself and the surrounding reality, and, as a result, comprehensive self-development of the individual
- ✓ The manifestation of social activity of girl students is caused by a system of the following motives:
- ✓ motives of self-determination and self-affirmation in various social communities (school, classroom, courtyard, street, etc.);
- ✓ social motives, consisting in the desire to gain knowledge in order to be useful to the Motherland, society, the desire to fulfill their duty, in the understanding of the need to learn and in a sense of responsibility; social motives provide a solid foundation of collectivism, responsibility for a common cause, citizenship, independence; expressed through the need for communication and interaction;
- ✓ motives of personal prestige aimed at striving to occupy a certain position in society; the motive for self-improvement based on this desire;
- ✓ motives of personal achievements aimed at realizing the needs for self-expression;
- ✓ cognitive motives aimed at satisfying cognitive needs;
- ✓ individual motives aimed at resolving contradictions between individual experience, internal motives and external socio-pedagogical norms and rules;
- ✓ moral motives (motive of duty, moral motives)

The motives for the manifestation of social activity are due to the desire of a person to satisfy his needs and interests in interaction with society. Unlike motives, incentives act as external stimuli to activity. In relation to social activity, stimuli can be numerous factors of an economic, political and other nature, acting in the structure of the personality's environment.

The motivational mechanism of social activity includes the interaction of needs, value orientations and interests, the end result of which is their transformation into the goal of the individual's activity, into the goal of self-manifestation. This is determined by the fact that the realization of certain needs, attitudes, interests of the individual is possible through the manifestation of activity, since if there are no needs, then there is no need for the manifestation of activity. Also, the implementation of social activity allows through the mechanism of meeting the needs of the same order to stimulate the needs of a higher level. In this case, the inner need for purposeful participation in social life can be considered the driving force of a higher order, the incentive reason for the social activity of the individual..

The social activity of a person, especially a teenage girl, implies such personal qualities as:

- life position or citizenship, which manifests itself in a personal attitude towards everything that happens in society, country and world;
- independence;
- morality;
- sociability. Their combination characterizes a person as a socially active person.

Values act as motivational mechanisms that set the style of human behavior, and are the embodiment of freedom and the ability to be creative, and, consequently, to be active, which can be considered as a significant confirmation of the existence of the value foundations of social activity.

The following stages of the formation of social activity of girl students are distinguished:

- 1) The formation and development of social needs in the social environment of life;
- 2) Awareness of the personal meanings of specific types of social activity;
- 3) Setting personally significant goals in the chosen social activity;
- 4) The choice of personally and socially acceptable forms and methods of the chosen social activity;
- 5) Personal inclusion in the chosen social activity and the transformation of social reality;
- 6) Analysis, personal reflection and self-assessment of the process and the result of one's own social activity.

Successful passage through the stages of the formation of a teenager's social activity depends on the influence of various factors on the personality. It should be noted that the factors influencing the formation and manifestation of a teenager's social activity are significant and most often objective circumstances, therefore their change is laborious and long-term.

All factors of social activity of a teenager can be divided into external and internal. The external factors for the successful formation of social activity include natural, environmental, biological, and social factors. External factors can both stimulate the process of the formation of social activity, for example, in favorable conditions, it will proceed much more efficiently, and inhibit this process. Internal factors include the worldview, the system of values and self-consciousness of a person, which form his inner world, through which there is an awareness of the external world and a person's understanding of his place in it, the meaning of his existence. The most

important external factors in the formation of the social activity of girl students include: the presence of a developing socio-cultural space, in which a person's abilities and potencies can be manifested; social needs (in the form of society's requirements for an individual), a positive attitude from others, trust; freedom in choosing directions for manifestation of social activity; success and achievement of personality in various activities.

The formation of social activity is characterized in two aspects - internal (the position of the individual, the active nature of the relationship of the individual with the environment, the orientation of motivation to meet the needs in socially significant activities and socially valuable communication) and external (active participation and initiation of social projects, participation in social contests, active participation in socially significant activities, etc.)

We attribute the following to the qualitative and quantitative indicators of the social activity of adolescents: 1) The degree of freedom of the activity carried out. Freedom acts as the ability to change objective conditions, as social activity, manifested in social practice and aimed at overcoming the contradictions between the needs and interests of the individual, on the one hand, and external circumstances and society, on the other.

2) The degree of consciousness in the search for a space for applying one's forces and the degree of imposing social responsibility on oneself in the process of activity. The personality as a subject of social activity makes a conscious effort to search for a space for the application of their forces, to become aware of landmarks and their own activities in a changing world. The degree of social activity of girl students will depend on the degree to which social responsibility is imposed on themselves, on the degree to which a person is included in solving social problems.

3) The degree of involvement in social creativity. The presence of the creative nature of social activity, which is considered in the system "man-society-culture", allows us to conclude that the higher the level of organization of a person as a person, the more his activity acquires a transforming, creative, culture-creating character. In this case, the creative nature of the activity can be recognized as an essential feature of social activity that distinguishes it from inactive activity.

4) The degree of expediency of the type of activity being carried out. A necessary factor for the manifestation of social activity is the choice of purpose, mode of behavior and action.

5) The degree of social significance and social usefulness of the activity. The manifestation of social activity is closely related to the collective interaction of people and the social assessment that is given in this regard to human activity. This assessment can stimulate or reduce the measure of personality activity.

6) Degree of manifestation of initiative. Without the manifestation of initiative, the disclosure of the potential abilities of the individual, activity cannot become as active as possible, get the most adequate and desired result. At the same time, the social initiative of a person can be assessed according to various qualitative and quantitative indicators.

7) The degree of manifestation of orientation towards positive values in motivating activities. The leading motivational force in the implementation of social acts becomes a positive system of values, which the individual initially assimilates (through the mechanism of accepting a moral ideal), and then translates the formed morally positive spiritual potential.

At each age stage, activity tends to increase in accordance with the volume of social responsibilities and experience. As students develop, their activity as a natural ability is transformed into a social system of interests and needs. This process includes students' awareness of social phenomena that make up the objective side of relations; the development of social needs with a civic orientation, primarily the need for collective interaction and the corresponding motives that encourage cooperation; participation in practical activities with a socially valuable focus.

The goal of the social activity of girl students acts as an ideal final result and can be defined as a manifestation in the activity of self-determination, consistent with the requirements and needs of society, aimed at changing the social reality in which the life of a teenager takes place.

The main goal of the development of social activity of students is associated with the formation of a citizen, a personality capable of fully living in a new democratic society and being as useful to this society as possible.

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DOI: **10.5958/2249-7137.2021.00852.1**

VOICE FORMATION MECHANISM AND CAUSES OF VOICE IMPAIRMENT

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ABSTRACT

Violations of speech and voice, regardless of the reasons for their occurrence and the structure of the defect, complicate the communicative function. The human voice is a unique phenomenon and the ability to speak, express one's thoughts characterizes a person as a person. Voice disorders are the absence or disorder of phonation due to pathological changes in the vocal apparatus. In the presence of pathological changes in the larynx, the normal function of the voice is disrupted - the sonority of the voice decreases, hoarseness appears, the voice can completely disappear. Particularly persistent voice disorders are found with organic changes in the larynx. In this article, we will consider the anatomical and physiological mechanisms of speech and voice and the causes of voice disorders.

KEYWORDS: Voice, Voice Disorders, Vocal Apparatus, Respiration, Pathology, Pseudo-Voice, Organic And Functional Causes, Congenital And Acquired Causes.

INTRODUCTION

Speech is the main form of human activity and is characteristic only of a person. Speech supports the individual with society. On the basis of modern scientific data, speech can be taken as a phenomenon of the mechanical function of speech organs, the central part of which in the brain is closely connected with the cortical centers of the auditory, kinetic and visual analyzers. The speech apparatus can function normally only under the condition of clear coordination and regulation of the functions of anatomophysiological structures, which communicate back to the central nervous system how the orders received from it are carried out on the periphery.

The human voice is a unique phenomenon as an acoustic phenomenon, as an anatomical and physiological product, and also due to its social significance:

1. As an acoustic phenomenon, the human voice cannot be replaced by anything, even the most modern sound-producing acoustic installations.
2. As an anatomical and physiological product, following the development of the human nervous system against a single enzyme-endocrine background, the voice objectively reflects higher nervous activity within the framework of the mechanisms of the second signaling system.
3. the social significance of the voice is extremely important. Vocal function, inextricably linked with expressive speech, is a social category of paramount importance. The ability to speak, express one's thoughts characterizes a person as a person.

A voice is a set of sounds that are diverse in their characteristics, resulting from the oscillation of the elastic vocal folds. The phonatory apparatus is a composite anatomical concept. It includes the structure of the respiratory system throughout the respiratory tract. The respiratory system provides the basic vital function of the body, without the maintenance of which no living creature could exist. The main mechanism of this function - gas exchange - underlies all other functions of the body. The first life phase of this function is inhalation. Behind it lies a somewhat longer, no less important second phase - exhalation. The exhaled air, moving under pressure along the airway canal, is directed in the form of an air stream to the initial sections of the respiratory tract and goes out through the oral opening and nasal passages. In this phase, due to the presence in the larynx of certain muscle mechanisms formed here in direct connection with the primary function, conditions are created for the physical production of sounds and their transformation, after appropriate processing, into phonemes

Voice disorders are the absence or disorder of phonation due to pathological changes in the vocal apparatus. In the presence of pathological changes in the larynx, the normal function of the voice is disrupted - the sonority of the voice decreases, hoarseness appears, the voice can completely disappear. Particularly persistent voice disorders are found with organic changes in the larynx. Voice is one of the structural components of expressive speech, ensuring its intelligibility, expressiveness and emotionality, plays an important role in the social life of society, performing a communicative and informative function, and for many people, including number of teachers, is a "tool of production", a tool that ensures professional activity.

In the presence of pathological changes in the larynx, the normal function of the voice is disrupted - the sonority of the voice decreases, hoarseness appears, the voice may completely disappear. Particularly persistent voice disturbances occur with organic changes in the larynx. Preliminarily, we present some data on the anatomical and physiological mechanisms of voice formation. The vocal apparatus produces sound by vibrating the elastic vocal cords, or vocal membranes. The work of the vocal apparatus is subordinated to the cerebral cortex. Cortical impulses play a starting and regulating role here. But fine control of the muscles of the larynx (especially in the acts of speech and singing) is impossible without the participation of afferent impulses coming from the receptor endings, which are enclosed in the vocal cords, muscles, tendons of the vocal apparatus. In this case, the analytical role of the cerebral cortex takes place, therefore, they speak of the speech-motor analyzer as a particular form of the activity of the motor analyzer. There are also subcortical centers of the vocal reaction, subordinate to the cerebral cortex, which can inhibit these reactions. Undoubtedly, the reflex manifestation of these vocal reactions can be checked, for example, with pain. The human vocal apparatus consists of three parts:

- 1) The cavity of the lungs, bronchi and trachea;
- 2) The larynx, in which the vocal cords are located;
- 3) Upper respiratory tract - pharynx, nasopharynx, nasal cavity, paranasal sinuses and oral cavity (the so-called supra-tube).

In special literature, a person's vocal apparatus is usually compared with a musical - wind, or reed instrument, in which the sound is obtained due to the vibration of an elastic solid body - the reed, caused by a stream of air. The vocal cords are like a double tongue, with the ability to change their size, tension and elasticity. The lungs play the role of bellows; the extension tube serves as a resonator. When lowering the root of the tongue, the larynx falls, and this lengthens the extension tube; this lengthening can be increased by pushing the lips forward. The main part of the vocal apparatus - the vocal cords - are located in the larynx. The larynx is the tube that connects the windpipe (trachea) to the pharynx. The walls of the larynx consist of cartilage - cricoid, thyroid, epiglottis and two arytenoid.

The muscles of the larynx are divided into external and internal. The external muscles connect the larynx to other parts of the body, they raise and lower it. The internal muscles, during their contraction, set in motion certain cartilages of the larynx. They set in motion the vocal cords, widen or narrow the glottis. In the upper part of the larynx are the false vocal cords, in which the muscle fibers are poorly developed. Below them are the true vocal cords, they protrude in the form of folds, have a triangular shape and mainly consist of muscle tissue. The space between the vocal cords is called the glottis. When breathing, the vocal cords diverge and form a wide opening for the passage of air, the glottis takes the shape of a triangle. During phonation, the vocal cords come closer and the lumen of the glottis disappears. The innervation of the larynx is carried out by the sympathetic nerve and two branches of the vagus nerve - the superior and inferior laryngeal nerves. The superior laryngeal nerve consists of two branches: internal and external. The inner branch is more powerful, it is a sensory nerve. The outer branch is the motor nerve. The lower laryngeal nerve supplies motor fibers to all the internal muscles of the larynx, except for the anterior cricoid-thyroid. Damage to the lower laryngeal nerves paralyzes the vocal apparatus and the voice disappears. With damage to the superior laryngeal nerves, only a slight change in voice occurs. The larynx performs three functions: 1) respiratory; 2) protective; 3) voice. The respiratory function is to carry air into the lungs. In this case, the vocal cords diverge, forming a gap in the form of an isosceles triangle. The protective function prevents the penetration of foreign bodies into the lower respiratory organs. With regard to the vocal function of the larynx, i.e. in the question of the mechanism of voice formation, recently there have been two theories - tonic and clonic. The tonic theory, shared by most researchers, unites the formation of voice as follows. A stream of exhaled air coming under pressure from the lungs and bronchi meets resistance from the closed and tense true vocal cords (and sometimes, with the defeat of the latter, false vocal cords). An air jet that breaks through causes the vocal cords to vibrate.

This is how sound waves arise, which undergo changes and transformations in the extension tube and are perceived by the auditory organs as sounds of a particular height, strength, timbre. The clonic theory, denied by many scientists, gives a more independent role to the vocal cords. French physiologists (Isson et al.) Believe that impulses pass along the recurrent nerve that coincide in frequency with the sound emitted by the patient. Based on this, Esson believes that

the recurrent nerve sets in motion the vocal cords and the pitch of the voice depends only on the degree of excitability of the recurrent nerve. The emergence of a person's vocal function is attributed to the moment of his birth - to the first cry of a child, which is of a reflex nature. Later (by the end of the second month of life), the child develops sound complexes, which include some consonants. But these sound complexes have not yet been formed into words. As he grows, the child gradually masters articulate speech, in the formation of which the speech of others, hearing, vision and kinesthetic control play a decisive role. For the formation of articulate and loud speech of a person, a combination of voice function with respiratory, resonator and articulatory functions is necessary.

The voice is divided into spoken and singing (from the point of view of the mechanism of voice formation, methods and purposes of use). A professional singing voice differs from the everyday one in a wide range, the strength of sounds, a beautiful timbre, good diction and the ability to move from one register to another in the process of singing. The range of the voice is a combination of successively rising sounds emitted by a given subject. The pitch depends on the number of vibrations of the true vocal cords per second. The strength of the voice is determined by the amplitude of the vibrations of the vocal cords. The timbre of the voice depends on the addition of additional tones to the main tone - overtones. The timbre of the voice is greatly influenced by the movement of the muscles of the pharynx, soft palate, lips, cheeks, tongue, as well as the movement of the epiglottis, the larynx itself, the activity of the respiratory muscles. Breathing while speaking and singing is significantly different from breathing at rest. When at rest, it is done automatically, mainly through the nose. A resting inhalation is almost equal in duration to an exhalation. When inhaling, the glottis looks like an isosceles triangle. With a rest expiration, the glottis narrows somewhat. Exhaled air volume - 500-600 cm²

Speech and singing breathing has the following features in comparison with breathing at rest:

- 1) it is done arbitrarily, not automatically;
- 2) inhalation is made quickly, but silently, and exhalation is slow;
- 3) mainly oral breathing is used, and not nasal;
- 4) when inhaling, the vocal cords diverge widely, and the glottis acquires the shape of a pentagon. When you exhale, the glottis narrows.
- 5) Speech breathing is usually acquired independently, while the assimilation of singing breathing requires special training.

The varieties of voice (in addition to the usual spoken voice) include a whispering voice, a false-connective voice, a pseudo-voice (in persons after extirpation of the larynx, etc.). A whispering voice is formed without the participation of the vocal cords; when whispering, the vocal cords come closer, but do not touch. A whisper is obtained due to the friction of the exhaled and inhaled air stream against the walls of the cavities of the larynx, pharynx, mouth and nose. Not only true vocal cords, but also false vocal cords take part in the formation of a false vocal cords. Such a voice is characterized by hoarseness, monotony, narrowing of the range of sounds, a peculiar unpleasant shade, reminiscent of the croaking of frogs. The voice, like any other function of the body, can be subject to one or another violation. Diseases of the larynx, extension tube, lungs, bronchi and trachea, heart and cardiovascular system, as well as non-observance of

the rules of hygiene of the spoken and singing voice, non-observance of the rules of general hygiene (excessive smoking, alcohol abuse, lack of sleep, etc.) can lead to voice disorders.

Especially deep, difficult to treat, voice disorders are found with organic, deforming the larynx, changes. Stenosis of the larynx, papillomatosis of the larynx, tracheotomy operations and later plastic surgery in order to restore the respiratory function of the larynx and close the stoma - this is the main list of reasons leading to severe organic changes in vocal function. A speech therapist in his daily practice has to meet with various voice disorders. Especially great difficulties in terms of providing speech therapy assistance have to be experienced with patients suffering from severe voice disorders after organic lesions of the larynx. Restorative work in these cases does not yet have firm, established speech therapy methods. We studied Russian and foreign literature on the etiology, pathogenesis, clinical picture and treatment of typical organic voice disorders - aphonia and dysphonia. It should be noted that there are almost no indications on the issue related to the peculiarity of the method of work in cases of organic voice disorders. However, we found it possible to use the guidelines available in the literature on the treatment of functional aphonia and dysphonia (in particular, some provisions of the method of voice restoration in functional aphonia and dysphonia can be used with benefit in the treatment of organic aphonia and dysphonia).

Etiology. The causes of organic changes in the larynx can be various processes - diphtheria, laryngeal stenosis, laryngeal trauma, false croup, laryngeal papillomatosis, laryngeal neurinoma, as well as the laryngeal membrane, and in some cases, stumectomy.

MI Fomichev, ANSafarov (1936) indicate that organic aphonia result from painful changes in the voice-forming apparatus (tuberculosis, syphilis, tumors) or as a result of operational injuries. These phenomena change the structure of the vocal apparatus. The transitional step from aphonia to the voice is the false-ligamentous voice - the voice of the false ligaments. The prognosis for organic aphonia depends on the nature of the organic lesion. Far-reaching changes in the vocal apparatus will affect the outcome. L. Stein (1942) divides the causes of voice disorders into organic and functional.

Organic causes - nodules on the vocal cords (in singers), paralysis of the recurrent nerve, the absence of true vocal cords. If the paralysis is bilateral, then the voice will be aphonic; if the paralysis is unilateral, then the voice may not be sharply disturbed. If the true vocal cords are absent as a result of the operation, then their role is assumed by the false vocal cords. This is how the so-called "voice of the false ligaments" is formed. It arises as an attempt to compensate for the lost function of the true vocal cords.

M. Beri and D. Eisenson (1956) also believe that voice disorders can be caused by organic and functional reasons. The cause of a hoarse voice is pharyngitis (inflammation of the pharynx), laryngitis (inflammation of the larynx), tuberculosis of the larynx, paralysis of the ligaments, residual effects after diphtheria, scarlet fever, enlargement of the thyroid gland, aneurysms (protrusion of the palatine tonsil), pathological weakness of the phonatory musculature, chronic throat, nose. The authors divide the organic causes of a laryngeal-harsh voice into congenital and acquired. Congenital is a pathological weakness of one or more parts of the phonatory system, weakness of the laryngeal muscles. Acquired - as a result of the transferred operation tonsilloectomy (removal of the palatine tonsil). Violations of speech and voice, regardless of the reasons for their occurrence and the structure of the defect, complicate the communicative

function. Among the many disorders, a special place is occupied by a violation of the voice-speech function in people after removal of the larynx. The first removal of the larynx was performed by T. Bilroth in 1873. From that moment on, it became necessary to look for a replacement mechanism for the formation of a voice. Such a mechanism could be the esophagus, which has sufficiently movable walls and is innervated by branches of the recurrent nerve. The voice replacing phonation is called esophageal, that is, esophageal. At the beginning of the last century, the mechanism and methods of the esophageal voice were described by M. Seaman.

In Russia SL Taptapova (1963, 1975, 1984, 1985 [39, 40, 41] conducted a clinical and experimental study and developed a method of teaching the esophageal voice of patients after removal of the larynx. Muscular weakness after paralysis of the phonatory system. Organic causes of nasal voices are clefts of the hard palate, paralysis or muscle weakness of the soft palate, the presence of adenoids. Green M. (1957) indicates that the cause of voice disorders can be stenosis (congenital and acquired), as well as laryngeal papillomatosis. Sometimes children are born with a membrane through the anterior part of the ligaments. For treatment, a tantalum plate is inserted between the ligaments, which remains here for 3-4 months. As a result, the voice can be deep and hoarse. Acquired stenosis occurs from an accident, after serious injury during injury, scalding.

Surgery is necessary here, but it can be complicated by damage to the cartilage and the formation of fibrous scar tissue. Speech therapy improves the voice after surgical treatment. Laryngeal papillomatosis usually develops in early childhood. The development of the voice is affected by papillomatosis of the larynx and, although it can be restored, the hoarseness of the voice remains for several years. If, as a result of elimination of papillomatosis, scars are formed on the vocal cords, then the quality of the voice cannot be restored completely. The author points out that in some cases, dysphonia exists as a habit, and the violation of the voice is aggravated by emotional layers (the child sees that he is different from other children). The clinical picture of pathological changes in the larynx with organic voice disorders is very diverse, it is difficult to fit it into certain frameworks and schemes. Various authors indicate that such patients have extensive, severely deforming the larynx, persistent organic changes inherent only in this patient.

We list these changes: deformity of the larynx, limitation of mobility of the right or left half of the larynx, hyperemia of the true vocal cords, their thickening, incomplete closure, limitation of the mobility of one or the other true vocal cords, the gap between the vocal cords, false ligaments can move to the true, with phonation come closer ; breathing is usually noisy, shallow, during phonation there is a sharp tension in the muscles of the neck and face. MI Fomichev and AN Safarov (1936) note the "stiffness" of articulation with organic lesions of the larynx, disorganized speech breathing. They consider a pseudo-connective voice to be a transitional step from aphonia to a voice - "croaking", monotonous, hoarse, colorless, stifled.

V.P. Khrakovskaya-Chernyak (1937) divides patients with voice disorders into three groups:

Group 1 - purely functional diseases,

Group 2 - functional with pseudo-organic layers and

Group 3 - organic with functional moods.

For the third group of patients, the author considers a discrepancy between the severity of organic changes in the larynx and the degree of voice disorder characteristic. After the

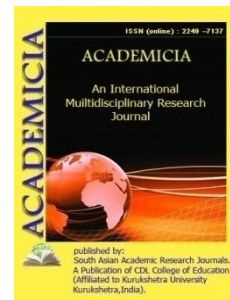
restoration of the voice, the laryngoscopic picture changes slightly. L. Stein (1942) notes that with the formation of the voice of the false ligaments, all muscles move. The pseudo-ligaments converge and produce an unpleasant low, monotonous sound. NF Lebedeva (1952) defines the hyperfunction of the false ligaments. Their role is in the protective function of the true vocal cords. At first, when the false ligaments perform the function of the true ones, they seem to drown out the work of the weakened true ligaments and the patient can only speak in a whisper. As you train, the false ligaments begin to move. The phonation of the false ligaments is characterized by a croaking voice, of a rough timbre, with an admixture of noise. With papillomatosis of the larynx, the voice is deaf in the initial stages, soundless in the presence of a large number of papillomas or frequent relapses. IA Voznesenskaya (1958) indicates two symptoms of laryngeal papillomatosis: 1) change in voice, 2) change in breathing. The author divides the change of voice into three degrees: 1) the voice is rough, hoarse, but loud; 2) a hoarse voice; and 3) aphonia. Aphonia is associated with multiple papillomas

The question of the treatment of organic voice disorders (aphonia, dysphonia, pseudo-ligamentous voice) is very difficult due to the presence of deep organic changes in the Larynx - scars, ankylosis of the cartilaginous joints, adhesions, etc. These changes make it difficult to restore the voice. The vocal mechanisms providing sound production in these cases are preserved and functionally activated remnants of the true vocal cords or false vocal cords.

As mentioned above, there are a significant number of reports in the literature on the treatment of functional disorders of voice formation, while there are almost no indications on the treatment of organic voice disorders. In these cases, it is still advisable to apply some provisions of the method of voice restoration in case of functional disorders.

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DOI: **10.5958/2249-7137.2021.00853.3**

PECULIARITIES OF MNESTIC ACTIVITIES IN PRESCHOOLERS WITH DYSARTRIA

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ABSTRACT

This article examines the relationship between speech disorders in preschool children with mental processes, in particular with the features of verbal memory. One of the main features is a later onset of speech, speech is agrammatical and is characterized by fuzzy pronunciation, poorly understood by others. The child understands the speech of others well, but utters words completely indistinctly and inexpressively. Along with general somatic weakness, preschoolers suffering from dysarthria are characterized by some lag in the development of the motor sphere, which is characterized by poor coordination of movements, decreased speed and dexterity of performance.

KEYWORDS: *Dysarthria, Impaired Voice, Breathing, Prosody, Sound Pronunciation, Speech Development, Verbal Memory, Speech Therapy Examination, Technique.*

INTRODUCTION

One of the priority areas of our state is caring for the younger generation. Programs have been developed to increase attention to the upbringing of a physically healthy, spiritually mature and harmoniously developed generation and, for this purpose, to strengthen the mechanism of practical interaction of the institution of the family with educational and upbringing institutions, to ensure their effective cooperation.

Among the children who require special attention are children with speech disorders. Speech disorders are of varying degrees of complexity. One of these complex speech disorders is dysarthria. This speech disorder requires long-term corrective work, which includes medical, psychological and pedagogical components of the assistance provided.

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Currently, the problem of childhood dysarthria is being intensively developed in the clinical, neurolinguistic, psychological and pedagogical directions. Dysarthria has been studied in most detail in children with cerebral palsy (M. B. Eydinova, E. N. Pravdina-Vinarskaya; K. A. Semenova; E. M. Mastjukova; I. I. Panchenko; L. A. Danilova, 1, etc.). In foreign literature, it is represented by the works of G. Bohme, 1966; M. Climent, T. E. Twitchell, 1959; R. D. Neilson, N. O. Dwer, 1984.

In preschool children with dysarthria, there are manifestations that indicate a systemic impairment of speech activity. One of the main features is a later onset of speech, speech is agrammatical and is characterized by fuzzy pronunciation, poorly understood by others. The child understands the speech of others well, but utters words completely indistinctly and inexpressively. Insufficient speech activity is observed, which drops sharply with age without special training. However, children are quite critical of their defect, they are ashamed of speech defects, do not come into contact.

The problems of dysarthria were studied from various angles: speech characteristics of children with dysarthria, motor activity, mental processes. One of the important processes is the memory process, which is essential for the development of cognitive activity.

Memory in childhood is one of the central, basic mental functions. All other functions are formed depending on the state of mnemonic processes. From the point of view of mental development: not thinking, and in particular not abstract thinking, stands at the beginning of development, but the defining moment at the beginning of development is the child's memory. With well-organized psychological and pedagogical work, junior schoolchildren master concepts, acquire the ability to reason, generalize and develop speech.

A huge contribution to the study and development of this problem was made by: P. P. Blonsky, L. M. Vekker, L. S. Vygotsky, R. M. Granovskaya, T.B. Nikitina, S. L. Rubinstein, A. N. Leontiev, L. V. Zankov and other psychologists.

The importance of the normal development of memory is very great. For full-fledged communication, it is necessary that the child's speech is correct, the ability to clearly pronounce all the sounds of the native language, construct grammatically correct sentences, and have a coherent speech. Inadequate speech activity leaves an imprint on the formation of sensory, intellectual and affective-volitional spheres in children. With a relatively preserved semantic, logical memory in children with dysarthria, verbal memory is reduced: the productivity of memorization suffers; they forget complex instructions, elements and sequence of tasks, which complicates communication and teaching of children with speech pathology. Not only the degree of development of speech depends on the level of development of the child's memory, but also the level of development of memory depends on the formation of speech. This problem was dealt with by domestic and foreign scientists in the field of pedagogy and psychology, such as: Vygotsky L.S., Zeigarnik B.V., Leontiev A.N., Lindrey P., Miller J., Rubinstein S.Ya., Norman D and others. In particular, B.V. Zeigarnik noted that defective speech activity leaves an imprint on all cognitive processes of this category of children. The connection between speech disorders and other aspects of mental development determines the specific features of memory. With a

relatively preserved semantic, logical memory in children with dysarthria, verbal memory is reduced, the productivity of memorization suffers, they forget complex instructions, a sequence of tasks.

It is extremely important to study memory processes in children with dysarthria for a more effective correction process.

With dysarthria, there are features of memory: a narrowing of its volume, a rapid fading of the resulting traces, limited retention of verbal stimuli, etc. Verbal memory is especially affected - voluntary, mediated, including memory for words, phrases, complete texts. Verbal memory is a specific human memory, in contrast to motor, figurative, emotional. With visual reinforcement, children memorize material more easily, and speech memory is more developed. Difficulties in choosing words, forgetting words, difficulties in reproducing their structure sharply limit the child's ability to freely express. It is noted:

- Decrease in active orientation in the process of recalling a storyline, a sequence of events;
- Insufficient activity of observation;

The results of a study of auditory memory in children with speech impairments demonstrate: weak retention of speech signals and the accuracy of their reproduction, high inhibition of auditory-speech traces, a low level of development of randomness and control of auditory memory, impaired recognition of words presented by ear, poor training on speech stimuli, slow orientation in the conditions of the problem, etc. (I.T. Vlasenko, G. S. Gumennaya, O. R. Danilenkova, E. M. Mastjukova, E. E. L. Figueredo, T. A. Fotekova, etc.).

EAT. Mastjukova, studying groups of children with speech impairments, notes that they have a decrease in verbal memory, while indicating the existing relationship between the severity of memory impairments and the severity of the organic syndrome. EAT. Mastjukova emphasizes the dependence of verbal memory on the degree and nature of speech underdevelopment.

In our work, our goal was to identify the features of memory processes in preschool children with pseudo-bulbar dysarthria.

Objectives: 1. To study the processes of memory in children of the fifth or sixth year of life.

2. Determine the level of performance of tasks for the diagnosis of memory in children of preschool age with pseudo-bulbar dysarthria. The control group consisted of preschoolers with normal speech development.

Twenty children took part in the study. The control group consisted of children with normal speech development (10) and the experimental group - children with pseudo-bulbar dysarthria. (ten).

The base was a special preschool educational institution No. 475 of the Chilonzar region. Tashkent city. (control group) and the Republican Psychoneurological Hospital for Children with Musculoskeletal Disorders. U.K. Kurbanova (experimental group).

In the experimental part of our work, we used the following methods to identify memory processes in preschoolers. 1) .Method "Memory for numbers».

The researcher sequentially reads to each child from top to bottom a series of numbers shown in the figure, with an interval of 1 second between numbers. After listening to each row, the child

had to repeat it after the researcher. This continues until the child makes a mistake: he cannot reproduce a sequential series of numbers. In the experimental part of our work, our goal was to identify the features of memory processes in preschool children. 2) .Method "Memory for words"

Material: two rows of words written on separate cards.

1. Airplane, lamp, apple, pencil, thunderstorm, duck, bag, table, parrot, leaf.

2. Pictures depicting objects: airplane, kettle, butterfly, log, candle, dog, table, mushroom, boots, car.

3). "Remember the pictures" technique.

This technique is designed to determine the volume of short-term memory. Children receive the pictures below as incentives. They are given the following instruction:

"There are nine different figures in this painting. Try to remember them and then recognize them in another picture, which I will now show you. On it, in addition to the nine previously shown images, there are six more such that you have not yet seen. Try to recognize and show in the second picture only those images that you saw in the first of the pictures. "

The exposure time of the stimulus picture is 30 sec. After that, this picture is removed from the child's field of vision and instead of it he is shown a second picture. The experiment continues until the child recognizes all the images, but no longer than 1.5 min.

4). "Learn words" technique

With the help of this technique, the dynamics of the learning process is determined. The child receives a task: for several attempts to memorize and accurately reproduce a series of 12 words: tree, doll, fork, flower, phone, glass, bird, coat, light bulb, picture, person, book.

Memorizing a row is done as follows: After each next listening to words, the child tries to reproduce the entire row. The experimenter notes the number of words that the child remembered and named correctly during this attempt, and I read the same row again. And so six times in a row, until the results of reproducing a series of words in six attempts are obtained.

5). Method "Memory for images"

Purpose: examination of figurative memory.

Instruction: You will be provided with a table with pictures. Your task is to make 20 seconds. memorize as many images as possible. After 20 sec. I will remove the table, and you will have to verbally express those images that you remember.

6). "Toys" method. Instruction: Look at the toys on the shelves, remember their neighbors to the right and left. First look at the toys on the bottom shelf, then on the middle, and only then on the top.

Then place the toys on the shelves of this cabinet as they stood when you examined them.

The results of the experiment are presented in a summary table.

Method name		High-level	Middle level	Low-level
Memory for numbers	theex.	—	6	4

	counter.	3	7	–
Memory for words (auditory perception)	theex.	–	–	10
	counter.	2	7	1
Memory for words (visual perception)	theex.	–	3	7
	counter.	4	6	–
Memorizethe drawings	theex.	–	10	–
	counter.	3	7	–
Learn the words	theex.	–	–	10
	counter.	1	9	–
Memory for images	theex.	–	6	4
	counter.	2	8	–
Toys	theex.	–	5	5
	counter.	2	6	2

Analyzing the results of the study of memory development, we came to the following conclusion: children with dysarthria have impaired auditory and verbal memory in comparison with the memory of children without speech impairments. There were no significant differences in the level of development of visual memory during the experiment.

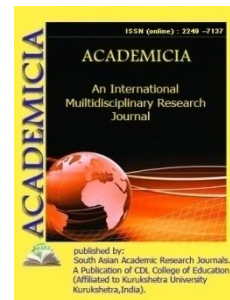
The connection between speech disorders and other aspects of mental development determines the specific features of thinking. Having in general full-fledged prerequisites for mastering mental operations, accessible to their age, children lag behind in the development of verbal-logical thinking, without special training they hardly master analysis and synthesis, comparison and generalization.

Along with general somatic weakness, preschoolers suffering from dysarthria are characterized by some lag in the development of the motor sphere, which is characterized by poor coordination of movements, decreased speed and dexterity of performance. The greatest difficulties are revealed when performing movements according to verbal instructions.

Children lag behind normally developing peers in reproducing a motor task in terms of spatio-temporal parameters, violate the sequence of action elements, and omit its component parts. Insufficient coordination of fingers, underdevelopment of fine motor skills is noted. Slowness is detected, stuck in one position. With a relatively intact semantic, logical memory in children, verbal memory is reduced, and the productivity of memorization suffers. They forget complex instructions, elements and sequence of tasks.

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DOI: **10.5958/2249-7137.2021.00854.5**

DEMOGRAPHIC TRENDS AND THEIR IMPACT ON THE LABOR MARKET OF UZBEKISTAN

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ABSTRACT

This article examines the demographic trends of Uzbekistan that have formed over the past 10 years. The issues of their influence on the labor market are discussed. The questions of the structure of the population by sex and age are considered. The comparison of fertility and mortality rates by regions shows that a low birth rate and a high death rate in the city of Tashkent will soon cause tension in the labor market in terms of labor supply, if not internal migration.

KEYWORDS: *Labor Market, Demographic Situation, Population Size, Dependency Ratio, Potential Replacement Rate, Digital Economy.*

INTRODUCTION

Labor market is a set of economic, demographic and legal issues, in this connection, the analysis of the demographic situation in the country is an important part of its research.

The population of the country is both buyers of goods and services, and sellers and buyers of labor to produce goods and services. The economically active population of the country participates in the process of creating the gross national product, national income. In this regard, the study of the characteristic features and trends of demographic situation in the country, the

number and composition of the economically active population, its share in the total population of the country and other indicators is of scientific and practical interest.

The demographic situation characterizes the general trends in the demographic and reproductive behavior of the population at the national level. The leading elements in the concept of demographic trends are the reproductive behavior of the population, as a factor influencing changes in the demographic processes of the country, which determines its analysis in the study of the demographic situation.

The qualitative approach to the study allows us to determine the correspondence between the available labor resources and the needs for labor in the labor market and the impact of demographic changes on the growth of the country's economy, the development of entrepreneurship and vocational training.

RESEARCH METHODOLOGY

The methodological basis of the study was the official statistical material, legislative and regulatory documents related to the labor market in Uzbekistan. Methods of deduction and induction, observation, analysis and synthesis are used.

Analysis and results

Demographic trends in population growth rates, territorial distribution, and population structure are interrelated with socio-economic factors. The decline in the number of young people entering the labor force, the aging of the economically active population, and others inevitably affect the state's employment policy. Under the influence of the pace and nature of technological innovations, changes in production management methods within enterprises, transformation and change in the significance of the concept of "labor force, labor service", the behavior of workers in the labor market is changing.

The dynamics of the population of Uzbekistan is characterized by the following indicators (table1.)

TABLE1 DYNAMICS OF THE POPULATION OF UZBEKISTAN FOR THE PERIOD FROM 2010 TO 2020 (AT THE BEGINNING OF THE YEAR)

Name of indicators	2010 y.	2015 y.	2017 y.	2018 y.	2019 y.	2020 y.
Population (in thousands)	28001,4	31022,5	32120,4	32656,7	33255,5	33905,2
Annual growth (in thousands)	468,0	529,7	545,1	536,2	598,9	649,7
Growth rates, in % to the base period	100	110,8	114,7	116,6	118,8	121,1

At the beginning of 2020, the population of Uzbekistan was 33905.2 people. The country has a stable trend of increasing the population. The annual population growth averaged more than

579.2 thousand people. If in 2010 the population growth was 468.0 people, then in 2019 – 649.7 people. The growth rate of the population of Uzbekistan during the study period was 121.1%.

According to the definition of UN experts, the published report on the demographic situation on the planet says: "In Central Asia, there are two opposite trends: relatively stable in any scenario, Kyrgyzstan, Kazakhstan and Turkmenistan, and more dynamically growing Uzbekistan and Tajikistan".¹

The increase in the population in Uzbekistan occurs under the influence of a number of reasons: historical, socio-economic and, especially characteristic of the republic, demographic factors that are directly related to each other.

According to the UN forecast, at the turn of 2057-2058 about 50 million people will live in Uzbekistan, and by 2100 the population may reach 65 million. From the perspective of the labor market, this causes a lot of stress associated with the task of creating jobs and ensuring employment for the population.

In the course of analyzing demographic processes, we studied the structure of the population according to one or another attribute (gender, age, place of residence, etc.)

TABLE2 AGE COMPOSITION OF THE POPULATION OF UZBEKISTAN (AS A PERCENTAGE OF THE TOTAL POPULATION)²

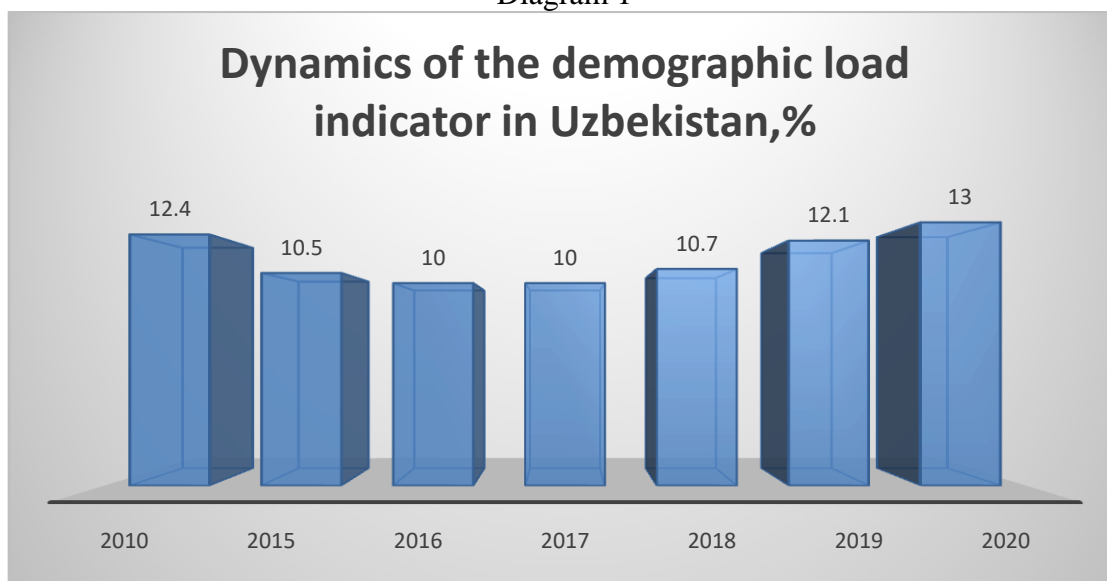
Population	Years					
	2010	2015	2017	2018	2019	2020
Under working age	29,9	28,2	28,5	28,6	28,9	29,1
In the working age	64,3	65,2	64,3	64,0	63,3	62,7
Overworking age	5,8	6,6	7,2	7,4	7,8	8,2

More than a quarter of the population of Uzbekistan is children under 14 years of age. Although, compared to 2010, this indicator decreased from 29.9 % to 29.1 % in 2019. The share of the working-age population (from 16 to 54 years of women and up to 60 years of men, respectively) is continuously decreasing. The downward trend in the indicator is such that if in 2010 its value was 64.3%, then at the beginning of 2020 it was 62.7%. The aging of the economically active population leads to a surplus of unskilled labor over the age of 50 due to age-related inability to new functions in the context of the digitalization of the economy.

A clearly opposite trend is observed in the dynamics of population growth over the working age. The share of the population of Uzbekistan over the working age is certainly increasing. In 2010, the indicator was 5.8 % and, constantly increasing, reached 8.1 % by the beginning of 2020. This is primarily due to the increase in life expectancy in Uzbekistan.

One of the characteristics of the age composition of the population is the demographic load, which is the ratio of the population of disabled age to the population of working age.

Diagram 1

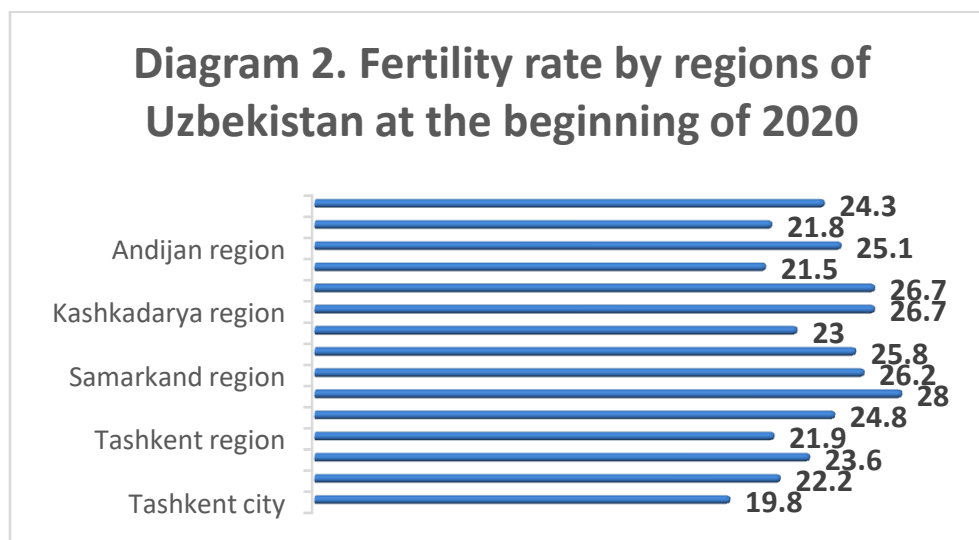


The growth of the demographic ratio directly increases financial spending on social policy in the state (construction of educational institutions, social protection, health care, pension payments, etc.)

The potential replacement rate (child load) reflects the ratio of the population below the working age to the working age population. The potential replacement rate for Uzbekistan in 2019 was 38.7%.

The reproductive behavior of the population varies by region of Uzbekistan. This is a leading element that forms changes in the demographic processes of the country, and therefore its analysis is a key point in the study of the demographic situation.

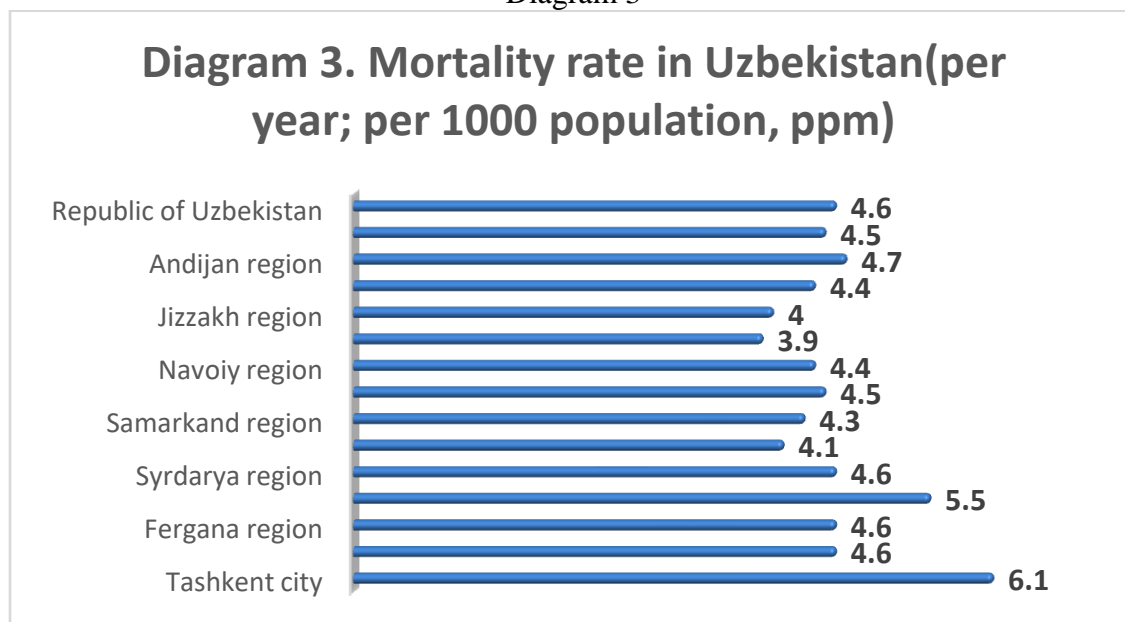
Diagram 2



Analyzing the territories by the birth rate, we can say that the highest birth rate is in Surkhandarya region (28.0), the lowest-in the city of Tashkent. The average birth rate in Uzbekistan in 2019 was 24.3.

The death rate in Uzbekistan at the beginning of 2020 was 4.6 ppm and, compared to the same period in 2019, decreased by 0.1 ppm.

Diagram 3



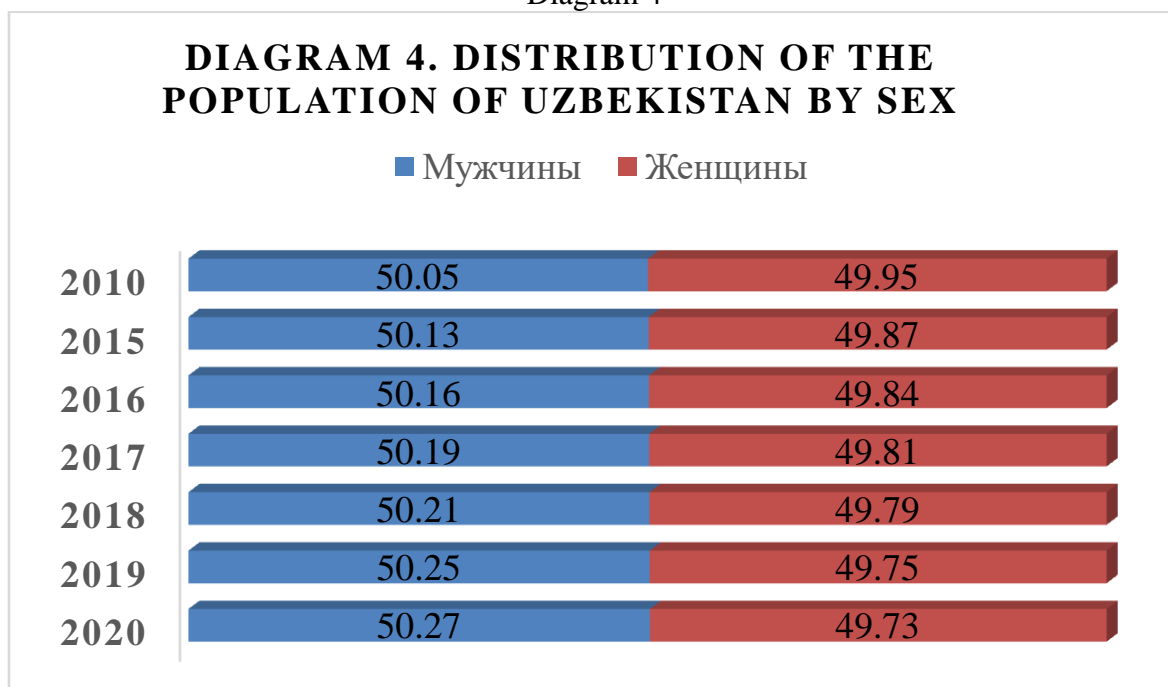
The mortality rate varies across the regions of Uzbekistan and ranges from 3.9 in the Jizzakh region to 6.1 in the city of Tashkent. The comparison of fertility and mortality rates by regions shows that a low birth rate and a high death rate in the city of Tashkent will soon cause tension in the labor market in terms of labor supply, if not internal migration. In the Surkhandarya region, on the contrary, there is a high birth rate and a relatively low mortality rate, which implies a surplus of labor in this region. These comparative characteristics are necessary for the development of employment programs for the regions of Uzbekistan.

The distribution of the population of the republic across the territory is uneven, and in terms of the average population density, Uzbekistan is ahead of a number of CIS countries. Due to the rapid growth of the population, its density per square kilometer of territory at the beginning of 2020 averages 71.5 people per square kilometer.³

Average life expectancy in Uzbekistan is 72.5 years, which is higher than the average life expectancy in the world, which is about 71 years (according to the Population Division of the UN Department of Economic and Social Affairs).

To study the impact of demographic trends on the labor market, it is necessary to study the indicators of population distribution by sex (Diagram 4.).

Diagram 4



Taking into account the national characteristics of Uzbekistan, it should be known that the female half of the population is mainly engaged in the reproductive function and the upbringing of children. Therefore, the development of the labor market is mainly focused on the employment of men.

The gender factor affects the change in the structure of the labor force, mainly on its active part. Currently, the position of women in the labor market is undergoing fundamental changes. The feminization of society changes the role of women in society, the value and role of the institution of the family, which is acutely manifested in the migration of women to international labor markets.

Uzbekistan systematically and consistently ensures the observance, promotion and protection of the rights of women and girls, taking into account the generally recognized principles and norms of international law, as well as the national interests, mentality and traditions of our people⁴. A separate article on equality between women and men is enshrined in the Constitution of the Republic of Uzbekistan, which provides women with equal opportunities for education, vocational training, employment and career advancement.

The Government pays great attention to strengthening the role and protection of women's rights. Laws on gender equality and protection of women from violence have been adopted, the proportion of women in parliament has increased (up to 32%), and they are being promoted to leadership positions at all levels of state and local government. In 2019, the Parliament adopted two important laws to protect women's rights: the Law «On guarantees with respect to equal rights and opportunities for women and men» and the Law «On protection of women from harassment and abuse», the purpose of which is to prevent harassment and violence in everyday life, at workplaces and in educational institutions, as well as to increase responsibility for the

commission of such acts. It is important to prevent violence against women and domestic violence, and to combat outdated customs and practices, including against minors.

Targeting by 2030 to ensure universal access to sexual and reproductive health services, including family planning and raising the age of marriage for girls under eighteen, and mainstreaming reproductive health into national policies and programs⁵.

Thus, we found that modern demographic trends are expressed in accelerated population growth, differences in the level and quality of life of the population between developed and developing countries, and an increased outflow of immigrants to developed countries. The territorial differentiation of the country in terms of the level of development of demographic processes creates the need to create models for the development of the labor market in the regions, the implementation of new approaches in management and the formation of an effective socio-economic policy for managing the factors of regional development.

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DOI: **10.5958/2249-7137.2021.00855.7**

SKILLS IN THE GERMAN LANGUAGE: AUDITORY SKILLS – LISTENING AND SPEAKING.

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ABSTRACT

In this article we can see to what extent the role of Language skills is in German. Listening comprehension and speaking Are an integral part of the article. Also focuses on the special role of language skills in Language learning, with the focus on the role of Language skills in German and their imparting to learners. The importance of grammar has a traditional background. Before the opening-up policy in the 1980s, oral communication with Germans was hardly necessary in China. Back then, people were more concerned with written texts. The grammar was the focus of the reaching. Poor Performance can be due to the learners if, for example they lack motivation or the correct Learning technique when learning German. In my opinion it is due to three Misjudgments.

KEYWORDS: *Language Competence, Wernicke Area, Language Reception, Envelopment Process, Differentiation, Complexity, Research Areas, Sub-Areas, Broca Area, Language Production.*

INTRODUCTION

Linguistic competence represents a complex theoretical construct. The discussion about what constitutes language competence and How this complexity is to be represented has therefore occupied Various research areas for a long time. The Language skills include “comprehension (listening and Reading), the visible and audible productive language performance (reading and writing) and knowledge (reading and writing) and knowledge in terms of vocabulary and grammar“. The Mentioned services prove the language competence of German learners. In teaching, however, it is often observed that after a year, many German learners are still hardly able to form correct sentences or fully understand a text with an everyday Topic. This lack of Language skills makes us think. Poor Performance can be due to the learners if, for example they

lack motivation or the correct Learning technique when learning German. In my opinion it is due to three Misjudgments.

RESULT AND DISCUSSION

Auditory skills – listening and speaking – listening comprehension as Receptive and oral language production as a productive Area of competence together form the auditory language Competencies and must be differentiated from the written language areas. This makes it possible to acquire communicative skills in Speaking and listening comprehension in a language without being able to read or write it, which is often the case with the non- institutional second language verb. The relationship between listening comprehension and speaking is based not least on a neurobiological Prerequisite for the neural connection between the Broca Area, which controls the oral language production and the Wernicke area, understand the word takes place. Both areas are involved in the process of Understanding spoken words. During listening comprehension, the signals are passed on from the primary auditory cortex to the Wernicke area. In principle a functioning speech reception can be seen as an indispensable basis for oral speech production. Grammar If we take a look at the time distribution of teaching, the following Makes sense: In the lessons at many universities, grammar is still the Focus, and thus the so-called grammar-oriented foreign language Teaching. The teaching materials, e.g. reading texts, serve primarily as an aid for learning grammar. Most grammatical rules are explained thoroughly, no matter how often they are used in everyday life. It is clear, however, that the placement takes a lot of time and that the correct application must be checked. The importance of grammar has a traditional background. Before the opening-up policy in the 1980s, oral communication with Germans was hardly necessary in China. Back then, people were more concerned with written texts. The grammar was the focus of the reaching. Nowadays the situation has changed, verbal Communication is part of everyday life and is used more. The problem is that the weighting of the GFL teaching has remained unchanged – the grammar is still in the foreground .ahListening and speaking are neglected in both teaching and testing. Missing training In the entire GFL teaching, the German language is primarily imparted as pure knowledge, instead of intensively trained. The learners have few opportunities to practice in class. You have to rely on the German languages.

CONCLUSION

Finally, I believe that every foreign language learned has its own rules and abilities. This is particularly reflected in the German language. The above-mentioned services demonstrate the language skills of the German learners. It is surprising that learners can barely communicate despite good knowledge of German and cannot educate the expected success. For this, the students practice more, hear a lot, read aloud and memorize texts is particularly important. Only then can the learner see the expected result. That will be all I want to write.

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DOI: **10.5958/2249-7137.2021.00856.9**

SENSOR CHARACTERISTICS MONITORING AND CONTROL OF SINGLE AND THREE-PHASE CURRENTS IN ELECTRIC NETWORKS

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ABSTRACT

The paper primary measurement and modification elements, their structural principles, research algorithms and software, as well as a wide range of functional capabilities of information and measurement tools, depending on the parameters of high functionality, high sensitivity, accuracy and reliable operation of control and management systems and devices in high quality power supply special attention is paid to the creation and application.

KEYWORDS: *Single And Three Phase Currents, Control And Management, Elements, Devices.*

INTRODUCTION

Targeted measures aimed at the development and implementation of elements, devices, tools and systems of control and management of single and three-phase currents of renewable energy sources in the power supply system of the Republic are being widely implemented. The Action Strategy for the further development of the Republic of Uzbekistan for 2017-2021, including "... introduction of information and communication technologies in the economy, social sphere, management system, ... reduction of energy and resource consumption in the economy, ... expansion of energy-saving technologies in production implementation "tasks. One of the important tasks is the creation of new sets of elements and tools of the control and management process, the development and implementation of primary information-measuring elements that change the control and management signals.

The results of the analysis showed that the complex application of modern techniques and technologies in the control and management of single, two, three and more phase current and voltage renewable energy sources of the power supply system, modeling and algorithmicization of signal generation processes required for management and monitoring, The issues of structural

and parametric design of variables that allow evaluation, the development and implementation of a wide range of their functional capabilities have not been sufficiently studied [1,2].

Renewable energy sources are the subject of research from the study and application of electromagnetic current converters with enhanced functional capabilities for the control and management of single and three-phase currents [3,4].

Renewable energy sources include the study of the structural principles and application of electromagnetic converters of control and management of single and three-phase currents, the development of models, algorithms and research software, the creation and application of physical and technical effects models and research algorithms.

A renewable energy source power supply system is generated from reactive power sources that are installed near consumers, the main part of the reactive power generating a magnetic field and magnetic flux in electrical devices [4].

Renewable energy source power supply system S - full power transmitted from the power transmission device or network is determined as follows [3-5].

$$S = \sqrt{P^2 + Q^2}, \quad (1)$$

and the three-phase current is equal to:

$$I = \frac{\sqrt{P^2 + Q^2}}{\sqrt{3} \cdot U}, \quad (2)$$

There is P the active power (W, kW, MW),

Q - reactive power (VAr, kVAr, MVAr),

U - voltage (V, Kv).

In formulas (1) and (2), it is assumed that the active power is obtained entirely from the source at the beginning of the network [4-7].

When the reactive power supply with power Q_k is installed near the consumers, ie at the end of the network, the total power and current are as follows [2-4]:

$$S' = \sqrt{P^2 + (Q - Q_k)^2}, \quad (3)$$

and current

$$I^B = \frac{\sqrt{P^2 + (Q - Q_k)^2}}{\sqrt{3} \cdot U}, \quad (4)$$

There is Q_k is the reactive power of the energy source used as the compensating device.

As the current ratio is $\Gamma < I$, the cross-sectional area of the cable of the power transmission line of the renewable energy source decreases, ie the capacity of the network increases, the additional active and reactive energy and power losses in the network significantly decrease [7- 10].

The characteristics of electromagnetic converters are important in the control and management of single and three-phase currents in renewable energy supply systems [4, 7, 9].

Renewable energy supply systems are single- and three-phase currents controlled and controlled by the same or different natural variables $K [\Phi_{\mu g}(x), U_{e2}]$ single natural change source and $W [\Phi_{\mu}(0), \Phi_{\mu g}]$ different natural magnitude change source. The static description of the parameter and the transformation of the transmission function to normal physical quantities is expressed in the following form:

$$U_{e2} = 2 \cdot \pi \cdot f \cdot I_{e1} \cdot w_{ov} \cdot w_{SE} \cdot \int_0^{l_{x.o}} \Phi_{\mu g}(x) \cdot dx \quad (5)$$

There is f -the primary current frequency; I_{e1} -primary input current value;

w_{SE} - number of packages of the sensing element; w_{ov} is the number of packages of the primary element; $l_{x.o}$ is the height of the air gap; $\Phi_{\mu g}(x)$ -magnetic current.

The static characteristics of the variable of the control and management system obtained on the basis of computational and experimental studies are given in Figures 1-4.

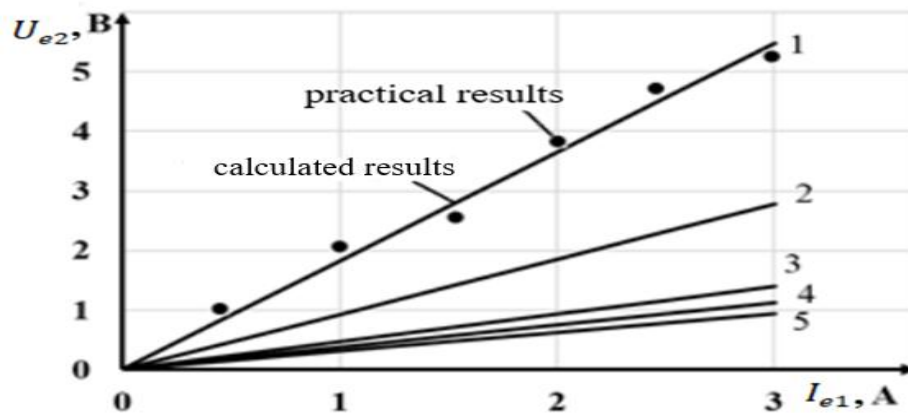


Figure 1. Static description of the dependence of the input current on the output voltage $U_{eoutput}$ at different values of the air gap balance.

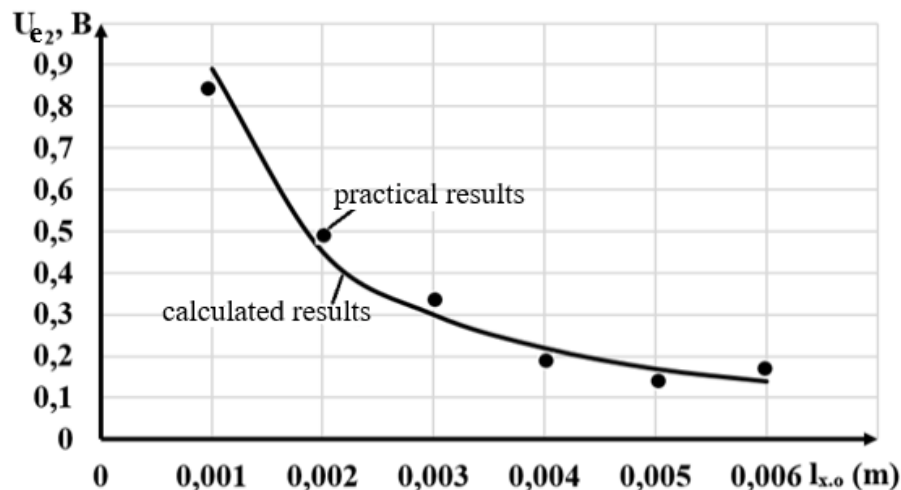


Figure 2. Static description of the dependence of the variable $l_{x.air}$ interval height on the output voltage $U_{eoutput}$.

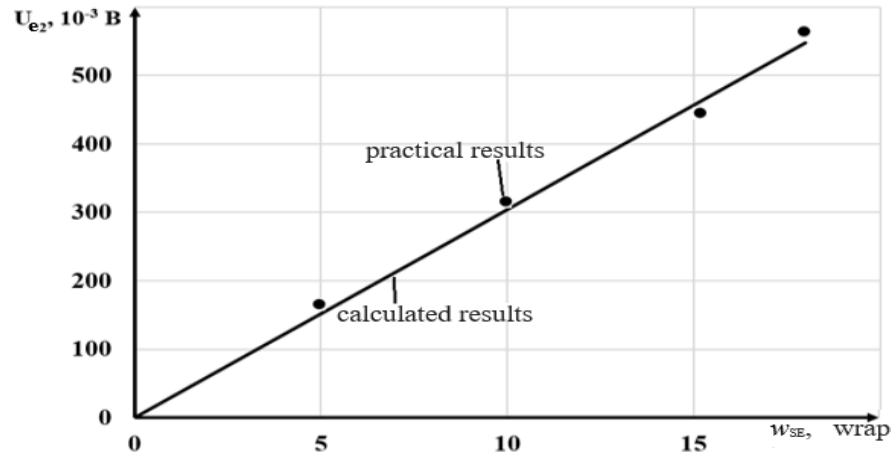


Figure 3. Sensitive element of the transducer w_{SE} Static description of the number of windings depending on the voltage $U_{eoutput}$ output signal.

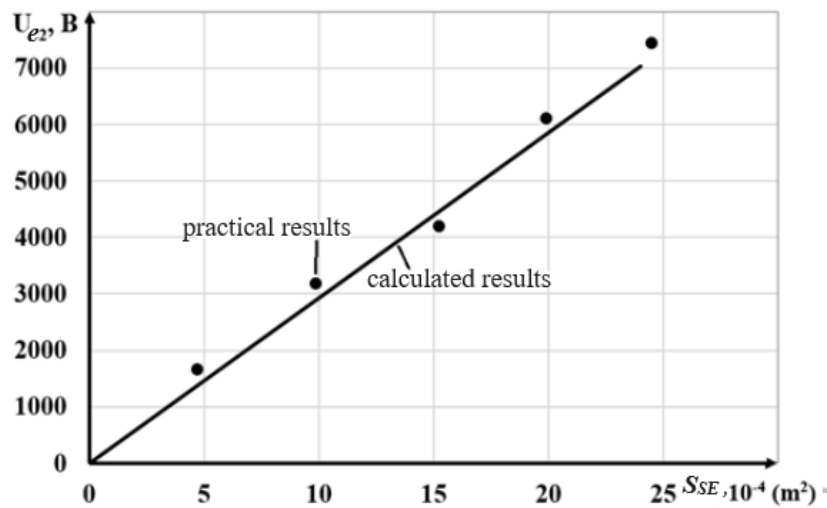


Figure 4. Voltage $U_{eoutput}$ of the cross-sectional surface of the sensitive element S_{SE} of the converter.

Static description of the dependence on the output signal in the open view.

It can be concluded from the results that when the value of the air gap of the converter $l_{x.o}$ increases, the value of the output signal in the voltage $U_{eoutput}$ view decreases sharply, the increase in the number of windings of the sensitive elements fluctuates the change in the value of the output signal. When the number of windings of the sensing element is equal to the number of windings $w_{SE} = 15-16$, the output signal has a rational value when the height of the air gap is 0.002 - 0.003 m.

CONCLUSION

1. The principles of reliable control and management, models, information measuring instruments and power supply monitoring module of developed and advanced renewable energy supply systems provide stable energy supply.

2. The application of the created model of reliable control and management of electromagnetic converters of single and three-phase currents of renewable energy supply systems allows to increase the accuracy of calculation of the control signal by 0.68-1.55%.
3. As a result of the model-based study, equalizing the value of the air gap between the sensing element by 0.002-0.003 m and the number of its windings by 2-4 allows to provide the normative value of the output signal.
4. The single- and three-phase currents of the electromagnetic converter model allowed the formation of a steady state of the output signal after 0.03–0.04 seconds relative to the input signal (according to the standard requirement, the formation time of the steady state should not exceed 0.1 seconds). The total cumulative error of the converter was $\Delta = 0.49$ percent.

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DOI: **10.5958/2249-7137.2021.01003.X**

MEDICAL TOURISM IN INDIA: CHALLENGES AND OPPORTUNITIES

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ABSTRACT

Over a period of time Medical tourism, which is alternatively called health tourism or wellness tourism, has gained lot of momentum. India's emergence of one of the world's fastest growing economy, coupled with Government policies for promoting overall economic growth, medical tourism has grown in to leaps and bounds in India. It is a silent revolution that has been sweeping the healthcare landscape of India for almost a decade by making significant contribution to Indian economy. The tourism industry of India is economically important and growing rapidly. Indian health care sector is considered one of the largest in terms of both revenue and workforce employment. Indian medical tourism industry is expected to reach \$6 billion by 2018, with number of people arriving in the country for medical treatment set to double over next four year. A large and growing population, a booming economy, rapid urbanisation which has expanded the middle class, rising diseases and increased awareness level has enabled the sector to grow at much higher rate. This research paper makes an effort to understand reasons for the growth of medical tourism in India, stake holders & their role in promoting Medical tourism, future prospect of the medical tourism of India.

KEYWORDS: Medical tourism, Indian Economy, Stakeholder of Medical tourism, Growth enablers. Future prospect, road map for potential growth

INTRODUCTION

The healthcare system consists of multiple stakeholders including the government, service (health care) providers, payers, pharmaceutical and medical devices firms. Each plays a vital role in the health care system in India. However, interactions between various stakeholders have remained limited. Healthcare in India has assumed a more dynamic form over the last few years – offering exciting opportunities for new reforms and improving stagnant indicators addressing concerns of access, affordability and quality across different population groups.

An ecosystem of innovations for world-class healthcare delivery, driven by private providers, is developing in India. Country is establishing new global standards for cost, quality and delivery, through its breakthrough innovations in healthcare. The other end of the spectrum is witnessing a number of innovations to increase access and improve quality of health services for the poor and unreached at affordable costs. The last couple of years have seen a rapid increase of private equity and venture capital funds available for entrepreneurs in healthcare, which has enabled scale up of some of these new interesting models of providing healthcare.

To leverage the healthcare growth story, the industry is now reshaping and redefining the very concept of “healthcare”. It has moved far beyond curative clinical practice (focused on episodic care), to embrace prevention, wellness and the concept of the “holistic care” through the pervasive health continuum.

OBJECTIVES OF THE STUDY:

This study tries to get an overview of the medical tourism in India. This study explains why India has emerged as destination for medical tourism. It also explores challenges and competitive advantages and future outlook of medical tourism in India. This is exploratory work which is based on past literature review, including published research, web sites, newspapers, and the travel and tourism magazines that carry medical tourism related information. This study also tries to understand why developing country like India is more successful in promoting medical tourism than others

CONTRIBUTION OF MEDICAL TOURISM TO THE INDIAN ECONOMY:

Many hospitals in India are accredited by international institutions and are offering world-class treatment at that cost which is comparatively 40-50% less than that of any European country can offer. Acknowledging the significance of medical tourism in India, Government is trying to persuade the international tourist traffic by offering medical visa. Generally a medical visa is valid for one year, or the period of treatment whichever is less. The period of medical visa can further be extended for one year with the permission of state government. India not only offers the medical treatment but also other rejuvenative services such as yoga, meditation, herbal therapies and other skin treatments which could uplift the mood and enhance health of medical tourists. As a result India is receiving a huge number of international tourists who are coming to gain the rejuvenative benefits. In 2012¹, India has received a total of 180,000 foreign health tourist. It is estimated that it will grow at a Compound Annual Growth Rate of over 19% and will reach up to 1.8 million by 2015. Tourism in India is also one of the fast revenue generating industry and contributing around 5.92% to the National GDP², and providing employment to over 9.24% of the total country's workforce. To promote tourism in India government is introducing various kinds of tax deductions and exemptions to attract foreign investors to invest

in tourism sector and also providing various kinds of incentives to persuade them. In its Union-Budget 2010-2011, Government of India has introduced a scheme of tax deduction for the establishment of new, especially 2-Star category hotels in country. Medical Tourism in India is playing a vital role in improving the economic and social status of the society. According to a study by McKinsey & Company and the confederation of Indian Industry, India will receive \$1 billion business by 2012, from medical tourism, which is 1% of the total world-wide revenue generated by medical tourism. The total revenue generated from medical tourism in the year 2004, worldwide was \$40 billion which has increased upto \$60 billion in the year 2006. McKinsey & Company³ estimates that it will raise to \$160 billion by the end of the year 2016

KEY FEATURES OF MEDICAL TOURISM IN INDIA:

The following are the top 5 factors the strength of Indian medical tourism which makes it to emerge as a pioneer in the global industry.

- Top quality healthcare services at low cost
- Expert team of professional doctors
- High end medical & health care facilities
- 100% Trustworthy
- 100% success rate

As per market research report “Booming Medical Tourism in India”⁴, India’s share in the global medical tourism industry will reach around 5% by the end of 2014. Moreover, medical tourism is expected to generate revenue worth US\$ 5 Billion by 2014, growing at a CAGR of around 26% during 2011–2013. The number of medical tourists is anticipated to grow at a CAGR of over 19% during the forecast period to reach 1.8 Million by 2014. It is also found that, India represents the most potential medical tourism market in the world. In addition to the existence of modern medicine, indigenous or traditional medical practitioners are providing their services across the country. There are over 3,371 hospitals and around 7,54,985 registered practitioners catering to the needs of traditional Indian healthcare. Indian hotels are also entering the wellness services market by collaborating with professional organizations in a range of wellness fields and offering spas and ayurvedic massages.

ROLE OF GOVERNMENT IN PROMOTING MEDICAL TOURISM:

Ministry of Health and Family Welfare and the Ministry of Tourism have jointly formed a Task Force with a view to promoting India as a Health Destination for persons across the globe so as to enable them to gainfully utilize the health care expertise and infrastructure available in the country. The aim is to expand the range of the tourism products in India, both for domestic and international market. For this, streamlining of immigration process for medical visitors is necessary. In this connection, the Government of India has introduced a new category of Medical Visa (M-Visa) which can be given for specific period to foreign tourists coming to India for medical treatment. Added advantage is provided by the uplifting government policies in India. The government led initiatives and campaigns such as Incredible India!, Colors of India⁵, Atithi Devo Bhavah and the Wellness Campaign for promoting the Indian tourism and hospitality industry adds to the creation of appeal amongst the foreign tourists. The Ministry of Tourism India (MoT) is planning to extend its Market Development Assistance (MDA) scheme to cover

Joint Commission International (JCI) and National Accreditation Board of Hospitals (NABH) certified hospitals. JCI stands for Joint Commission International and is a nongovernmental organization that provides hospitals worldwide with accreditation

PRIVATE SECTOR PARTICIPATION:

Private sector should work in tandem with the government on PPP initiatives to educate the later for developing more sustainable delivery models:

1. Provide Hub and Spoke models for both treatment and diagnostic care delivery
2. Take on the responsibility of Medical Education which includes medical professionals, nursing, and paramedical staff
3. To form a common healthcare forum / platform to corroborate all efforts which require policy decision changes which would giving more lobbying power
4. Encourage and extend CSR interventions in cross functional formats for capacity building of the public sector personnel. This can be done through exchange programs, CME's, short stay certifications in areas like hospital administration, quality controls, specialised nursing care like intensive care, operation theatre, high end diagnostics techniques and reporting for laboratory medicine and radiology CT / MRI scans, interventional radiology etc.
5. Encourage provision locum medical staff for short durations or on specific programs
6. Work with the government to encourage better penetration and utilisation of health insurance schemes
7. Within their own set ups – encourage accreditation, make it mandatory for credentialing of Medical Professionals while recruiting/ appointing to help ensure quality standards.

Enablers of Medical Tourism in India:

1. Medicine insurance coverage

In recent years, there has been a liberalization of the Indian healthcare sector to allow for a much-needed private insurance market to emerge. According to a study by the New Delhi-based PHD Chamber of Commerce and Industry, the healthcare insurance is projected to grow up to USD 5.75 billion in next few years. Moreover, the Insurance Regulatory and Development Authority (IRDA)⁹ eliminated tariffs on general insurance as of January 1, 2007. Removal of tariffs will result in wider acceptance of individual health coverage making healthcare more affordable to larger segments of the populace. Another challenge is that the foreign insurance companies are not willing to extend their coverage for treatments in low cost countries such as India due to concerns about the quality of health services offered. The insurers are also concerned with the absence of malpractice law in a foreign jurisdiction in which case the patient will have no recourse to his/her healthcare expenses. Indian policy makers need to find ways to improve upon the existing situation in the health sector and to make equitable, affordable and quality health care accessible to the medical tourists.

2. Research in medicine and pharmaceutical sciences

Horowitz and Rosensweig (2007)⁶ identified India as one of the preferred medical tourism destinations. The growth in foreign patient arrivals to India has usually been pegged at twenty-

five percent annually. Therefore, the medical tourism providers seek to develop clinical practice guidelines and foster effective interventions to improve the quality of care for the medical tourists. Research in medicine also measures complex aspects of the healthcare delivery system and patient perceptions of quality of care (Eccles et al., 2003), one of the critical issues in medical tourism

3. Medical tourism market

According to George and Nedelea (2009)⁷, countries like India, Mexico, Singapore, Brazil, Philippines etc. are actively promoting medical tourism. Generally, medical tourists are the resident of developed industrialized countries and they contribute towards major revenue earnings for many of the countries providing medical tourism. India provides world-class healthcare at substantially less cost. Based on 2002 data, an inpatient knee surgery would cost of USD 10,000 in the USA and only USD 1500 at hospitals in India (Matto and Rathindran, 2006). The low-cost solutions alone may not be enough to bring in international tourists for undergoing healthcare treatments in India. The negative perceptions about Indian medical tourism market with regard to hygiene standards, prevalence of contagious diseases in India, quality of healthcare services provided, and waste management practices counter the positive vibes created by the cost competitiveness of Indian healthcare system. Other infrastructure associated problems such as shortage of air linkages, power, water, and traffic congestions also affect the flow of healthcare tourists towards India.

4 . Healthcare infrastructure facilities

Healthcare infrastructure indicators of India vis-à-vis developed countries highlight the disparity and areas for improvement. Bhargava et al. (2005)⁸ have pointed out that healthcare infrastructure facilities and quality of services depend on economic development in the region. This would require sizeable investments for strengthening, upgrading and expanding the medical tourism health infrastructure in India. India needs to upgrade the healthcare infrastructure facilities with regard to improving sanitation standards, health awareness, availability of safe drinking water and nutrition. The government's role in improving the national health indicators should be reiterated through increase in government's budget for medical tourism. Today, there has been a rapid rise in private providers of healthcare (Peters et al., 2002)⁹. The Health Ministry must encourage the private player's active participation through benevolent tax structure and fiscal incentives. The concept of telemedicine should be promoted in an attractive manner in order to make more number of players to participate.

5 .International healthcare collaboration

The International healthcare collaboration normally gears towards improving health care access and quality of care across racially and ethnically diverse populations. International healthcare collaboration helps the medical tourism providers in improving their overall efficiency and management of healthcare services. According to Sarin and Lodge (2007)¹⁰ international collaboration such as Cochrane Collaboration help people make well informed decisions about health care by facilitating, maintaining and promising access to systemic reviews of the effects.

6. Global competition

Global competition is emerging in the medical tourism industry. The patients of developed countries want to avail health care facilities overseas on competitive basis and combine

recreational facility during their stay. In 2005, an estimated 500,000 Americans traveled abroad for treatment. 400,000 international patients travelled to Bumrungrad International Hospital in Bangkok, Thailand out of which 55,000 were Americans (Cohen, 2010)¹¹. In 2004, 1.2 million patients traveled India for healthcare (Schult, 2006)¹². India has also seen the growth in number of Spas in the last few years. The growth in Spas in India is also luring the medical tourists to visit some less-visited corners of India. This has also led to growth of Indian traditional healthcare systems in the domestic as well as in the international scenario.

7. Transplantation law

Organ transplantation is a revolution in the medical tourism as it has helped in saving the lives of those who would have died otherwise. Kidney, liver, heart, lung, pancreas, and small bowel are some of the organs that can be donated for an organ transplant (Acharya, 1994)¹³. The Human Organs Transplant Act (1994) has laid down various regulations that have to be followed while conducting the organ transplantation in India. According to the Act, any unrelated donor has to file an affidavit in the court stating that the organ is being donated out of affection. The Act does not permit medical tourist to India availing organs from a local donor. According to a survey by World Health Organization, Transplantation tourism is emerging in the world scenario with increasing number of patients moving to other destinations like Singapore where the transplantation laws are less rigid.

8. Top management commitment

According to Bergman and Klefsjo (2007)¹⁴, quality management calls for top management commitment. From the management's perspective, the medical tourism field would benefit from expanding its current interpretation of structure to include broader perspectives on organizational capabilities. Effective organizational capabilities such as leadership, human capital, information management systems and group dynamics are essential structural elements of quality improvement in a health-care organization (Glickma et al., 2007)¹⁵. The quality management has become a priority for senior executives and chief medical officers for successful medical tourism services. These leaders produce ideas, convey new ideologies, and propagate them throughout their organization.

9. National healthcare policy

Government of India has announced a national health policy and a national tourism policy in 2002²⁰. Some references have been made in the national tourism policy with regard to India's potential to tap the tourism market using its healthcare skills including the traditional wellness systems. The realistic formulation of health policies and programs requires a better understanding of health care seeking behaviour in terms of utilization of different sources of care (Bhatia and Cleland, 2001)¹⁶. Therefore, there is a need of specific policy focusing on promotion of healthcare tourism with clearly identifying the roles of various segments of players. This would require coordination between the two major government departments viz., Tourism and health. Consultations may also be necessary with other departments/agencies/organizations such as Ministry of External Affairs, immigration department, tourism promotion organizations, state governments, Indian healthcare federation, association of travel agents, tour operators and hotels. The real change in the pharmaceutical science arrived in the mid-1990s when India signed the World Trade Organization (WTO) TRIPS agreement (Trade-Related Aspects of Intellectual

Property Rights). As a result of signing this agreement, India began its own serious innovative research in Pharmaceutical Science.

10. Competent medical and para-medical staff

India has over 600,000 physicians with a density of 0.60 physicians per 1000¹⁷ population. However, there is a shortage of qualified specialist nurses and paramedical professionals and so qualified hospital administrators. Number of nurses per doctor in India is estimated to be 1.33 as compared to 5.27 in UK and 4.67 in Canada. Thailand, another developing country competing in the world healthcare tourism market has 7.64 nurses per doctor. One of the main reasons for low ratio of nurses to doctors in India is cross-border movement of nursing professionals from India.

CHALLENGES OF MEDICAL TOURISM IN INDIA

Most of the foreigners treated in India, come from other developing countries in Asia, Africa or the Middle East, where top-quality hospitals and health professionals are often hard to find. Patients from the United States and Europe still are relatively rare -- not only because of the distance they must travel but also, hospital executives acknowledge, because India continues to suffer from an image of poverty and poor hygiene that discourages many patients. India's health care system is hardly a model, with barely four doctors for every 10,000 people, compared with 27 in the United States, according to the World Bank. Health care accounts for just 5.1 percent of India's gross domestic product, against 14 percent in the United States. The following are some of challenges of fast pacing medical industry in India-

1. Lack of proper infrastructure, amenities and, access and connectivity:

Infrastructure needs for the travel and tourism industry range from physical infrastructure such as ports of entry to modes of transport to urban infrastructure such as access roads, electricity, water supply, sewerage and telecommunication. The sectors related to the travel and tourism industry include airlines, surface transport, accommodation (hotels), and infrastructure and facilitation systems, among others. However, infrastructure facilities such as air, rail, road connectivity, and hospitality services at these destinations and the connecting cities are inadequate. This remains a major hurdle for development of tourism. Amenities include basic amenities such as drinking water, well maintained and clean waiting rooms and toilets, first aid and wayside amenities (to meet the requirement of the tourists travelling to tourist destinations) such as lounge, cafeteria, and parking facilities, among others needs to be improved. India scores poorly in terms of availability of these infrastructure facilities. Inadequate infrastructure facilities affect inbound tourism and also could lead to an increase in the outflow of domestic tourists from India to other competitive neighbouring countries. Hence, for the industry to register healthy growth, issues concerning all the related sectors need to be addressed.

2. Service level:

In addition to hospital staff, the degree of service offered by these various stakeholders has a significant impact on determining the tourist's overall experience of India as a tourist destination. The government has taken initiatives to promote responsible tourism by sensitizing key stakeholders of the tourism industry through training and orientation, to develop a sense of responsibility towards tourists and inspire confidence of foreign tourists in India as a preferred destination.

3. Marketing and promotion:

Marketing and promotion of India as a major medical tourism destination is critical for the industry to achieve its potential. Lack of adequate budgetary support for promotion and marketing, compared with competing tourist destinations, is a major reason for India lagging behind its competitors. Marketing under the “Incredible India” campaign helped place India as a good tourist destination on the global tourism map. India needs to change its traditional marketing approach to a more competitive and modern approach. There is a need to develop a unique market position and the brand positioning statement should capture the essence of the country’s tourism products: i.e., they should be able to convey an image of the product to a potential customer.

4. Security:

Security has been a major problem as well for growth of tourism for a number of years. Terrorist attacks or political unrest in different parts of the country have adversely affected sentiments of foreign tourists. Terror attacks at Mumbai in November 2008 dealt a strong blow to tourism in the country. The terror attacks raised concerns of safety. In addition, insurgency in different parts of the country also mars India’s image as a safe destination.

5. Regulatory issues:

For inbound international tourists, visa procedures are seen as a hindrance. A number of countries competing with India for tourists provide visa on arrival. India should provide visa on arrival for more countries or for certain categories of tourists for a specific duration. There is a greater need for speedier clearances and approvals for all projects related to the industry.

FUTURE PROSPECTS OF INDUSTRY:

The travel and tourism demand is expected to reach US\$ 266.1 bn (₹ 14,601.7 bn) by 2019. During 2004–2009 travel and tourism demand in India increased at a compound annual growth rate (CAGR) of 16.4% to US\$ 91.7 bn (₹ 4,412.7 bn) and foreign exchange earnings from tourism increased ~13% to US\$ 11.39 bn¹⁸

KEY ISSUES IN ADDRESSING SERVICE QUALITY IN HEALTH CARE INDUSTRY:

Five dimensions of service quality developed by Parasuraman, Zeithaml and Berry can be applied to health care industry to serve patients better:

- **Reliability:** Ability to perform the promised service dependably and accurately (example – doctor keeps the appointment on schedule, diagnosis prove to be accurate).
- **Responsiveness:** Willingness to help customers and provide prompt service (example – no waiting, doctor’s willingness to listen).
- **Assurance:** Employees’ knowledge and courtesy and their ability to inspire trust and confidence (Example – reputation, credentials and skills).
- **Empathy:** Caring individualized attention given to customers (Example – acknowledging patient as a person, remembers previous problems, patience).
- **Tangibles:** Appearance of physical facilities, equipment, personnel and written materials (Example – waiting room, examination room, equipment, report cards). Zeithaml and Bitner

suggest that since health care services involve some amount of uncertainty/high risk, assurance dimension would be of great importance to the consumers. In the early stages of relationship, the consumer may use tangible evidence to assess the assurance dimensions. Visible evidence of degree, honours and awards and special certifications may give new customer confidence in a professional service provider.

TWELVE SUGGESTIVE NOBLE WAYS TO GET MORE PATIENTS:

1. Put yourself in your patient's shoes: It is a basic and commonsensical concept. Sometime should be spent every day thinking from the patient's point of view. It may be difficult but it will mean more sales of hospital services.

- Listen to the patients
- Ask questions from them
- Do something extra for each patient
- Admit mistakes to the patients gracefully.

2. Patient Satisfaction: A patient can take away his business to a hospital wherever he gets better value for his money and better service. He does not have to give reasons for his action. It is his money and he can spend it where he likes or the way he likes. Technicians and assistants in the hospitals are people and if they are not satisfied, one can never have satisfied patients. This is simple but often ignored fact. Many hospitals have succeeded without proper medical facilities, none without proper technicians. Employees with average intelligence and initiative, when treated with respect and dignity as individuals, given training and motivation will turn out to be good technicians.

3. Continuous communication with the patients: Communication with the prospects and the patients is the core of good marketing. How to achieve it? There is no magic wand in the world that will help achieve it; only patience and persistence pays. Each employee should be trained to be good listener to the patients when they come into the hospital or when they write to the hospital. This includes encouraging the patients to open up and express themselves clearly. In our country with so many festivals for *Devis* and *Devtaas*, a health provider has several 'excuses' to send a postcard to his patients. The postcards can contain simple messages to help the patients. And when a patient comes in, he should really be helped, otherwise it will result in stinking publicity. A promotional mailer can be so fine tuned that it can reach the individual on his birthday, on his anniversary and so on.

4. Patient oriented hospital: It is not a simple task, but can be done by following the patient by patient approach. When does a hospital becomes patient oriented? As soon as the facility starts rendering, through thoughts and actions, the best possible service to each of its patients. This way a hospital becomes great for its patients. Patients do not like to come to a big hospital where they get lost, but they love coming to a great hospital where they will be given the best possible attention. Also a big hospital does not necessarily make more profits than a great hospital.

5. Patient oriented policies and procedures: A hospital exists so long as the patients keep on coming. Hospital policies and procedures, even if they have been given by the best business management professor, are suicidal if they inconvenience the patients.

6. Patients must be given the best possible services: Patients should be given “USA” - Unique Service Advantage – and once they get it, they will become repeat patients and bring more patients. It simply means some extra and individual care to show that the business of patients matters a lot for the hospital. Maybe the best equipment can be installed, hospital be opened for longer hours for the convenience of patients, and so on. It also involves studying the competitors and to start serving the patients better.

7. Patients want answers to their problems; they are not impressed by the 3 Cs: A hospital where the patients get answers to their problems is a better “mousetrap” than a hospital where the patient’s problems don’t get solved. Patients are not impressed by the carpets, chrome and chandeliers (3Cs) in the hospital. Patients will flock to that hospital which follows a more helpful attitude. The 3Cs won’t help if they are shown the rules and regulations whenever they come with problems. A health provider should not only work harder to satisfy his patients but must also appear to be doing so. Patients with complaints must immediately get the feeling that they are still welcome – rather more welcome- than when they had come in the first place. A bit of additional consideration is all that is required to convince the patients that they are wanted at the hospital.

8. Listen, listen , listen to your patients: The patients should be given a proper hearing. Very often, their complaints are like burning embers and if ignored, may become huge fires, or on the other hand can be turned into ashes by merely dropping a few drops of cold water in the form of an instant helpful attitude. If properly attended to, complaints can be turned into opportunities. A health facility that wants to earn a good reputation in the long run also ensures that the patients are encouraged to lodge complaints and each complaint is fully investigated.

9. Each of the employees should visit patients: In a health facility , every employee does something – directly or indirectly for the patients. Otherwise, he does not have a right to be on the payroll of hospital. If so, how is it that some of employees never see the faces of their patients, at least, not away from the hospital. In the hospital, a selling atmosphere should be created wherein every employee gets an opportunity to market the services.

10. Checking with patients about employee’s attitude: Why customers (patients) quit?

- ☐ 1% Die
- ☐ 3% Move away
- ☐ 5% Form other friendships
- ☐ 9% For competitive reasons
- ☐ 14% Because of product dissatisfaction
- ☐ 68% Quit because of attitude of indifference towards customer by some employees

Notice the last line carefully. A continuous follow up , therefore, should be done with the patients to find out how they feel about the hospital employees and how they are treated by them.

11. Solve the small problems of patients today: A hospital is not a bed of roses. Of course, most of us feel that it is a bed of roses when we see it from a distance. It is only when we touch the bush to pluck the roses that we get pricked by the thorns too. And every hospital must learn how to handle difficult patients with extra care. A difficult patient is like a dark cloud with a

silver lining. He presents an opportunity in disguise to test the hospital's orientation to him. Fortunately, patients are people and the rule of 80:20 applies to them too, i.e. 80 percent of patients are reasonable and they forgive very quickly while it is only 20 per cent who carry their grievances on and on.

12. Dissatisfied patients are best teacher: One can never please 100 percent of patients, 100 percent of the times and 100 per cent of the days. If one can do so it is either a sellers market or he is a genius or he is not taking takeable risks. Generally for an average hospital one-third of patients are very satisfied, another one-third are reasonably satisfied and the balance one third are not fully satisfied and, in fact may be 10 percent are fully dissatisfied. These dissatisfied patients should be searched for and once they are located, one- third of the problems are solved. Close attention should be paid to every word they say and it should be noted down. This conveys that personal interest is being taken in the matter. The objective is not to win the argument but to come to an agreement that satisfies a dissatisfied patient.

CONCLUSION:

World-class treatment & highly advanced healthcare infrastructure have contributed tremendously to the growth of medical tourism in India. Booming software industry in India has facilitated technological revolution in healthcare. In fact, after software, healthcare industry is the next big thing in India & contributes majorly to India's fast growing economy. India's medical force boasts of a high intellectual resource pooled in by highly skilled & qualified professionals. Fast growing economy has led to privatization & corporatization in the field of healthcare, thereby leading to the setting up of world class hospitals that provide highly advanced treatment facilities through high end technology & world class doctors. Low operating costs, high resources & highly qualified English-speaking manpower have made India the hub for Research & Development as well as clinical trials, thereby contributing primarily to the healthcare infrastructure. Stake holders of Medical tourism industry have to synchronise their activities to reap maximum benefits in terms of achieving higher profits and greater market share.

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DOI: **10.5958/2249-7137.2021.00989.7**

THEORETICAL STUDY OF THE MOVEMENT PROCESS OF COTTON SEEDS TRANSPORTED ON A SCREW CONVEYOR

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ABSTRACT

In this scientific article, the movement of cotton seeds on a screw conveyor and the forces resisting this movement are studied. Based on the constructed mathematical model, the mechanism of seed mass compaction is formed, the moving force caused by the screw conveyor blades, the seed mass, the force of gravity and the frictional force generated along the entire length of the screw are calculated. As the mass of the cotton seeds increases, the angular dependence of the frictional force generating them with the inner surface of the screw conveyor increases, and vice versa, the angular dependence of the screw surface reaction decreases. This in turn leads to a decrease in the compaction coefficient of the seed mass within the conveyor. As a result, a decrease in congestion inside the conveyor of cotton seeds was observed.

KEYWORDS: Conveyor, Cotton, Seed, Mathematical Model, Mass, Screw, Weight, Force, Density, Reaction, Coefficient Of Friction, Speed, Acceleration.

INTRODUCTION

Despite the widespread use of screw conveyors in the cotton industry, not enough attention has been paid to the theoretical study of the transportation of materials using screw conveyors. This is because indicators such as the coefficient of friction of the transported material and the rotational speed of the conveyor shaft have a great influence on the process. In a screw conveyor, the forces that resist the movement of the material consist of the resistance of the seed coat to the surface of the screw shaft and the bearings. In addition, when the value of filling the screw conveyor with seeds is large, in addition, the bending force of the shaft is also affected. The mechanism of seed mass compaction is the resistance caused by the driving force generated by the screw conveyor blades, the seed mass, the gravitational force, and the frictional force generated along the entire length of the screw [1-4]. The coefficient of compaction of the seed mass depends in many respects on the specific load on which it is transported along the screw conveyor shell. When coagulating cotton seeds, the coefficient of resistance changes, which

leads to an increase in mass density and the formation of, clogs [5-11]. From this point of view, it is important to study the movement of the seed mass on the screw conveyor.

THE MAIN FINDINGS AND RESULTS

Mathematical modeling

The axial velocity V_1 of the cotton seed in the screw conveyor shell is determined by the following formula (Figure 1.1 a):

$$V_1 = \frac{Q}{900\pi(D^2 - d^2)\psi\gamma C_0}, \text{ m/sec} \quad (1.1)$$

where Q -conveyor working productivity, t / s; Outer diameter of D -conveyor, m; d is the diameter of the inner edge of the conveyor, m; ψ -coefficient of filling the space between the wings; γ - volumetric weight of the transported cargo, t / m³; $S_0 = 0.9 \div 1$ load shedding coefficient.

The coefficient of filling of the space between the blades should not exceed the coefficient of load capacity of the conveyor:

$$\psi = \psi_1 \cdot \psi_2 \quad (1.2)$$

where: ψ_1 – is the coefficient of load capacity dependence on the number of conveyor revolutions; ψ_2 is the coefficient of load capacity dependence of the conveyor on the angle of inclination, for a horizontal conveyor $\psi_2 = 1$.

The seed is in the screw conveyor shell V_a it is expedient to determine the angle of rise of the moving screw lines so that the seeds touching the shell due to the screw movement at speed. The seed velocity is the geometric sum of the axial velocity V_1 and the rotational velocity V_a .

It is assumed that the motion of the seed layer is uniform and that the material obeys the laws of point motion. So let's look at the material point of cotton seed.

This can be allowed if the internal friction of the seed is greater than the external friction; at the same time the equilibrium of the material point is considered, and an equation is developed to determine the angle of elevation of the moving screw line of the material point touching the shell.

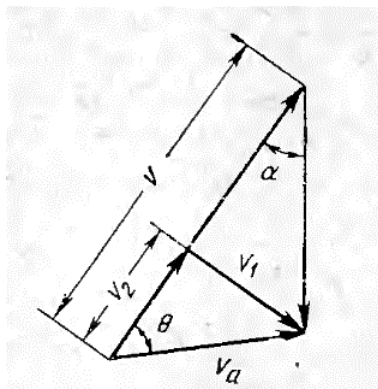
In the platform, we separate the material point A (Fig. 1.1 b) and it shifts to the position A' as the screw conveyor rotates. In case A , the equilibrium equation for this particle is:

$$F_k \cos(\theta + \alpha) = mg \sin \beta \sin \alpha - mg \cos \beta \sin \phi' \cos \alpha + F_n;$$

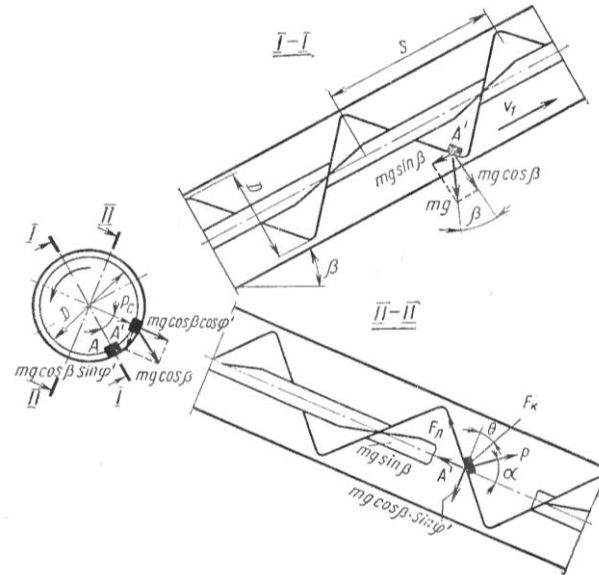
$$P = F_k \sin(\theta + \alpha) + mg \sin \beta \cos \alpha + mg \cos \beta \sin \phi' \sin \alpha;$$

$$F_k = f_1 P; f_1 = tg \rho_1, \quad (1.3)$$

where F_k is the force of friction of the load particle on the inner surface of the screw conveyor shell, which is opposite to the velocity vector;



a



b

Figure 1.1. a-velocity triangle; b is the equilibrium scheme of the material point moving from the lowest state A to the state A'

θ - is the angle of elevation of the material point moving screw line;

α - the angle of rise of the screw line along the outer edge; mg - gravitational force of the load particle; g - free fall acceleration; β is the angle of inclination of the conveyor to the horizon; φ' - angle of rotation of the load particle to the side of the screw rotation; F_n - particle friction force on the screw surface; P - screw surface reaction; $f_1 = \tan \rho_1$ coefficient of friction of the load particle on the surface of the screw conveyor; ρ is the angle of friction of the load particle on the conveyor surface.

Putting F_n and f_1 in the equilibrium equation and subtracting P forces from it, and taking into account the fact that ginners use mainly horizontal screw conveyors, we give the formula as follows:

$$F_k = \frac{mg \sin \phi' \cos(\alpha + \rho_1)}{\cos(\theta + \alpha + \rho_1)}; \quad (1.4)$$

The centrifugal force P_c can be expressed as follows:

$$P_c = \frac{2mv_2^2}{D} = \frac{2mv_1^2 \tan \theta}{D}; \quad (1.6)$$

where f_2 is the coefficient of friction of the load on the inner surface of the conveyor shell in motion; D is the diameter of the shell to be taken to be equal to the diameter of the screw.

By aligning the right parts of the equations representing F_k and setting the value to P_c , we obtain:

$$\frac{mg \sin \varphi' + \cos(\alpha + \rho_1)}{\cos(\theta + \alpha + \rho_1)} = f_1 \left(\frac{2mv_1^2}{D} \operatorname{ctg} \theta + mg \cos \varphi' \right);$$

$$\frac{2f_2 v_1^2 \operatorname{ctg}^2 \theta}{Dg} = \frac{\sin \varphi' \cos(\alpha + \rho_1)}{\cos(\theta + \alpha + \rho_1)} + f_1 \cos \varphi'; \quad (1.7)$$

$$v_1^2 \operatorname{ctg}^2 \theta = \frac{Dg}{2} \left[\frac{\cos(\alpha + \rho_1) \sin \varphi'}{f_1 \cos(\theta + \alpha + \rho_1)} + \cos \varphi' \right]$$

From this we determine the velocity of the load axis:

$$v_1 = \operatorname{tg} \theta \sqrt{\frac{Dg}{2} \left[\frac{\cos(\alpha + \rho_1) \sin \varphi' + \cos \varphi'}{f_1 \cos(\theta + \alpha + \rho_1)} \right]} \quad (1.8)$$

where $\alpha = \operatorname{arctg} \frac{S}{\pi D}$ is the angle of rotation of the load on the outer edge of the screw conveyor and φ' is the angle of rotation of the load to the side of the conveyor loop, 13 is the screw pitch.

The relationship between speeds V_a , V_1 and V_2 is as follows:

$$V_2 = V_1 \cdot \operatorname{ctg} \theta \text{ м/сек}; \quad (1.9)$$

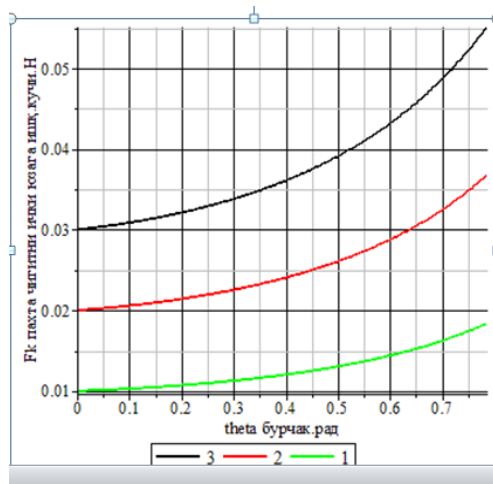
$$V_a = \frac{V_1}{\sin \theta} \text{ м/сек}. \quad (1.10)$$

The rotation speed of the outer edge is determined from the velocity triangle (Figure 1.1

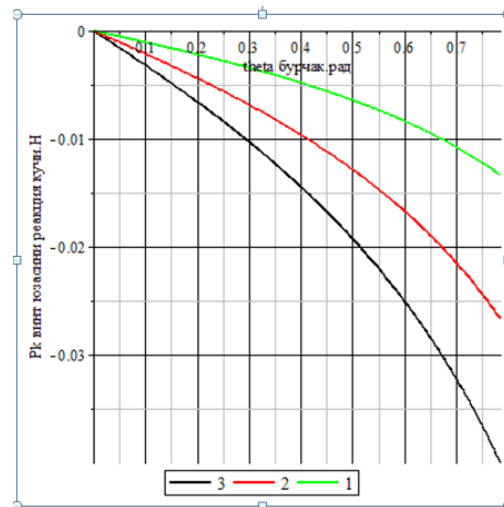
a):

$$V_2 = V_1 (\operatorname{ctg} \alpha + \operatorname{ctg} \theta); \quad (1.11)$$

Results obtained and their analysis.



a)



b)

Figure 1.2. a) The change in the angular dependence of the friction force on the inner surface of the screw conveyor F_k . b) P - change in the reaction of the screw surface depending on the angle θ .

Figures 1,2,3 in Figure 1.2 a show a θ -angle dependence of the frictional force of the F_k -load particle on the inner surface of the screw conveyor when the mass of the cotton seed is m 0.002 kg, 0.004 kg, 0.006 kg, respectively.

Graphs 1,2,3 in Figure 1.2 b show the θ -angle dependence of the R-screw surface reaction when the mass of the cotton seed is m 0.002 kg, 0.004 kg, 0.006 kg, respectively.

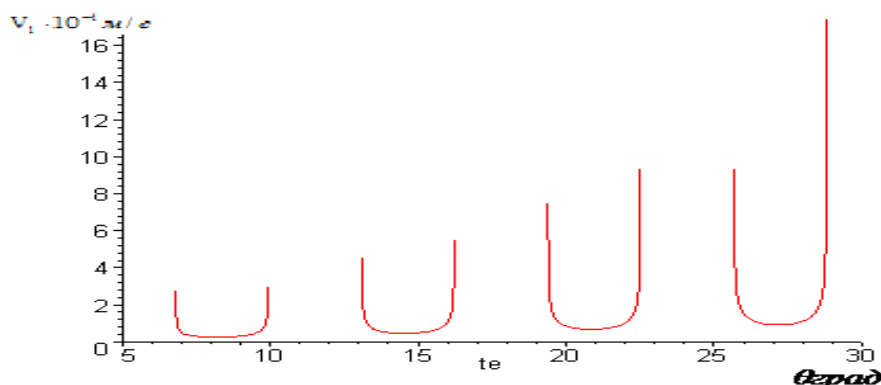


Figure 1.3. Dependence of seed movement speed on angle θ

As the mass of the cotton seeds increases, we can observe that the frictional force generating them with the inner surface of the screw conveyor increases by a value of θ angles. Conversely, we can observe that the screw surface reaction decreases with a value of θ angle dependence.

This in turn leads to a decrease in the compaction coefficient of the seed mass within the conveyor. As a result, cotton seeds reduce congestion inside the conveyor.

In Equation (1.8) the angle θ is of unknown size and is easy to determine by the method of series approximation, and the results of such work are shown graphically in Figure 1.3. As can be seen from the graph, there is uneven and intermittent movement leading to short-term stagnation.

In practice, the diameter of the conveyor screw is 350 mm, the number of revolutions of 225 mm is 80 min^{-1} , the coefficient of friction between the seeds of the conveyor shell is 0.15, using the formula 1.8 - the speed of the seed mass at the bottom of the screw blade it can be calculated that the velocity at the tip is 0.38 m/s . Such a difference in velocities leads to different densities of the mass of seeds transported on the conveyor, and as a result increases the probability of congestion.

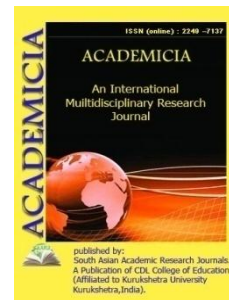
CONCLUSION

A mathematical model of the movement of cotton seeds on a screw conveyor was constructed. On the basis of the formed mathematical model F_k - graphs of friction force of cotton seeds on the inner surface of the screw conveyor shell, R - the laws of change of the reaction of the screw surface θ angular dependence are obtained.

As the mass of the cotton seeds increases, we can observe that the frictional force generating them with the inner surface of the screw conveyor increases by a value of θ angles. Conversely, we can observe that the screw surface reaction decreases with a value of θ angle dependence. This in turn leads to a decrease in the compaction coefficient of the seed mass within the conveyor. As a result, the congestion of cotton seeds inside the conveyor is reduced.

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DOI: **10.5958/2249-7137.2021.00990.3**

ON THE DEFINITION OF THE TERMS "VARIOLGY", "VARIATION", "VARIABILITY"

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ABSTRACT

The article discusses the terms "variology", "variation" and "variance", which have attracted close attention of linguists for a long time. In order to understand the principles of the development of diachrony and synchrony of the functioning of the language, it is necessary to understand the deep and comprehensive study of variance. In the last decade, the subject of interest of most linguists has been the problem of variance and variability, and in theoretical terms it has not yet been studied.

KEYWORDS: *Variology, The Term Variability, Variance Problems, Invariant, Variant-Invariant Language Devices, Variation Of Language Units.*

INTRODUCTION

The term variability competes in linguistics with the concept of variance. Which one should be preferred. Which one should be preferred and for what purpose. Preference should be given to the concept of variability, and here's why. The term variance emphasizes the presence in the language of variants that imply the location of the invariant. However, a large number of linguists seem to be predisposed to negatively answer the question of whether an invariant of speech variants can always be distinguished in a language. Invariants, as a rule, are relatively easy to distinguish when it comes to the pre-sign levels of the language system. A classic example is the establishment of the inventory of phonemes of a language as invariants, to which variants-allophones, which, in turn, are invariants for variants-backgrounds (or instances-backgrounds), are derived. The relative simplicity of identifying the repertoire of invariants at the phonological level is easily explained - here we are dealing with the so-called figures, that is, one-sided units that do not have a sign nature. However, as soon as we reach the sign levels of

the language, the selection of an invariant becomes a much more difficult task, and attempts at any cost to find an invariant for really existing variants are, as a rule, solutions that are artificial, speculative and ultimately violent over the language. The term variability, it seems, does not impose on us the obligation to search for an invariant, it is caused by the presence of variability in the language as a phenomenon and is completely neutral in terms of the methodology of its research [3, p. 166-167].

Finally, the qualities of variability and change are inherent in the Russian language, which is known to everyone who is at least a little familiar with the history of the language. Every modern language can be traced in its development, and the form of manifestation of its development is nothing more than a gradual change in all its subsystems. The reasons for the variability of the language are also obvious - they lie already in the fact that the native speakers of the language are people who are a part of living nature, a biological species.

DISSCUSSION

Variation (variance) is one of the most general concepts in linguistics, which makes it possible to study the language system and use certain variant units. In this regard, N.M. Solntsev states: "In linguistics, the concept of variability (variance) is used in two ways. First, as a characteristic of any linguistic variability, modification that can be the result of evolution, the use of different means of language to denote similar or the same phenomena, or the result of other causes. With this understanding, there is no need for the division of variance-invariance. Secondly, the concept of variability is used as a characteristic of the way of existence and functioning of language units in synchrony, acting against the background of the concept of invariance" [4, p. 32]. This difference has led to the fact that in modern linguistics there is an opinion about the need to distinguish between the terms "variability" and "variance". So, G.M. Vishnevskaya, these terms are used differentially. In this case, two types of variation are considered: 1) variation of the language system, denoted by the term "variability"; 2) variation of language units, denoted by the term "variance". This allows us to consider variability, as opposed to variance, as dynamics, as a process of development and change of language, and variance as a result of these dynamic changes, which is reflected in the language system itself and manifests itself in the existence of variants. This aspect is absolutely justified, since the very presence of two concepts of variability allows its two-fold terminological labeling.

The main purpose of variology is to determine the value properties of variant formations and their description as facts related to linguistic contacts, linguistic norms, and speech culture. However, the linguistic problematics of variology proper are much broader. As far as can be judged from the literature, the problem of variability is actualized in linguistics in the following cases: 1) when classifying the phenomena of linguistic variance and determining the limits of variation of linguistic units; 2) if necessary, explain the different appearance of identical units or their forms (eg: fox-fox, skird-skird, tractor-tractors) as well as when clarifying the nature of various kinds of alternations - eg: | g - f | - run - run, | k - h | - bake - bake; 3) in the sociolinguistic study of the variation of the norm and the use of different manifestations of the same units for stylistic, expressive and norm-forming purposes; 4) in the study of such intralingual factors of change and development of language as the transformation of options into new entities; 5) when studying the variant-invariant structure of the language; 6) when studying the processes of transition from language to speech.

Linguistic variance is a consequence of linguistic evolution, an indicator of linguistic redundancy, but redundancy, which gives impetus to movement and development. Decrease of variants is a constant process, as well as the emergence of new variants. The disappearance of variants occurs by replacing them with a stronger, more expedient variant, for various reasons, recognized as literary. Variants can diverge semantically and give an impetus for the formation of independent words, in addition, variants can serve as a stylistic enrichment of the language if they contribute to the redistribution of stylistic assessments (book - colloquial, common - professional, etc.).

During the functioning of the language and the transition from language to speech, the problem of variance arises, and also, if necessary, to explain the different meanings of the same variant units in linguistics.

Variation (variance) is one of the most general concepts in linguistics, thereby providing an opportunity to study it both in terms of studying the language system, and in terms of using specific variant units [7, p. 19-21].

According to the above, variability does not function in all its aspects, only when there is a need for attention to the term variability, but it is considered the most relevant and frequently used.

When studying literary texts, we concluded that variance in colloquial speech is considered in all aspects. Using the example of a phrase in a definitive meaning, they can carry a multifaceted variance, if they are adjacent to various forms of variance. One verb is capable of carrying out different means distributed among different verbs. From our point of view, we can consider formal variation in three forms. At the first stage of formal variation, words can take the form of words without a preposition and with a pretext (to work for a year - for a year, sleep in the evenings - in the evenings, perform a second time - a second time, arrange auspiciousness - as a consequence of favorable forms with pretexts (walking near the river - by the river, chatting on a couple - during a couple, running near the house - near the house) and at the third stage a reliable form and infinitive (come to dinner - for dinner - for dinner, run to save - to save, get tired of cooking - from cooking).

In terms of the culture of speech, variability can be considered as normative and non-normative, when studying the history of a language it is necessary to pay attention to the evolutionary development of language units, and functional stylistics is characterized by the implementation of synchronous means of expression in differential social spheres. For example: variability manifests itself in the information field of the younger generation in the need to shorten words due to rapidly changing means of communication, for example: (thank you, ok, please, pzh!, message-sms). The leading place in the social networks of young people is occupied by the use of neolexics. Stable phrases and special words were the result of the functioning and their use when communicating in the virtual world [1, p. 114].

CONCLUSION

In conclusion, variability and variance are continuously evolving phenomena and require constant attention from linguists to maintain and develop the freshness of the language. Thus, variance is a continuous process of dynamic changes in a language, reflected in the language system and manifested in the presence of certain variants of the language, and the concept of variability usually shows the presence of the ability to change the type of units, and linguistic

expression is most fully manifested in linguistic activity. We should add the opinion of Vishnevskaya, who gives the definition "Variation is already fixed in the language, but variability has a potential driving force that constantly lives and causes certain linguistic changes."

Thus, an indication of the preservation of identity by linguistic units is important in defining linguistic variability, i.e. a certain constancy, immutability: "The development of language proceeds as a struggle between two opposite tendencies - for the preservation and stabilization of the existing language system, on the one hand, and for its adaptation, transformation, improvement, on the other. The objective existence of these two opposite tendencies is clearly reflected in such a phenomenon as variation. "Nevertheless, the problem of the identity of linguistic units is rarely an independent subject of research and is considered, as a rule, in the context of the study of the phenomenon of variability. Along with the term "identity" in science, the term "constancy" is widely used [2, p. 76].

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DOI: **10.5958/2249-7137.2021.00991.5**

FROM THE HISTORY OF KHIVA-RUSSIAN RELATIONS (LATE XIX- EARLY XX CENTURIES)

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ABSTRACT

This article is devoted to the history of relations between the Khiva Khanate and the Russian Empire in the late 19th and early 20th centuries. It covers the activities of state bodies and historical figures responsible and authorized to maintain diplomatic relations between the two countries.

KEYWORDS: *Khiva Khanate, Russian Empire, Turkestan, Amudarya Branch, Consulate, Diplomatic Representative, Petro-Alexandrovsk, "Diplomatic Official".*

INTRODUCTION

After Russia invaded the Khiva Khanate in 1873, an agreement defining bilateral relations was signed on August 12, 1873 in the Gandumiyon Park near Khiva by Khiva Khan Muhammad Rahimkhan (1864-1910) and Governor-General of Turkestan von Kaufmann [1, 330; 2, 118; 3, 347-351]. That is why this agreement goes down in history as the Gandumiyon Treaty.

According to the agreement, the lands on the right bank of the Amudarya will be separated from the Khiva Khanate and the Amudarya branch will be established within the Syrdarya region under the Governor-General of Turkestan [4, 2]. In accordance with the "Regulations on the management of the Turkestan region", the head of the Amudarya branch is entrusted with the full control of the life of the Khiva Khanate, as well as acting as the Representative (Ambassador) of the Russian Empire in the Khiva Khanate¹. The powers of the head of the department were much broader, and any relations with the Khiva Khanate were carried out under his direct supervision. This is because the head of the Amudarya department was directly subordinate to the Governor-General of Turkestan, contrary to the procedures established in the Empire². However, in accordance with the "Regulations on the administration of the Turkestan region" approved by

Emperor Alexander III (1881-1894) in 1886, the Amudarya branch was part of the Syrdarya region, and its head was subordinated to the regional military governor. Due to the fact that the relations with the Khiva khanate are treated with special attention and responsibility by the Russian authorities, it is possible to conclude that such a situation satisfied them.

The administrative center of the Amudarya branch was the city of Petro-Alexandrovsk (now Turtkul). Colonel M. Galkin, one of the active participants in the invasion of Turkestan and Khiva, was appointed the first chief of the Amudarya branch [6, 59]. Due to the fact that the department covers a large area of land, as well as the large number of financial and economic responsibilities of the head of the department, a special position of the second assistant head of the Amudarya department was introduced, responsible for relations with Khiva khanate, control, official correspondence³. At the disposal of the assistant was a separate court office, in which diplomatic staff, translators worked. The staff of this court, in response to the text, content and quality of official correspondence with the Khiva khanate, controlled the movement of all documents issued through the head of the department. All official documents related to the Khiva Khanate were kept under the supervision and guidance of a special official who served as a "Diplomatic Officer" in the Cabinet of the Governor-General of Turkestan. This official was responsible for the proper conduct of relations with the Khiva Khanate and the Emirate of Bukhara⁴. The incumbent also reports to the Russian Foreign Ministry⁵. At the same time, due to the steady growth of bilateral economic and trade relations, the Consulate General of the Russian Empire in Khiva operated in the city of Yangi-Urgench, the largest center of trade, industry and banking capital of the Khiva Khanate⁶.

In addition, the post of Consul of the Khiva Khanate, ie diplomatic representative, was established in Petro-Aleksandrovsk to quickly resolve various problems and issues arising in bilateral relations, to provide practical assistance in the development of economic and trade relations⁷. The Consul of the Khiva Khanate lived permanently in Petro-Alexandrovsk and for many years successfully fulfilled this task, Nurmuhammadboy Aminiddinbaev, who was considered one of the Khan's trusted aides⁸. Correspondence has so far been conducted in the official languages of both countries, ie all letters and official documents issued in Khiva have been written in Uzbek and delivered to the Amudarya branch through the Khiva Consulate. The necessary translations were made by the staff of the department and, after approval by the head of the Amudarya department, were sent to Tashkent, to the "Diplomatic Officer" serving in the court of the Governor-General of Turkestan. However, in 1896, at the suggestion of the head of the Amudarya branch of the Khiva khanate to finish the correspondence in Russian, Ahmadjon Agaev, a Tatar of Russian descent, was of Muslim descent, who was fluent in the local Uzbek language and had translation experience, was invited to Khiva⁹. His main task was to help translate official diplomatic letters and documents from Uzbek to Russian through the Khiva Khanate via Petro-Alexandrovsk, under the supervision of the head of the Amudarya branch, to various Russian officials, as well as to train Russian to some Khiva government officials.

During this period, there were no diplomatic relations, between the Khiva Khanate and Russia, established in Russia in accordance with the norms of international law. Any problems and disagreements were resolved at the level of the head of the Amudarya department, or through a "diplomatic official" in the court of the Governor-General of Turkestan. During the reign of Khiva khan Muhammad Rahimkhan-II (1864-1910) he did not personally visit Russia. According to some reports, as Ambassador, mainly Prime Minister Islam Hodja has visited

Russia several times. The businessman and minister was one of the leaders of the ongoing reforms in Khiva. As a result of his visits, he was able to open a modern post office in Khiva, build a European hospital and schools, and bring technical innovations.

It is known that many citizens of Khiva regularly visited Russia and Turkestan for commercial or civil purposes. Some citizens have permanently resided in cities where they can live comfortably. Therefore, on the initiative of the Khan of Khiva Muhammad Rahimkhan, the post of Special Representative of the Khiva Government, the Elder was established in various cities of Turkestan. The order of approval of the Khiva representatives for this position was carried out in accordance with the order of the Governor-General of Turkestan, approved on April 28, 1899¹⁰. On this basis, on the recommendation of the Khiva khan, a citizen of Khiva, Dustman MahkamKuliev, was appointed Elder of the Khiva people living in and around Ashgabat, the capital of the Caspian region¹¹. In the same order, on the recommendation of the Khiva khan, with a special letter from the Khiva government, OtajonAvazniyozov was appointed the Elder of the Khiva people living in the city and district of Merv, then Muhammadshirin Muhammad Yakubov, the Elder of the Khiva people in the city and district of Chorjoi, first VaisovKhudaybergan, then MuhammadaminboyAvazmuhammedov were appointed¹².

In order to develop the economic resources of the Khiva khanate and earn more money, Russian citizens, traders and businessmen began to flock to the country. By the beginning of the twentieth century, more than 30 companies and campaigns belonging to Russia's largest business circles, operating in many countries around the world, and hundreds of small entrepreneurs were operating in the Khiva Khanate. In general, by the beginning of the XX century, the Khiva khanate was inhabited by more than 1.5 thousand Russian citizens. In addition, hundreds of Russian citizens come to Khiva from Russia every year for commercial and other purposes. On the instructions of the Russian emperor, the senator, who came to inspect the social and economic situation in the country, ensured the introduction of the post of Russian Arbitration Court, City Police Officer in the Khiva Khanate, based on the demands and requests of Russian citizens living in Khiva¹³. As a result, the decisions and judgments of the Russian judiciary are enforced in the territory of the Khiva khanate, as they are in the whole territory of Turkestan, and even in the territory of the Khiva khanate they are strictly enforced by the citizens of Khiva¹⁴. For this purpose, it is planned to organize mobile sessions of the Samarkand District Court in the cities of New Urgench and Petro-Alexandrovsk, and permanent posts of court investigators will be established in these cities¹⁵. Not limited to this, Russian officials achieved the adoption of Law No. 28 "On the Application of Russian Jurisdiction in the Khiva Khanate", approved on June 1, 1912 in the highest circles of the Russian Empire. According to this, from January 1, 1913, the post of independent arbitrator will be established to operate in the territory of the Khiva khanate¹⁶. The court's decisions applied equally to Russian and Khiva citizens.

Thus, the analysis of the documents defining the bilateral relations shows that the Russian Empire based its military-political power and potential on the system of subjugation of small peoples, violation of their rights, disregard for the great statehood. The documents prove that he established relations with the Khiva khanate in a similar way, in which the Khiva khans cooperated with the ruling circles, and the Khiva people were completely deprived of the right to determine their own destiny.

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DOI: **10.5958/2249-7137.2021.00857.0**

GENDER INEQUALITY IN IT TECHNOLOGY: CAUSES AND PROSPECTS

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ABSTRACT

The article discusses the impact of the growth of information technology on a sharp increase in the need for IT specialists. More often than not, tech corporations use a policy of attracting women to tech jobs to meet this challenge. In order to bridge the gender gap in technology, to encourage girls and young women to choose professions in the field of information and communication technologies, international organizations are pursuing policies aimed at attracting them to the field of IT technologies.

KEYWORDS: *IT Technologies, IT Specialists, Gender Gap, Technology Corporations, International Organizations, Training Centers, Competitions.*

INTRODUCTION

Every year, the information and communication technology (ICT) sector is developing rapidly, technological progress continues to transform the nature of production, employment, interaction and people's lives. The COVID-19 pandemic has spawned a "new normal" when the shift to teleworking and changes in consumer behavior have become trends that accelerate the digitalization of the world with all the opportunities it opens up [1]. It gave a powerful impetus to the digital transformation of many aspects of modern life, making possible not only remote work, delivery of goods, but also virtual events and the use of cloud technologies. The demand for the use of programs such as Microsoft Teams, Skype, Cisco's Webex and Zoom has increased [2].

Since the beginning of the COVID-19 pandemic, digital technologies have also been successfully applied in the field of health (screening the population, tracing infection, prioritizing the use and allocation of resources, developing targeted responses). In Chinese hospitals, robotic assistants delivered medicines to patients, collected garbage, bed linen, moved independently in crowded places, recognized faces, remotely measured the temperature, simultaneously tracking

up to 32 people. Scientists in Singapore have invented a cleaning robot that can be remotely controlled using a laptop or tablet, which can wash and disinfect hard-to-reach surfaces - under tables and beds. To eliminate the risk of transmission from infected patients to healthcare workers, Stanley College Hospital in Tamil Nadu, India, used robots to dispense food and medicine. In the Chinese provinces, drones with loudspeakers and thermal imaging drones were used to determine the temperature of a person's body, even on his balcony, and report the data to a medical facility [3].

ANALYSIS AND RESULTS OF THE STUDY

Information technology, having become the most promising industry in the modern world, is sharply increasing the need for IT specialists. More often than not, tech corporations use a policy of attracting women to tech jobs to meet this challenge. This opens up new perspectives for women with high levels of technical expertise.

In Uzbekistan, as well as throughout the world, the demand for experienced programmers is steadily increasing. However, as noted in the first Voluntary National Review (VNR) of Uzbekistan (2020), “despite numerous reforms and the results achieved in the education system, there is still a shortage of staff for programmers in the labor market. The demand for experienced programmers is still high, and there are very few candidates with relevant qualifications in the market. There is an urgent need for personnel who have a fundamental education in the field of IT and applied experience” [4]. In order to develop the digital economy, widely introduce modern information and communication technologies in all sectors and spheres, first of all, in public administration, education, health care and agriculture, to meet the labor market needs for qualified IT specialists, a decree of the President of the Republic of Uzbekistan “On approval strategy “digital Uzbekistan - 2030” and measures for its effective implementation” dated 5 October 2020 and the President's decree “On measures to further improve the education system in the field of information technology, development and integration of scientific research with the IT industry” dated 6 October 2020 ... Priority tasks for the further development of the ICT sphere in 2021 are also defined in the President's Address to the Parliament and the people of Uzbekistan dated December 29, 2020. All these important legal documents create a solid foundation for ensuring the development of the digital economy, increasing the efficiency of the training system for IT technologies.

According to the analysis, in Uzbekistan in 2017, the total number of women employed in the ICT field was about 30%, including in universities and colleges, the average number of girls who chose the IT field was about 15% and 27%, respectively [5].

By the beginning of 2020, the proportion of the population with information and communication technology skills, compared to 2017, improved in all indicators by an average of 0.9 PP. To meet the demand for experienced personnel, new directions and specialties have opened in the universities of the Republic [4]. Statistical data show that over the past 4 years, the trend in enrollment among female students at IT faculties was at the level of 15–25% [5].

In the republic, much attention is paid to increasing the interest and participation of women and girls in professional activities at enterprises in the ICT sector. With the support of the Ministry for the Development of Information Technologies and Communications, various IT contests and competitions among young people are organized and held, such as the Best Soft Challenge, the national Internet competition MIT (Milliy Internet Tanlovi), Technovation Challenge, etc.

Challenge for girls aged 15-18 as part of an international educational program for the development of IT and entrepreneurial skills in the field of information technology in 78 countries. The aim of the competition is to develop girls' skills in critical thinking, entrepreneurship in innovation spheres and programming, to increase the interest of girls in technical professions, as well as to attract the attention of the general public to the gender issue in technological spheres of the economy [5].

At the same time, there is a growing interest in coding bootcamps. These courses have won international recognition. Programming courses emerged in 2011 in the United States in response to two emerging trends: an increase in demand for software developers in all sectors of the economy and, to a certain extent, insufficient development of computer science curricula in formal educational institutions. In recent years, the number of courses has grown exponentially, with about 40 percent women. According to experts, the model of training courses can contribute to both reducing the skills gap and bridging the gender gap in the high-tech industry. Such rapid skill acquisition courses are beginning to emerge in different regions of the world [6].

In 2020, 14 specialized schools with in-depth study of computer science and information technologies were created in the republic (by 2023, it is planned to increase to 205). In each region, through the organization of Digital Technologies Training Centers, work has been established to educate the population, especially youth, the basics of programming, to create websites and mobile applications; IT Park branches have been opened in Andijan, Fergana, Syrdarya, Jizzakh and Samarkand regions, where more than 400 enterprises that have developed over 900 software. In 2020, 107 Digital Technology Training Centers were organized and over 200 jobs were created. In order to further develop IT education, it is planned to open a branch of the Tashkent University of Information Technologies in the Tashkent region, and technical schools for training personnel in the field of information technologies will be created in the regions. By the end of 2021, it is planned to open 100 Digital Technology Training Centers in all districts and cities of the republic [7].

In order to support women entrepreneurs in IT and girls who choose this profession, popularize the work of women in the high-tech industry, on the initiative of the MirzoUlugbek Innovation Center, the IT Women'sGap forum was convened (April 2019). The forum emphasized the need to change social stereotypes, to take special measures to integrate women in IT spheres [8].

The megaproject "One Million Uzbek Coders", implemented in cooperation with the Dubai Future Foundation (UAE), the IT Academy at IT-Park, Inha University in Tashkent and the Muhammad al- Khorazmiy, which covered over 120 thousand listeners in a short time [9]. The project is aimed at remote free education of the general population in relevant IT specialties through a specialized online portal (uzbekcoders.uz) [10].

According to hh.uz, if the increase in vacancies in the IT field in January-February 2019 compared to the same period in 2018 amounted to 65% [11], then in January-November 2020 compared to the same period in 2019 it amounted to 76.3%, which indicates an increase in demand for specialists in this field. In the course of the study, the company found that: 69% of job seekers are men [12].

In 2021, the implementation of the TechBika project for girls aged 12 to 30 began with the aim of training specialists for IT-Park residents and establishing a training system in eight areas in the field of information and communication technologies [13].

CONCLUSION

Undoubtedly, the further development of IT technologies will lead to the emergence of new production processes for the effective functioning of which will require mixed teams of specialists, both men and women. The active participation of women in this process serves as the basis for the optimization of economic, political, social and cultural processes. This will actualize the issues of correcting the existing gender gap, gender inequality in the field of IT technologies. Around the world, new perspectives are opening up for highly skilled women in technical fields. To solve the problem of greater involvement of girls and young women in the field of IT technologies, it is necessary to understand the cultural and social roots of the problem and create de facto conditions for equality of rights and opportunities. According to the authors of the Education at a Glance 2016 study, the causes of gender inequality in the IT sphere should be sought already at the stage of education. Since, due to social prerequisites, gender stereotypes everywhere, technical specialties are chosen mainly by boys. Therefore, there are so many IT specialists among men. For example, according to research in 2019, more than 91% of IT professionals in the world were men. In all countries of the world there is a stereotype that information technology is a “non-feminine occupation” [11].

Thus, the emerging modern technogenic civilization based on the rapid development of fundamentally new technologies is becoming a decisive factor in the cardinal transformation of all forms of social development. New information and communication technologies increasingly make it possible to model and predict the development of complex global processes and systems (ecological, economic, political, social and others), which contributes to the rationalization of these systems and increasing their degree of sustainability. According to analysts in the field of information technology, further digitalization of the world economy will lead to bridging the gender gap by attracting a large number of women to IT technology [10].

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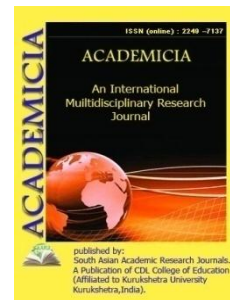
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DOI: **10.5958/2249-7137.2021.00858.2**

APPLICATION OF RADIOMONITOR SYSTEM IN MOUNTAINOUS AND MOUNTAINOUS TERRITORIES OF RAILWAY TRANSPORT

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ABSTRACT

This article is devoted to the development of a method for monitoring and monitoring the condition of mountain layers in mountainous and foothill areas on the basis of integrated sensors of optical fiber communication.

KEYWORDS: *Railway, Optical Fiber, Technological Process, Optical Fiber Sensor.*

INTRODUCTION

Ensuring the implementation of plans for the transport of goods and passengers by rail, management of trains, organization of loading and commercial operations, operation and maintenance of technical means of railway transport, organization of safety of cargo and passengers and their timely arrival at their destinations, The development of the railway industry through the introduction of new technical innovations, increasing the profitability and productivity of railway work are among the key issues and tasks. [1].

- 1) Ensuring safety in the transportation of goods and passengers is of particular importance in railway transport. Because the process of movement in mountainous and foothill areas is complex and requires extreme caution. Mountainous areas are the most vulnerable areas to natural influences as we know them. Earthquakes, floods and other natural disasters, in particular, have a significant impact on train traffic. The following are real examples of these situations:

As a result of the earthquake that occurred on
January 23, 2017 in Kamchik Pass



1-picture.



2-picture.

According to media reports, the landslide damaged the freight train and suspended the Andijan-Tashkent-Andijan train indefinitely (Figure 1.2). [2]

On the night of June 30, 2008, a 6-car passenger train No. 1322 traveling from Guangzhou to Chongqing in China overturned as a result of a strong mountain landslide, injuring several people (Figure 3).



3- picture

A 2013 mountainous landslide in Wyoming, United States, caused a moving freight train to crash (Figure 4).



4-picture

The main cause of the above cases is a dangerous geological phenomenon - a mountain landslide caused by an earthquake. In order to prevent the recurrence of the above adverse events, it is important to monitor and control the condition of the soil layer in mountainous and foothill areas, which causes landslides. As an innovative solution, it is advisable to use a radiomonitoring system based on optical fiber sensors.

The small weight and volume of the optical fiber, the absence of fire hazard, high resistance to abrasion, low cost and the risk of explosion make it possible to use optical fibers as sensitive elements for the measurement system.

Optical fiber cables designed for data transmission can also be used as sensitive elements in determining temperature, pressure, vibration, and magnitudes that have a physical effect. The main advantages of such systems are the ability of power grids to serve you, the absence of the effects of electromagnetic interference, high sensitivity and small size. In addition, the use of standard optical fiber cables and elements used in telecommunications shows that the cost of such sensors is not expensive.

An optical fiber sensor (OTD) is a measuring instrument consisting of a measuring transducer (OO) that is transmitted from an optical fiber, connected to an optical signal processing and conversion device via an optical fiber communication line, and measures the physical size of any optical fiber signal. designed to present the measured data signals in the form of applications by varying the size.

The advantages of using optical fiber measuring sensors in the monitoring system of various objects and processes are:

- no impact on the measuring device;
- no problems with the heater;
- no problems such as arcing and sparks;
- high resistance to adverse environmental conditions
- possibility to carry out measurements in potentially explosive atmospheres;

- the impossibility of the fiber to chemically react with the measuring medium;
- high mechanical strength and simplicity of the system structure;
- resistance to temperature rise.

Another major advantage is the ability to perform remote measurements when electronic sensors cannot be used or are not recommended for use.

Based on the advantages and capabilities of the optical fiber sensors listed above, it allows for continuous monitoring of mountain layers and mountain migration processes in mountainous and foothill areas.

The continuous monitoring process (Figure 4) is performed by the data processing center.

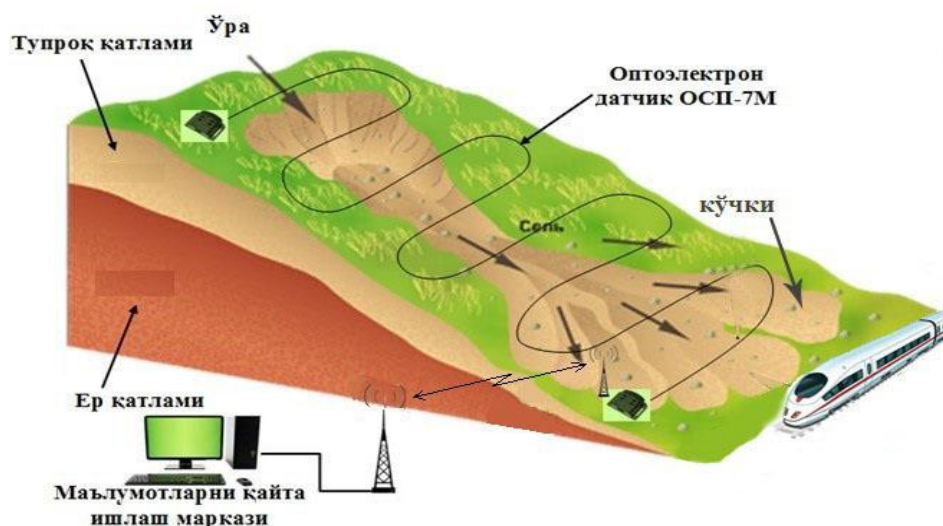


Figure 4. The principle of organizing a radio monitoring system.

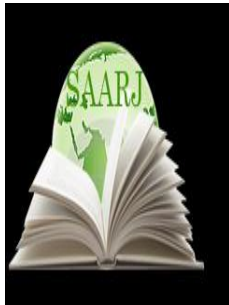
The center will be located at the nearest station on the mountain and in the foothills where the train is moving, the data will be processed, and if the area is concluded to be dangerous, the train driver will be notified by train radio. The train driver will take all necessary measures to ensure safety.

Similar innovative methods of railway transport aimed at ensuring the safety of trains running in mountainous and foothill areas, first of all, increase confidence in railway transport and bring great benefits to the economy of the republic.

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DOI: **10.5958/2249-7137.2021.00859.4**

A GRAPH IN THE FORM OF A TRIANGLE WITH ATTACHED OUTGOING EDGES AT EACH VERTEX

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ABSTRACT

We study one incoming, two outgoing and triangle graphs for the equation of linear KdV. Using the theory of potentials, we reduce the problem to systems of linear integral equations and show that they are uniquely solvable under conditions of the uniqueness theorem.

KEYWORDS: *Third Order PDE, Boundary Value Problem, Method Of Energy Integrals, Method Of Potentials, Initial Condition, Boundary Condition, Integral Equation.*

INTRODUCTION

In this paper, we address the linearized KdV equation on a star graph Γ with one bounded bond and two semi-infinite bonds connected at one point, called the vertex.

The bonds are denoted by B_j , $j = \overline{1,6}$ the coordinate x_1 on B_1 is defined from $-L_1$ to 0, and coordinates x_2 and x_3 and x_4 from links B_2 and B_3 and B_4 from 0 to L ,

and coordinates x_5 and x_6 on the bonds B_5 and B_6 are defined from 0 to such that on each bond the vertex corresponds to 0. On each bond we consider the linear equation:

$$\left(\frac{\partial}{\partial t} - \frac{\partial^3}{\partial x_j^3} \right) u_j(x_j, t) = f_j(x, t), \quad t > 0, x_j \in B_j, j = \overline{1,6}. \quad (1)$$

Below, we will also use the notation x instead of x_j , $j = \overline{1,6}$. We treat a boundary value problem and using the method of potentials, reduce it to a system of integral equations. The solvability of the obtained system of integral equations is proven.

1. Formulation of the problems

To solve the linear KdV equation on an interval, one needs to impose three boundary conditions (BC): two on the left end of the x -interval and one on the right end, (see, e.g., [5-6] and references therein). For the above star graph, we need to impose 5 BCs at the vertex point, which should provide also connection between the bonds and 2 BCs at the left side of B_1 . In detail, we require

$$\begin{cases} u_1(0,t) = u_2(0,t) = u_3(0,t), & u_{1x}(0,t) = \frac{1}{b_2}u_{2x}(0,t) = \frac{1}{b_3}u_{3x}(0,t), \\ u_{1xx}(0,t) = u_{2xx}(0,t) + u_{3xx}(0,t), & u_1(-L_1;t) = \phi_1(t), \end{cases} \quad (2)$$

$$\begin{cases} u_2(L_2,t) = u_4(0,t) = u_5(0,t), & u_{2x}(L_2,t) = \frac{1}{b_4}u_{4x}(0,t) = \frac{1}{b_5}u_{5x}(0,t), \\ u_{2xx}(L_2,t) = u_{4xx}(0,t) + u_{5xx}(0,t), \end{cases} \quad (3)$$

$$\begin{cases} u_3(L_3,t) = u_4(L_4,t) = u_6(0,t), & u_{3x}(L_3,t) = \frac{1}{b_4}u_{4x}(L_4,t) + \frac{1}{b_6}u_{6x}(0,t), \\ u_{3xx}(L_3,t) = u_{4xx}(L_4,t) + u_{6xx}(0,t), \end{cases} \quad (4)$$

for $0 < t < T$, $T = \text{const}$. Furthermore, we assume that the functions $f_j(x,t)$, $j = \overline{1,6}$ are smooth enough and bounded. The initial conditions are given by:

$$u_j(x,0) = u_{0,j}(x), \quad x \in \overline{B_j}, \quad j = \overline{1,6}. \quad (5)$$

It should be noted that the above vertex conditions are not the only possible ones. The main motivation for our choice is caused by the fact that they guarantee uniqueness of the solution and, if the solutions decay (to zero) at infinity, the norm (energy) conservation.

2. Existence and uniqueness of solutions

Lemma 1. Let $b_2^2 + b_3^2 \leq 1$, $b_4^2 + b_5^2 \leq 1$, $b_4^2 + b_6^2 \leq 1$. Then the (1)-(5) has at most one solution.

Proof of Lemma 1. Using the equation (1) one can easily get:

$$\frac{\partial}{\partial t} \int_a^b u_j^2(x,t) dx = \left(2u_j u_{jxx} - u_{jx}^2 \right) \Big|_{x=a}^{x=b} + 2 \int_a^b f_j(x,t) u_j(x,t) dx$$

for appropriate values of constants a and b on each bond. The, the above equalities and vertex conditions (2)-(5) yield:

$$\frac{\partial}{\partial t} \left(e^{-\varepsilon t} \|u\|^2 \right) \leq e^{-\varepsilon t} \left(\frac{1}{\varepsilon^2} \|f\|^2 + \phi_1^2(t) \right),$$

$$\|u\|^2 \leq \|u_0\|^2 + \int_0^t e^{-\varepsilon(t-\tau)} \left(\frac{1}{\varepsilon^2} \|f(\cdot, \tau)\|^2 + \phi_1^2(\tau) \right) d\tau, \quad (6)$$

Where

$$(u, v) = \int_{-L_1}^0 u_1 v_1 dx_1 + \int_0^{L_2} u_2 v_2 dx_2 + \int_0^{L_3} u_3 v_3 dx_3 + \int_0^{L_4} u_4 v_4 dx_4 + \int_0^{+\infty} u_5 v_5 dx_5 + \int_0^{+\infty} u_6 v_6 dx_6, \quad ,$$

$\|u\| = \sqrt{(u, u)}$ are L_2 scalar product and norm defined on graph, ε - is an arbitrary positive number.

Uniqueness of the solution follows from (6).

Lemma 2. a) Let $\omega \in [a; b]$. Then $u(x, t)$ satisfies $u_t - u_{xxx} = 0$ for $t > 0$ and:

$$\lim_{(x, y) \rightarrow (x_0, 0)} u(x, t) = \begin{cases} \pi \omega(x_0), & \text{if } x_0 \in (a, b); \\ 0, & \text{if } x_0 \notin (a, b). \end{cases}$$

b) Let $f \in L^2((a, b) \times (0, T))$. Then, $v(x, t)$ satisfies $u_t - u_{xxx} = \pi f(x, t)$ in $(a, b) \times (0, T]$, $T > 0$ and initial condition $u(x, 0) = u_0(x)$, $x \in (a, b)$.

c) If $\varphi_k \in H^1(0, T)$, then

$$\lim_{x \rightarrow a+0} \omega^{(1)}(x, t) = \frac{2\pi}{3} \varphi(y), \quad \lim_{x \rightarrow a-0} \omega^{(1)}(x, t) = -\frac{\pi}{3} \varphi(y), \quad \lim_{x \rightarrow a+0} \omega^{(2)}(x, t) = 0$$

Now, we are ready to construct exact solutions for the considered problems. We assume that initial data and source terms in each bond are sufficiently smooth and bounded functions.[16]

Main results

Theorem 1. Let $\det A \neq 0$, $\varphi_k \in C^1[0, T]$

Then the problem (1)-(5) has a unique solution in $u_{0,j}(x) \in C^3[0, T]$

$(C^1([0, T], C^3(\Gamma)))$

Proof of Theorem 1. To prove the theorem, we use the following functions are called fundamental solutions of the equation $u_t - u_{xxx} = 0$. (see [1, 3, 5, 12, 16]):

$$U(x, t; \xi, \eta) = \begin{cases} \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{x-\xi}{(t-\eta)^{\frac{1}{3}}}\right), & t > \eta, \\ 0 & t \leq \eta \end{cases}$$

$$V(x, t; \xi, \eta) = \begin{cases} \frac{1}{(t-\eta)^{\frac{1}{3}}} \varphi\left(\frac{x-\xi}{(t-\eta)^{\frac{1}{3}}}\right), & t > \eta, \\ 0 & t \leq \eta \end{cases}$$

where $f(x) = \frac{\pi}{\sqrt[3]{3}} Ai\left(-\frac{x}{\sqrt[3]{3}}\right)$, $\varphi(x) = \frac{\pi}{\sqrt[3]{3}} Bi\left(-\frac{x}{\sqrt[3]{3}}\right)$ for $x \geq 0$, $\varphi(x) = 0$ for $x < 0$ and $Ai(x)$ and $Bi(x)$ are the Airy functions. The functions $f(x)$ and $\varphi(x)$ are integrable and $\int_{-\infty}^0 f(x)dx = \frac{\pi}{3}$, $\int_0^{+\infty} f(x)dx = \frac{2\pi}{3}$, $\int_0^{+\infty} \varphi(x)dx = 0$.

We summarize some properties of potentials for (1) from [3,5]. Forgiven ω , f and φ let:

$$u(x, t) = \int_a^b U(x, t; \xi, 0) \omega(\xi) d\xi, \quad v(x, t) = \int_0^t \int_a^b U(x, t; \xi, \tau) f(\xi, \tau) d\xi d\tau,$$

$$\omega^{(1)}(x, t) = \int_0^t U_{x\xi}(x, \eta; a, t) \varphi(\eta) d\eta, \quad \omega^{(2)}(x, t) = \int_0^t V_{x\xi}(x, \eta; a, t) \varphi(\eta) d\eta.$$

Below, we also use fractional integrals [8]

$$J_{(0,t)}^\alpha f(t) := \frac{1}{\Gamma(\alpha)} \int_0^t (t-\tau)^{\alpha-1} f(\tau) d\tau, \quad 0 < \alpha < 1$$

and the inverse of this operator, i.e. the Riemann-Liouville fractional derivatives [8, 9] defined

$$\text{by: } D_{(0,t)}^\alpha f(t) := \frac{1}{\Gamma(1-\alpha)} \frac{d}{dt} \int_0^t (t-\tau)^{-\alpha} f(\tau) d\tau, \quad 0 < \alpha < 1.$$

We look for solution in the form:

$$u_1(x, t) = \int_0^t U(x, t; 0, \eta) \varphi_1(\eta) d\eta + \int_0^t U(x, t; -L_1, \eta) \alpha_1(\eta) d\eta + F_1(x, t)$$

$$u_k(x, t) = \int_0^t U(x, t; 0, \eta) \varphi_k(\eta) d\eta + \int_0^t V(x, t; 0, \eta) \alpha_k(\eta) d\eta + \\ + \int_0^t U(x, t; L_k, \eta) \beta_k(\eta) d\eta + F_k(x, t), \quad k = 2, 3, 4.$$

$$u_5(x, t) = \int_0^t U(x, t; 0, \eta) \varphi_5(\eta) d\eta + \int_0^t V(x, t; 0, \eta) \psi_5(\eta) d\eta + F_5(x, t), \\ u_6(x, t) = \int_0^t U(x, t; 0, \eta) \varphi_6(\eta) d\eta + \int_0^t V(x, t; 0, \eta) \psi_6(\eta) d\eta + F_6(x, t),$$

Where

$$F_k(x, t) = \frac{1}{\pi} \int_0^t \int_{B_k} U(x, t; \xi, \eta) f_k(\xi, \eta) d\xi d\eta, \quad k = \overline{1, 6} \quad (7)$$

Satisfying the conditions (2) we have:

$$a) \quad u_1(0, t) = u_2(0, t) = u_3(0, t),$$

$$f(0) \varphi_1(t) - f(0) \varphi_2(t) - \varphi(0) \alpha_2(t) + \\ + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{L_1}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_1(\eta) d\eta - \\ - \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{-L_2}{(t-\eta)^{\frac{1}{3}}}\right) \beta_2(\eta) d\eta = \\ = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_2(0, t) - F_1(0, t)] \quad (8)$$

(8*) can be derived from (8)

$$f(0) \varphi_1(t) - f(0) \varphi_2(t) - \varphi(0) \alpha_2(t) + \\ + \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_1 \alpha_1(\eta) d\eta - \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_2 \beta_2(\eta) d\eta = \\ = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_2(0, t) - F_1(0, t)] \quad (8^*)$$

$$\begin{aligned}
& f(0)\varphi_1(t) - f(0)\varphi_3(t) - \varphi(0)\alpha_3(t) + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{L_1}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_1(\eta) d\eta - \\
& - \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{-L_3}{(t-\eta)^{\frac{1}{3}}}\right) \beta_3(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_3(0,t) - F_1(0,t)]
\end{aligned} \tag{9}$$

(9*) can be derived from (9)

$$\begin{aligned}
& f(0)\varphi_1(t) - f(0)\varphi_3(t) - \varphi(0)\alpha_3(t) + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_3 \alpha_1(\eta) d\eta - \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_4 \beta_3(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_3(0,t) - F_1(0,t)]
\end{aligned} \tag{9*}$$

$$b) u_{1x}(0,t) = \frac{1}{b_2} u_{2x}(0,t) = \frac{1}{b_3} u_{3x}(0,t),$$

$$\begin{aligned}
& f'(0)\varphi_1(t) - \frac{1}{b_2} f'(0)\varphi_2(t) - \frac{1}{b_2} \varphi'(0)\alpha_2(t) + \\
& + \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} f'\left(\frac{L_1}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_1(\eta) d\eta - \\
& - \frac{1}{b_2 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} f'\left(\frac{-L_2}{(t-\eta)^{\frac{1}{3}}}\right) \beta_2(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \left[\frac{1}{b_2} F_{2x}(0,t) - F_{1x}(0,t) \right]
\end{aligned} \tag{10}$$

(10*) can be derived from (10)

$$\begin{aligned}
& f'(0)\varphi_1(t) - \frac{1}{b_2} f'(0)\varphi_2(t) - \frac{1}{b_2} \varphi'(0)\alpha_2(t) + \\
& + \frac{1}{\Gamma\left(\frac{2}{3}\right)} \int_0^t K_5 \alpha_1(\eta) d\eta - \frac{1}{b_2 \Gamma\left(\frac{2}{3}\right)} \int_0^t K_6 \beta_2(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \left[\frac{1}{b_2} F_{2,x}(0,t) - F_{1,x}(0,t) \right]
\end{aligned} \tag{10*}$$

$$\begin{aligned}
& f'(0)\varphi_1(t) - \frac{1}{b_3} f'(0)\varphi_3(t) - \frac{1}{b_3} \varphi'(0)\alpha_3(t) + \\
& + \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} f'\left(\frac{L_1}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_1(\eta) d\eta - \\
& - \frac{1}{b_3 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} f'\left(\frac{-L_3}{(t-\eta)^{\frac{1}{3}}}\right) \beta_3(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \left[\frac{1}{b_3} F_{3,x}(0,t) - F_{1,x}(0,t) \right]
\end{aligned} \tag{11}$$

(11*) can be derived from (11)

$$\begin{aligned}
& f'(0)\varphi_1(t) - \frac{1}{b_3} f'(0)\varphi_3(t) - \frac{1}{b_3} \varphi'(0)\alpha_3(t) + \\
& + \frac{1}{\Gamma\left(\frac{2}{3}\right)} \int_0^t K_7 \alpha_1(\eta) d\eta - \frac{1}{b_3 \Gamma\left(\frac{2}{3}\right)} \int_0^t K_8 \beta_3(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \left[\frac{1}{b_3} F_{3,x}(0,t) - F_{1,x}(0,t) \right]
\end{aligned} \tag{11*}$$

$$c) u_{1,xx}(0,t) = u_{2,xx}(0,t) + u_{3,xx}(0,t),$$

$$\begin{aligned}
& -\frac{\pi}{3}\varphi_1(t) - \frac{2\pi}{3}\varphi_2(t) - \frac{2\pi}{3}\varphi_3(t) - \\
& -\int_0^t \frac{1}{t-\eta} f'' \left(-\frac{L_2}{(t-\eta)^{\frac{1}{3}}} \right) \beta_2(\eta) d\eta - \\
& -\int_0^t \frac{1}{t-\eta} f'' \left(-\frac{L_3}{(t-\eta)^{\frac{1}{3}}} \right) \beta_3(\eta) d\eta + \\
& +\int_0^t \frac{1}{t-\eta} f'' \left(\frac{L_1}{(t-\eta)^{\frac{1}{3}}} \alpha_1(\eta) \right) d\eta \\
& = F_{3,xx}(0,t) + F_{2,xx}(0,t) - F_{1,xx}(0,t),
\end{aligned} \tag{12}$$

(12*) can be derived from (12)

$$\begin{aligned}
& -\frac{\pi}{3}\varphi_1(t) - \frac{2\pi}{3}\varphi_2(t) - \frac{2\pi}{3}\varphi_3(t) - \\
& -\int_0^t K_9 \beta_2(\eta) d\eta - \int_0^t K_{10} \beta_3(\eta) d\eta + \int_0^t K_{11} \beta_3(\eta) d\eta = \\
& = F_{3,xx}(0,t) + F_{2,xx}(0,t) - F_{1,xx}(0,t),
\end{aligned} \tag{12*}$$

$$d) u_1(-L_1; t) = \phi_1(t)$$

$$\begin{aligned}
& f(0)\alpha_1(t) - \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f \left(\frac{-L_1}{(t-\eta)^{\frac{1}{3}}} \right) \varphi_1(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [\phi_1(t) - F_1(-L_1, t)]
\end{aligned} \tag{13}$$

(13*) can be derived from (13)

$$\begin{aligned}
& f(0)\alpha_1(t) - \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_{12} \varphi_1(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [\phi_1(t) - F_1(-L_1, t)]
\end{aligned} \tag{13*}$$

Satisfying the conditions (3) we have:

$$a) u_2(L_2, t) = u_4(0, t) = u_5(0, t),$$

$$\begin{aligned}
& f(0)\beta_2(t) - f(0)\varphi_4(t) - \varphi(0)\alpha_4(t) + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{L_2}{(t-\eta)^{\frac{1}{3}}}\right) \varphi_2(\eta) d\eta + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} \varphi\left(\frac{L_2}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_2(\eta) d\eta - \\
& - \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{-L_4}{(t-\eta)^{\frac{1}{3}}}\right) \beta_4(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_4(0,t) - F_2(L_2,t)] \quad (14)
\end{aligned}$$

(14*) can be derived from (14)

$$\begin{aligned}
& f(0)\beta_2(t) - f(0)\varphi_4(t) - \varphi(0)\alpha_4(t) \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} \left[\int_0^t K_{13} \varphi_2(\eta) d\eta + \int_0^t K_{14} \alpha_2(\eta) d\eta + \int_0^t K_{15} \beta_4(\eta) d\eta \right] = \quad (14^*) \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_4(0,t) - F_2(L_2,t)] \\
& f(0)\beta_2(t) - f(0)\varphi_5(t) - \varphi(0)\psi_5(t) + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} \left[f\left(\frac{L_2}{(t-\eta)^{\frac{1}{3}}}\right) \varphi_2(\eta) - \varphi\left(\frac{L_2}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_2(\eta) \right] d\eta \quad (15) \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_5(0,t) - F_2(L_2,t)]
\end{aligned}$$

(15*) can be derived from (15)

$$\begin{aligned}
& f(0)\beta_2(t) - f(0)\varphi_5(t) - \varphi(0)\psi_5(t) + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} \left[\int_0^t K_{16}\varphi_2(\eta)d\eta + \int_0^t K_{17}\alpha_2(\eta)d\eta \right] \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{2/3} [F_5(0,t) - F_2(L_2,t)]
\end{aligned} \tag{15*}$$

$$\begin{aligned}
b) \ u_{2x}(L_2,t) &= \frac{1}{b_4} u_{4x}(0,t) = \frac{1}{b_5} u_{5x}(0,t), \\
& f'(0)\beta_2(t) - \frac{1}{b_4} f'(0)\varphi_4(t) - \frac{1}{b_4} \varphi'(0)\alpha_4(t) + \\
& + \frac{1}{b_4 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{1/3} \int_0^t \frac{1}{(t-\eta)^{2/3}} f'\left(\frac{L_2}{(t-\eta)^{1/3}}\right) \varphi_2(\eta)d\eta + \\
& + \frac{1}{b_4 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{1/3} \int_0^t \frac{1}{(t-\eta)^{2/3}} \varphi'\left(\frac{L_2}{(t-\eta)^{1/3}}\right) \alpha_2(\eta)d\eta - \\
& - \frac{1}{b_4 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{1/3} \int_0^t \frac{1}{(t-\eta)^{2/3}} f'\left(\frac{-L_4}{(t-\eta)^{1/3}}\right) \beta_4(\eta)d\eta \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{1/3} \left[\frac{1}{b_4} F_{4x}(0,t) - F_{2x}(L_2,t) \right]
\end{aligned} \tag{16}$$

(16*) can be derived from (16)

$$\begin{aligned}
& f'(0)\beta_2(t) - \frac{1}{b_4} f'(0)\varphi_4(t) - \frac{1}{b_4} \varphi'(0)\alpha_4(t) + \\
& + \frac{1}{b_4 \Gamma\left(\frac{2}{3}\right)} \left[\int_0^t K_{18}\varphi_2(\eta)d\eta + \int_0^t K_{19}\alpha_2(\eta)d\eta - \int_0^t K_{20}\beta_4(\eta)d\eta \right] = \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{1/3} \left[\frac{1}{b_4} F_{4x}(0,t) - F_{2x}(L_2,t) \right]
\end{aligned} \tag{16*}$$

$$\begin{aligned}
& f'(0)\beta_2(t) - \frac{1}{b_5} f'(0)\varphi_5(t) - \frac{1}{b_5} \varphi'(0)\psi_5(t) + \\
& + \frac{1}{b_5 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} f'\left(\frac{L_2}{(t-\eta)^{\frac{1}{3}}}\right) \varphi_2(\eta) d\eta = \\
& + \frac{1}{b_5 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} \varphi'\left(\frac{L_2}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_2(\eta) d\eta \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \left[\frac{1}{b_5} F_{5x}(0,t) - F_{2x}(L_2,t) \right]
\end{aligned} \tag{17}$$

(17*) can be derived from (17)

$$\begin{aligned}
& f'(0)\beta_2(t) - \frac{1}{b_5} f'(0)\varphi_5(t) - \frac{1}{b_5} \varphi'(0)\psi_5(t) + \\
& + \frac{1}{b_5 \Gamma\left(\frac{2}{3}\right)} \left[\int_0^t K_{21} \varphi_2(\eta) d\eta + \int_0^t K_{22} \alpha_2(\eta) d\eta \right] = \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \left[\frac{1}{b_5} F_{5x}(0,t) - F_{2x}(L_2,t) \right]
\end{aligned} \tag{17*}$$

$$c) u_{2xx}(L_2, t) = u_{4xx}(0, t) + u_{5xx}(0, t),$$

$$\begin{aligned}
& -\frac{\pi}{3} \beta_2(t) - \frac{2\pi}{3} \varphi_4(t) - \frac{2\pi}{3} \varphi_5(t) + \\
& + \int_0^t \frac{1}{t-\eta} f''\left(\frac{L_2}{(t-\eta)^{\frac{1}{3}}}\right) \varphi_2(\eta) d\eta + \\
& + \int_0^t \frac{1}{t-\eta} \varphi''\left(\frac{L_2}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_2(\eta) d\eta - \\
& - \int_0^t \frac{1}{t-\eta} f''\left(-\frac{L_4}{(t-\eta)^{\frac{1}{3}}}\right) \beta_4(\eta) d\eta = \\
& = F_{4xx}(0, t) + F_{5xx}(0, t) - F_{2xx}(L_2, t),
\end{aligned} \tag{18*}$$

(18*) can be derived from (18)

$$\begin{aligned}
 & -\frac{\pi}{3}\beta_2(t) - \frac{2\pi}{3}\varphi_4(t) - \frac{2\pi}{3}\varphi_5(t) + \\
 & + \int_0^t K_{23}\varphi_2(\eta)d\eta + \int_0^t K_{24}\alpha_2(\eta)d\eta - \int_0^t K_{25}\beta_4(\eta)d\eta = \\
 & = F_{4xx}(0,t) + F_{5xx}(0,t) - F_{2xx}(L_2,t),
 \end{aligned} \tag{18*}$$

Satisfying the conditions (4) we have:

$$\begin{aligned}
 & a) u_3(L_3,t) = u_4(L_4,t) = u_6(0,t), \\
 & f(0)\beta_3(t) - f(0)\beta_4(t) + \\
 & + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{L_3}{(t-\eta)^{\frac{1}{3}}}\right) \varphi_3(\eta)d\eta + \\
 & + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} \varphi\left(\frac{L_3}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_3(\eta)d\eta - \\
 & - \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} \varphi\left(\frac{L_4}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_4(\eta)d\eta \\
 & = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_4(L_4,t) - F_2(L_3,t)]
 \end{aligned} \tag{19}$$

(19*) can be derived from (19)

$$\begin{aligned}
 & f(0)\beta_3(t) - f(0)\beta_4(t) + \\
 & + \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_{26}\varphi_3(\eta)d\eta + \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_{27}\alpha_3(\eta)d\eta - \\
 & - \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_{28}\varphi_4(\eta)d\eta - \frac{1}{\Gamma\left(\frac{1}{3}\right)} \int_0^t K_{29}\alpha_4(\eta)d\eta = \\
 & = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_4(L_4,t) - F_2(L_3,t)]
 \end{aligned} \tag{19*}$$

$$\begin{aligned}
& f(0)\beta_3(t) - f(0)\varphi_6(t) - \varphi(0)\psi_6(t) + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} f\left(\frac{L_3}{(t-\eta)^{\frac{1}{3}}}\right) \varphi_3(\eta) d\eta + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{1}{3}}} \varphi\left(\frac{L_3}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_3(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_6(0,t) - F_3(L_3,t)]
\end{aligned} \tag{20}$$

(20*) can be derived from (20)

$$\begin{aligned}
& f(0)\beta_3(t) - f(0)\varphi_6(t) - \varphi(0)\psi_6(t) + \\
& + \frac{1}{\Gamma\left(\frac{1}{3}\right)} \left[\int_0^t K_{30} \varphi_3(\eta) d\eta + \int_0^t K_{31} \alpha_3(\eta) d\eta \right] = \\
& = \frac{1}{\Gamma\left(\frac{1}{3}\right)} D_{(0,t)}^{\frac{2}{3}} [F_6(0,t) - F_3(L_3,t)]
\end{aligned} \tag{20*}$$

$$\begin{aligned}
b) \quad & u_{3x}(L_3,t) = \frac{1}{b_4} u_{4x}(L_4,t) + \frac{1}{b_6} u_{6x}(0,t), \\
& f'(0)\beta_3(t) - \frac{1}{b_4} f'(0)\beta_4(t) - \frac{1}{b_6} f'(0)\varphi_6(t) - \frac{1}{b_6} \varphi'(0)\psi_6(t) + \\
& + \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} f'\left(\frac{L_3}{(t-\eta)^{\frac{1}{3}}}\right) \varphi_3(\eta) d\eta + \\
& + \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} \varphi'\left(\frac{L_3}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_3(\eta) d\eta - \\
& - \frac{1}{b_4 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} f'\left(\frac{L_4}{(t-\eta)^{\frac{1}{3}}}\right) \varphi_4(\eta) d\eta - \\
& - \frac{1}{b_4 \Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \int_0^t \frac{1}{(t-\eta)^{\frac{2}{3}}} \varphi'\left(\frac{L_4}{(t-\eta)^{\frac{1}{3}}}\right) \alpha_4(\eta) d\eta = \\
& = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{\frac{1}{3}} \left[\frac{1}{b_4} F_{4x}(L_4,t) + \frac{1}{b_6} F_{6x}(0,t) - F_{3x}(L_3,t) \right]
\end{aligned} \tag{21}$$

(21*) can be derived from (21)

$$\begin{aligned}
 & f'(0)\beta_3(t) - \frac{1}{b_4} f'(0)\beta_4(t) - \frac{1}{b_6} f'(0)\varphi_6(t) - \frac{1}{b_6} \varphi'(0)\psi_6(t) \\
 & + \frac{1}{\Gamma\left(\frac{2}{3}\right)} \left[\int_0^t K_{32} \varphi_3(\eta) d\eta + \int_0^t K_{33} \alpha_3(\eta) d\eta \right] + \\
 & + \frac{1}{\Gamma\left(\frac{2}{3}\right)} \left[\int_0^t K_{34} \varphi_4(\eta) d\eta - \int_0^t K_{35} \alpha_4(\eta) d\eta \right] = \\
 & = \frac{1}{\Gamma\left(\frac{2}{3}\right)} D_{(0,t)}^{1/3} \left[\frac{1}{b_4} F_{4x}(L_4, t) + \frac{1}{b_6} F_{6x}(0, t) - F_{3x}(L_3, t) \right]
 \end{aligned} \tag{21*}$$

$$c) u_{3xx}(L_3, t) = u_{4xx}(L_4, t) + u_{6xx}(0, t),$$

$$\begin{aligned}
 & -\frac{\pi}{3} \beta_3(t) - \frac{2\pi}{3} \beta_4(t) - \frac{2\pi}{3} \varphi_6(t) + \\
 & + \int_0^t \frac{1}{(t-\eta)} f'' \left(\frac{L_3}{(t-\eta)^{1/3}} \right) \varphi_3(\eta) d\eta d\eta - \\
 & - \int_0^t \frac{1}{(t-\eta)} \varphi'' \left(\frac{L_4}{(t-\eta)^{1/3}} \right) \alpha_4(\eta) d\eta = \\
 & = [F_{4xx}(L_4, t) + F_{6xx}(0, t) - F_{3xx}(L_3, t)]
 \end{aligned} \tag{22}$$

(22*) can be derived from (22)

$$\begin{aligned}
 & -\frac{\pi}{3} \beta_3(t) - \frac{2\pi}{3} \beta_4(t) - \frac{2\pi}{3} \varphi_6(t) + \\
 & + \int_0^t K_{36} \varphi_3(\eta) d\eta + \int_0^t K_{37} \alpha_3(\eta) d\eta - \int_0^t K_{38} \varphi_4(\eta) d\eta - \int_0^t K_{39} \alpha_4(\eta) d\eta = \\
 & = [F_{4xx}(L_4, t) + F_{6xx}(0, t) - F_{3xx}(L_3, t)]
 \end{aligned} \tag{22*}$$

where the kernels of integral operators defined as:

$$\begin{aligned}
K_1 &= \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(\frac{L_1}{(\tau-\eta)^{1/3}} \right) d\tau, \quad K_2 = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(-\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau \\
K_3 &= \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(\frac{L_1}{(\tau-\eta)^{1/3}} \right) d\tau, \quad K_4 = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(-\frac{L_3}{(\tau-\eta)^{1/3}} \right) d\tau \\
K_5 &= \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(\frac{L_1}{(\tau-\eta)^{1/3}} \right) d\tau, \\
K_6 &= \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(-\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau \\
K_7 &= \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(\frac{L_1}{(\tau-\eta)^{1/3}} \right) d\tau, \quad K_8 = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(-\frac{L_3}{(\tau-\eta)^{1/3}} \right) d\tau, \\
K_9 &= \int_0^x U(y+L_2; t-\eta) dy, \quad K_{10} = \int_0^x U(y+L_3; t-\eta) dy, \quad K_{11} = \int_0^x U(y-L_1; t-\eta) dy \\
K_{12} &= \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(-\frac{L_1}{(\tau-\eta)^{1/3}} \right) d\tau, \\
K_{13} &= \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau, \\
K_{14} &= \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} \varphi' \left(\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau, \\
K_{15} &= \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(-\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau, \\
K_{16} &= \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau, \quad K_{17} = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} \varphi' \left(\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau, \\
K_{18} &= \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau, \quad K_{19} = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} \varphi'' \left(\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau
\end{aligned}$$

$$\begin{aligned}
& , \quad K_{20} = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(-\frac{L_4}{(\tau-\eta)^{1/3}} \right) d\tau , \\
& K_{21} = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} \varphi' \left(\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau , \quad K_{22} = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(\frac{L_2}{(\tau-\eta)^{1/3}} \right) d\tau \\
& , \quad K_{23} = \int_0^x U(y-L_2; t-\eta) dy \\
& K_{24} = \int_0^x V(y-L_2; t-\eta) dy , \quad K_{25} = \int_0^x U(y-L_4; t-\eta) dy , \\
& K_{26} = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(\frac{L_3}{(\tau-\eta)^{1/3}} \right) d\tau , \quad K_{27} = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} \varphi' \left(\frac{L_3}{(\tau-\eta)^{1/3}} \right) d\tau , \\
& K_{28} = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(\frac{L_4}{(\tau-\eta)^{1/3}} \right) d\tau , \quad K_{29} = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} \varphi' \left(\frac{L_4}{(\tau-\eta)^{1/3}} \right) d\tau , \\
& K_{30} = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} f' \left(\frac{L_3}{(\tau-\eta)^{1/3}} \right) d\tau , \quad K_{31} = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} \varphi' \left(\frac{L_3}{(\tau-\eta)^{1/3}} \right) d\tau \\
& K_{32} = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(\frac{L_3}{(\tau-\eta)^{1/3}} \right) d\tau , \quad K_{33} = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} \varphi'' \left(\frac{L_3}{(\tau-\eta)^{1/3}} \right) d\tau \\
& K_{34} = \int_{\eta}^t \frac{1}{(t-\tau)^{1/3}(\tau-\eta)^{2/3}} f'' \left(\frac{L_4}{(\tau-\eta)^{1/3}} \right) d\tau , \quad K_{35} = \int_{\eta}^t \frac{1}{(t-\tau)^{2/3}(\tau-\eta)^{1/3}} \varphi'' \left(\frac{L_4}{(\tau-\eta)^{1/3}} \right) d\tau \\
& K_{36} = \int_0^x U(y-L_3; t-\eta) dy , \quad K_{37} = \int_0^x V(y-L_3; t-\eta) dy , \\
& K_{38} = \int_0^x U(y-L_4; t-\eta) dy , \quad K_{39} = \int_0^x V(y-L_4; t-\eta) dy ,
\end{aligned}$$

We obtained the system of integral equations (8) – (22) with respect to unknowns

$$\Phi(t) = (\varphi_k(t), \psi_n(t), \alpha_i(t), \beta_i(t))^T. \quad k = \overline{1, 7}; n = 1, 2; i = 2, 3, 4$$

$$\text{matrix } A = \begin{pmatrix} A_1 & 0 & 0 \\ 0 & A_2 & 0 \\ 0 & 0 & A_3 \end{pmatrix}$$

$$\text{I-Bondmatrix : } A_1 = \begin{pmatrix} f(0) & -f(0) & 0 & -\varphi(0) & 0 & 0 \\ f(0) & 0 & -f(0) & 0 & -\varphi(0) & 0 \\ f'(0) & -\frac{1}{b_2}f'(0) & 0 & -\frac{1}{b_2}\varphi'(0) & 0 & 0 \\ f'(0) & 0 & -\frac{1}{b_3}f'(0) & 0 & -\frac{1}{b_2}\varphi'(0) & 0 \\ -\frac{\pi}{3} & -\frac{2\pi}{3} & -\frac{2\pi}{3} & 0 & 0 & 0 \\ 0 & 0 & 0 & 0 & 0 & f(0) \end{pmatrix}$$

$$\det A_1 \neq 0$$

$$\text{II-Bondmatrix : } A_2 = \begin{pmatrix} f(0) & 0 & -\varphi(0) & f(0) & 0 \\ 0 & -f(0) & 0 & f(0) & -\varphi(0) \\ -\frac{1}{b_4}f'(0) & 0 & -\frac{1}{b_4}\varphi'(0) & f'(0) & 0 \\ 0 & -\frac{1}{b_5}f'(0) & 0 & f'(0) & -\frac{1}{b_5}\varphi'(0) \\ -\frac{2\pi}{3} & -\frac{2\pi}{3} & 0 & -\frac{\pi}{3} & 0 \end{pmatrix}$$

$$\det A_2 \neq 0$$

$$\text{III-Bondmatrix: } A_3 = \begin{pmatrix} 0 & f(0) & -f(0) & 0 \\ -f(0) & f(0) & 0 & -\varphi(0) \\ -\frac{1}{b_6}f'(0) & f'(0) & -\frac{1}{b_4}f'(0) & -\frac{1}{b_6}\varphi'(0) \\ -\frac{2\pi}{3} & -\frac{\pi}{3} & -\frac{2\pi}{3} & 0 \end{pmatrix}$$

$$\det A_3 \neq 0$$

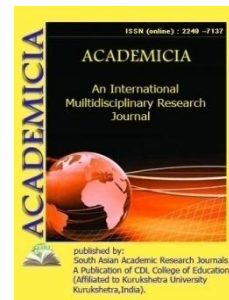
$$\det A \neq 0$$

According to the asymptotes of Airy functions the kernels of the integral operators are integrals (see [14, 15]). Hence, it follows from the uniqueness theorem and Fredholm alternatives that the system of equations has a unique solution. Thus the solvability of the problem is proved.

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DOI: **10.5958/2249-7137.2021.00860.0**

OPPORTUNITIES TO USE PROJECT-BASED TEACHING TECHNOLOGY IN THE DEVELOPMENT OF STUDENTS' RESEARCH COMPETENCE

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ABSTRACT

The article highlights the essence of student's research competence, the features of project-based learning in its development, as well as the possibility of using project-based learning technology in the process of theoretical training and qualification practice.

KEYWORDS: *Scientific Research Competence, Project Training Technology, Theoretical Training, Qualification Practice.*

INTRODUCTION

In the current context of globalization, one of the main tasks of higher education institutions is to train cadres which possess up-to-date knowledge and are independent-minded, scientifically and pedagogically competitive, as a solution for this, increasing the effectiveness of research work in higher education, the targeted orientation of students to conduct research remains an urgent pedagogical issue.

In this regard, a number of decrees and resolutions have been signed by President Sh.M.Mirziyoyev. In particular, the Decree PF No.5847 on October 8, 2019 on the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" pays special attention to increasing the efficiency of research in higher education, attracting young people to scientific activities, the formation of innovative science infrastructure [1, 3].

Scientific research is the process of developing new knowledge, one of the types of cognitive activities. It is characterized by objectivity, reliability, accuracy. Scientific research, when repeated under all conditions, must always give the same result, proving the point in question. Scientific research consists of two interrelated parts - experiment and theory. The main components of scientific research: definition of the topic, pre-analysis of existing information, conditions and methods in the field of research, scientific hypotheses, experiments, analysis and generalization of results, verification of hypotheses based on evidence, expression of new facts and laws, scientific prediction. It is common to divide scientific research into fundamental and applied, quantitative and qualitative, unique and complex research. The methods and practices of scientific research are widely used not only in science itself, but also in solving many economic and social problems [2, 121].

Scientific research consists of a set of goal-oriented creative actions of human mental activity. The purpose of this activity is to study and discover new scientific knowledge about an event or process, to improve it and to apply it in social life [3, 22].

Scientific research activities provide practical assistance to self-awareness, self-evaluation, that is, if a person wants to be a real scientist, he must manage his passions and aspirations, make rational, effective and optimal decisions, engage in heuristic activities that serve goodness. The result of such activity is manifestation as discovery, creativity. This situation opens up new possibilities in the analysis, understanding and evaluation of scientific and creative activity. In this context, a more in-depth study of the approaches to the research process will help to find its specific features [4, 4].

Students' research activities are one of their individual forms of work. This is the most important part of the training process for future professionals. Individuality ensures the activation of the intellectual activity of the student, the independent acquisition of knowledge, the development of creative abilities, the formation of professional skills, the formation of professional skills of the future specialist [5, 194].

Through the content of education, students should be equipped with knowledge, skills and competencies about the essence of research, algorithms, methods and tools of the research process. In shaping the competence of students to conduct research, we first tried to study the pedagogical potential of the educational content (qualification requirements, curriculum, science programs). It should be noted that the classification of professional competencies specified in the qualification requirements does not include research activities, only the subject of "General Pedagogy" taught at the undergraduate level is limited to one topic of research in the standard subject program.

Organizing the learning process through active and interactive learning, being able to see and solve problems, work on educational projects, perform tasks of a heuristic and creative nature is an important condition for the formation of research competence in students. Independent forms of education in most disciplines do not reflect the research nature, which leads to difficulties in the implementation of course work and graduate project work.

As part of our research, a survey was conducted among students of 1-4 courses of Fergana State University in the areas of "Pedagogy and Psychology" and "Primary education and sports education" to determine their readiness for research work (112), in which the following questions were asked:

1. What research did you do at school? What results did you achieve? Give examples?
2. Do you want or are you doing research in scientific circles at the university?
3. Describe “research activities”.
4. Describe “Project Activities”.
5. What is the difference between research and project activities?
6. What topics of research and project work do you think are the most relevant and interesting today?
7. Please finish the sentence: "If research and project work with students will be successful."
8. Do you want to do project and research work (or study for a doctorate) after graduating from university?
9. How many points would you rate your readiness to conduct personal research from 1 to 5 points?
10. How many points would you rate your competence to conduct personal research from 1 to 5 points?

Only 37% of students surveyed answered “yes” to the first question of the survey, and only 19% published articles in newspapers before entering university. Only 30% of students want to study science (or do research in academic circles), 20% answered “no” and 50% found it difficult to answer. Only 30% of students (when asked for definitions of “Research Activity” and “Project Activity”) were able to give an acceptable definition of the concepts of research and project activity (no one gave a clear definition). This is definitely a very low figure.

The results show that the competence of students of higher education institutions to conduct research is not sufficiently formed. One of the main reasons for this is that students do not have enough understanding and skills about scientific research. This creates a need to improve the system of formation of competence in conducting research among students of higher education institutions.

As a result of many studies, we have been convinced that project-based learning technology is one of the technologies to effectively develop students' research competence.

Project education opportunities for students in the development of the main components of research competence (value-based approach, project-creative, subjective-transformational, control-correctional) are wide, integrating professional, research and educational activities of future professionals, developing a project attitude to their personal lives teaches. This method involves the use of a set of methods such as research, heuristic, problem-solving, group work, as well as the integration of reflexive, productive, exploratory, creative and other modern methods. Project training is effective in the following cases:

- in systematic, one-time or long-term observations of certain psychological and pedagogical processes and events that require the collection of initial data to solve the problem;
- research or comparative study of a particular pedagogical phenomenon, process, fact, in making pedagogical decisions or making recommendations;

- in a comparative study of the effectiveness of solving the same or different problems to determine the most effective solution;
- in the joint development of an idea (practical or creative);
- when presenting a future project or its results.

As a result of our research, a model of continuous, step-by-step formation of research competence in higher education has been developed. Based on three levels of personality activity, developed by AM Novikov, we have divided the formation of research competence into three stages (situational activity, situational activity, creative activity). In addition, we envisage that project technology will implement projects at three levels:

- ✓ small (mini) projects (e.g. solving traditional learning problems) are suitable for first-level situational activity;
- ✓ large, medium-sized secondary projects (midi projects) corresponding to a strong situation, personal activity (for example: preparation of abstracts, reporting, game situation design, etc.);
- ✓ Large tertiary educational projects (maxi projects), relevant creative activity of the individual (for example, course and diploma work)[6,17].

Our analysis showed that there are specific features of the implementation of project-based learning technology, which depend on the type of training (theoretical, practical). In the process of theoretical education, through project activities, students perform small projects, ie learning tasks and tasks in the form of traditional education.

The research shows that in the process of passing theoretical lessons from course to course, it is necessary to develop students' independent work in project activities, strengthen interdisciplinary interdependence, strengthen ties with real life and professional practice.

The role of project education in the pedagogical practice of students is invaluable. The research showed that the main task of passive practice is to study in depth the research activities and experiences of school teachers, to implement projects such as "Methods and programs for studying the research activities of school teachers" by students. At the pre-internship conference it is expedient to make the study of methods and methodology of innovative pedagogical experience as a didactic requirement in the formation of research competence in students. For this purpose, we proposed to include in the composition of elective courses the course "Methods and methodology of scientific pedagogical research.

During the period of active pedagogical practice of research work, the main issue is large-scale projects of medium level (m: designing and conducting a problem lesson, preparation and organization of scientific-practical conferences among students, etc.) preparation and implementation of high-level (course work, preparation and defense of graduate work).

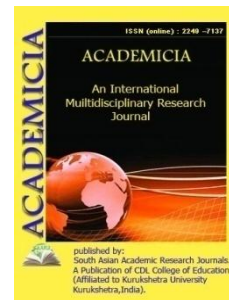
In-depth study of the course "Methods and methodology of scientific pedagogical research" before the internship leads to an increase in research competence of students during the internship.

The considerations given above show that the use of project-based teaching technology in higher education influences the effective development of students' research competence. At the same time, the development of an organizational and pedagogical mechanism for the integration of

teaching technologies as a condition for optimizing the competence of research leads to an increase in the quality of professional training of graduates.

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DOI: **10.5958/2249-7137.2021.00861.2**

PROBLEMS OF HARMONIZING THE OPERATIONAL CHARACTERISTICS OF LOCAL RESIDENTIAL BUILDINGS

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ABSTRACT

The article shows that insufficient attention is paid to the issues of heat storage and earthquake resistance in the individual, individual construction of buildings, the heat-retaining materials used in these buildings have a porous structure, and therefore the relative strength is much lower than dense structures. In the construction of these buildings, it is recommended to build the main load-bearing structures from high-strength materials, such as steel, reinforced concrete, wood and composite materials, and to restore the retaining walls and roof structures from porous materials.

KEYWORDS: *Steel. Reinforced Concrete. Current Development Of Housing Construction. Currently Heating Buildings And Structures*

INTRODUCTION

One of the main problems in the current development of housing construction is to reduce the consumption of fuel and energy resources, in this regard, saving energy used not only in the production of building materials, but also in the operation of buildings and structures to heat them.

Currently, about 35% of the total energy resources are used to heat buildings and structures. Compared to European countries, CIS countries consume 2-3 times more energy per single dwelling area. Similarly, in Russia, the heat consumption in multi-storey residential buildings is 350-550 KWh / (m²yl), while in cottage-type detached houses this figure is 600-800. In Germany, for example, an average of 250 kWh / m² per year in courtyard-type buildings, -135

kWh / m² per year in Sweden, 90-120 kWh / m² per year in the highest quality foreign residential buildings / 2/.

It was found that the specific heat loss of the conditionally obtained accommodation is as follows: through the wall - 36%, through the window - 24%, from the window openings with infiltrated air space between them - 37%. On other values: through the wall - 45%, windows and doors - 33%, between the roof and partitions - 22%. In order to reduce heat loss according to these values, first of all, it is necessary to equip the walls and partitions of houses with heat-insulating layers.

Great importance is attached to increasing the thermal resistance of barrier structures around the world and in the CIS countries. For example, the decision of the State Construction Committee of Russia of March 25, 1994 prohibits the use of single-layer panels made of material with a density of more than 900 kg / m³ in the construction of prefabricated reinforced concrete residential and public buildings in order to save fuel and energy resources. It is recommended to replace the panels. From September 1, 1995, paragraph 3 of SNiP II-3-79 "Building heat engineering" construction norms and rules was amended, which provides for a gradual increase in the thermal and technical characteristics of barrier structures.

In the first stage, by increasing the coefficient of resistance of walls to heat transfer from 1.16 m² S / W to 2.2 m² S / W, the heat consumption in modern buildings is reduced by 17%. The requirements of this stage are met by thermo coupled three-layer expanded clay-concrete panels made of expanded polystyrene concrete slabs.

For three-layer panels it is effective to use concrete with a heat-retaining medium layer density of 300-500 kg / m³, compressive strength of 0.5..2.5 MPa, and their thermal conductivity is 2.5 compared to the single-layer lightweight concrete used. It is required to be 4 times lower. In these cases, the traditional fillers (perlite, expanded clay and its types), amorphous (porous) layered structural fillers (penosteklogranulyant, azerite, barotelite, diolite and steclosite) can be used, the thermal conductivity of which is obtained from crystalline structures, wood and agricultural wastes. The concentration is 25-30% lower than that of foamed polymer granules.

The thermal storage properties of three-layer panels in the middle layer of concrete can be increased by 20-30% by using active additives such as low-energy clinker-free or low-clinker binders obtained on the basis of industrial waste or mountain-volcanic effluents (tuff, pumice, volcanic slag, etc.) instead of portland cement.

Factors arising from the application of three-layer barrier structures to increase their resistance to thermal conductivity by 2-2.5 times, reduce material consumption, in terms of operational requirements, even if the thickness of the walls and roof (2-3 times) is reduced due to the thermal resistance of the thermal insulation layer. That is, a given climate is achieved by stabilizing the heat-humidity regime in the rooms, which is crucial.

The technical advantage of using three-layer structures in construction is characterized by the ability to reduce the weight of barrier structures (4-5 times on average), expand the range of supporting structures and facilitate free planning in residential, public and industrial buildings, increase earthquake resistance due to reduced inertial mass.

The use of three-layer construction will increase the quality of construction - improve the thermal insulation properties of buildings; increase the soundproofing properties of structures;

serves to give a modern look to buildings and structures on the basis of the requirements for decorative and artistic quality.

For the wide application of three-layer barrier construction, the technology of processing and preparation of cold-waterproof layer composition in the middle layer is also necessary to expand the production of ultra-light filler. It is necessary to conduct a comprehensive study of the physical and mechanical properties of such concretes, the formation of cracks in the outer layer of structural concrete and three-layer structure under different forces, to develop a method for calculating hardness and strength.

However, the above considerations remain relevant, mainly for buildings being built in public partnership. Insufficient attention is paid to the issues of heat conservation and earthquake resistance in the personal, individual thinking of citizens. Solving the problem in a complex is a difficult task. Most heat-retaining materials have a porous structure, so their relative strength indexes are much lower than those of dense structures.

CONCLUSION

Based on the above, we recommend that the main load-bearing structures in the construction of local residential buildings be constructed of high-strength materials, such as steel, reinforced concrete, wood and composite materials, and the retaining walls and roof structures from multilayer structures made of porous materials. In this way, while maintaining the cost of the building, we will ensure the compatibility of its performance, such as durability, spatial viability, earthquake resistance and heat retention.

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DOI: **10.5958/2249-7137.2021.00862.4**

PSYCHODIAGNOSTICS OF CHILDREN WITH ATTENTION DEFICIENCY SYNDROME AND HYPERACTIVITY

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ABSTRACT

The article analyzes the issue of psychodiagnostics and selection of diagnostic methods for attention deficit and hyperactivity syndrome in children, as well as the results of research in this area. The high results on the attention deficit scale indicate a low level of attention compared to the control group of the main group of subjects. Therefore, DESG means that children have problems with compliance with social norms of behavior, reading, mastering the learning material. Such symptoms, i.e., emotional instability and psychomotor restlessness, are also observed in children with neurosis. According to IP Brezgunov and EV Kasatkina, dyslexia, dysgraphia and dyscalculia are secondary symptoms in DESG.

KEYWORDS: *Psychodiagnostics, Hyperactivity, Emotional-Volitional Sphere, Cognitive Processes, Fine Motor Skills, Behavior.*

INTRODUCTION

The problem of attention deficit syndrome and hyperactivity is not only in the urgency of child health, but it is a psychological problem of the civilized world. Evidence of this can be seen in the following: first, children with this syndrome are poorly integrated into the school curriculum; secondly, they do not obey generally accepted rules and often fall into the path of crime. 80% of the criminal group consists of people with DESG, thirdly, they have three times more accidents, they have 7 times more car accidents; fourth, these children are 5 to 6 times more likely to be drugged or alcoholic than normal children; fifth, 5% to 30% of children with this syndrome. The ability of a person to enter into interpersonal relationships, to find his place in society and to develop his emotional and volitional management skills in a normal way is important for the successful implementation of the process of personality formation.

The main function of emotion in a person is to ensure that these people can understand each other unconditionally, engage in joint activities and communication. In order to carry out this process more successfully, a person must be able to control his emotional state, his emotions with the power of his will. Poor development of emotional and volitional management skills in children causes serious problems in the education system, interpersonal relationships in groups and families, the organization and management of educational activities.

Fighting, aggression, stubbornness, anger, impatience, high levels of rudeness, and inability to consciously control behavior in students in this group often lead to conflicts between peers and family members. Therefore, they are more reprimanded and punished than others. As a result, they lose self-confidence, self-esteem, and a sense of accomplishment. Misunderstanding and punishment of such children by teachers and parents leads to school maladaptation, the formation of delinquent behavior. Delinquent - an offender who does not fulfill his obligations. Therefore, it is important to be able to diagnose and eliminate this syndrome in a timely manner.

There can be a number of difficulties in diagnosing a child with Attention Deficit Hyperactivity Disorder (DESG). In his research, NN Zavadenko emphasizes that DESG should not be confused with autism, schizophrenia, manic-depressive syndrome and mild olegophrenia. Such symptoms, i.e., emotional instability and psychomotor restlessness, are also observed in children with neurosis. According to IP Brezgunov and EV Kasatkina, dyslexia, dysgraphia and dyscalculia are secondary symptoms in DESG. Thus, the psychological study of children who are presumed to have DESG should cover several areas: the level of attention and memory development; the specificity of the child's emotional sphere; to study the child's perception of the family environment; Specificity of a child's behavior at home and at school (kindergarten) One of the most effective methods in diagnosing DESG is standardized observation, to which criteria have been developed by American psychiatrists.

Such major behavioral disorders are accompanied by other serious disorders, including low mastery and difficulties in communicating with others in the first place. Low mastery is typical for hyperactive children. This is explained by the specificity of their behavior, their behavior does not meet the age norm and seriously hinders the child's full participation in learning activities. The methodology used in our research is the "scale that determines the emotional state of the child."

This questionnaire was developed by Russian psychologists A.P.Golovey and E.F.Ribalko and is used to determine the degree of manifestation of emotional states in a child, to what extent they are expressed. According to the results of the J. Swanson survey used in our research work, high scores were obtained on the four scales in the main group. In the control group, the opposite was observed. Scale I - attention deficit was 22.6 in the main group, this indicator was 4.7 in the control group, Scale II - 22.4 in the main group on impulsivity / hyperactivity, 3.6 in the control group, Scale III - group abnormalities averaged 32.3 in the main group and 5.4 in the control group, while the IV scale - attention without hyperactivity was found to be 27.2 in the main group of subjects and 4.06 in the control group.

The high results on the attention deficit scale indicate a low level of attention compared to the control group of the main group of subjects. Therefore, DESG means that children have problems with compliance with social norms of behavior, reading, mastering the learning material. Also on this scale it is possible to assess the completion and direction of the child's

mental activity, thinking about the institutions, the process of development of the individual in specific conditions. Statistical processing of the results showed high levels of attention deficit in children with DESG.

This condition leads to neglect, easy involuntary distraction, superficial assimilation of new material, and reflex activity is noted in people with sluggishness. A correlation was also found between anxiety, impatience, agitation, and high levels of aggression. This communication showed a high level of anxiety in children with attention deficit disorder. In addition to anxiety, there is impatience and irritability. High levels of agitation and impatience often lead to conflict situations where children with DESG cannot get out independently.

The fact that such children are not accepted by their peers is reflected in insults and intimidation. According to our observations, in children with this syndrome, the tone of voice changes, they use elements of verbal and nonverbal aggression, beating. The predominance of play motives over reading motives, inadequate conditions for teaching problem children, lead to behavioral disorders, anxiety, and school maladaptation.

The indicators on the scales of the survey "Assessment of the emotional state of the child" were as follows. The highest scores on the survey scales, i.e., "sensitivity" 0.37, "impatience" 0.34, "stubbornness", "masculinity-impulsivity" 0.32, were higher than J. The relevance of the Swanson questionnaire to the 'group disorder' scale indicator does not contradict the data in the literature and confirms the validity of the results obtained in the J. Swanson questionnaire, the DESG showed emotional psychological instability in children.

Low scores on the sympathy scale indicate emotional alienation (coldness), mild, superficial character, and inability to express one's feelings, which is typical of children with DESG. These figures averaged 0.5 in the main group and 2.6 in the control group. On the "jealousy" scale, the average was 2.9 in the main group and 0.9 in the control group. This means that DESG in children is egocentrism, anxiety, insecurity.

Also, high scores on the scale of group disorders "anger" 3.5, "aggression" 3.6, "anger" 3.8 indicate emotional disorders in such children. The main group's score on the "cheerfulness" scale is 0.96, and in the control group - 2.9, which indicates that their mood is unstable, they do not understand the jokes of their peers and others, and always respond to them rudely.

Such high scores on the scales "Susceptibility" 3.4, "masculinity" 3.23 "group disorders" - 0.36 mean that they are easily offended by even the smallest things, as men they always think of their own interests, try to be the center of attention. as a result, they find it difficult to enter into interpersonal relationships in the group and become isolated.

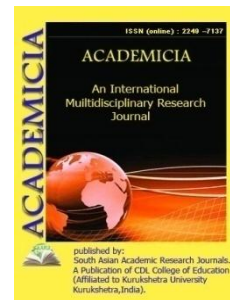
On the scale of "gentleness" in the main group was recorded 0.43, in the control group - 2.1 result observed. This is manifested in the lack of communication skills in children with this syndrome, ignorance or inability to use verbal and nonverbal means of communication, frequent use of harsh words, insults, constant shouting when communicating with others.

In particular, on the scales of "fear" and "suspicion" were recorded 3.06 and 3.33, respectively, while in the control group these indicators were 1.1 and 1.06. These results indicate that DESG children are afraid of their own situation and the consequences of misbehavior, of seeing others as enemies, of constant anxiety.

In conclusion, the methodologies selected for the study of individual characteristics of children DESG cover the entire measuring spectrum of children's characteristics: conditions of development and development, level and quality of attention, behavioral specificity and personality traits, development of cognitive processes, capillaries the degree of development of motor skills. If mutual understanding, patience, and a warm attitude toward such children are maintained, all behavioral and cognitive impairments will disappear after DESG psychocorrection. Otherwise, character flaws will persist and can lead to more serious consequences.

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DOI: **10.5958/2249-7137.2021.00863.6**

PROSPECTS OF APPLICATION OF ELECTROTECHNOLOGICAL METHODS IN SILKWORM GROWING

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ABSTRACT

This article shows the possibilities of increasing the resistance of the silkworm to various diseases, the amount of silkworm production using an air aeration device when growing the silkworm. High humidity and strong gas heat in the wormhole have a negative impact on the life of the worms. It causes additional diseases. Therefore, depending on the outside air temperature every two hours, it is necessary to open the doors and windows and ventilate for 15-30 minutes.

KEYWORDS: *Ionic; Aerotonizer; Silkworm; Electric Field; Electron; Corona Discharge; Air Ion.*

INTRODUCTION

In order to further develop the silk industry of the country, the Resolution of the President of the Republic of Uzbekistan ShavkatMirziyoyev dated March 29, 2017 No 2856 "On measures to organize the Uzbek cotton industry" sets out the main measures to reform the silk industry. In this historic resolution, special attention is paid to the provision of breeds and hybrids suitable for the climatic conditions of the country, as well as increasing the volume and quality of cocoon raw materials grown [1].

Silkworm rearing and silkworm rearing in Uzbekistan is one of the leading sectors of agriculture and industrial production in the country.

Now, in the conditions of transition to a market economy, the capacity and forms of privatization of agricultural and industrial enterprises of the silk and silk industry of Uzbekistan have changed. It is known that Uzbekistan ranks 4-5 in the world in the production of silkworm cocoons and raw silk [2].

Improving the efficiency of production in the agricultural sector, the development of its material and technical base has become one of the main factors of scientific and technological progress. It is difficult to imagine the technical aspects of the management of the agricultural system today, without electricity, which is the most convenient, yet unique type of energy, and in turn without the improvement of production processes.

Fresh air and light regime play an important role in the growth and development of silkworms. In the process of respiration, worms release a lot of "carbon dioxide" gas and moisture. Especially at the age of IV-V, worms breathe strongly. High humidity and strong gas heat in the wormhole have a negative impact on the life of the worms. It causes additional diseases. Therefore, depending on the outside air temperature every two hours, it is necessary to open the doors and windows and ventilate for 15-30 minutes. If the air is cool, the ventilation time can be reduced to 10-15 minutes, which naturally leads to excessive energy wastage and constant labor to reheat the room [3]. In this regard, in order to eliminate these inconveniences and increase the efficiency of silkworm breeding, the article considers the application of electro technological methods in the process of feeding silkworms.

It is known that today foreign and domestic scientists believe that light negative ions in the atmosphere have a positive effect on humans and livestock in certain doses, light and heavy ions with a positive signal do not have such an effect. gas exchange in the lungs and enzyme activity have been found to increase protective function.

In fact, how is air aeration done? The air around us contains neutral atoms, molecules and ions of its constituent gases. Ions or aeroions are formed when neutral atoms and molecules of gases in the air donate their electrons or add foreign electrons. As a result of this process, negative or positive charge ions are formed in the air [4].

Negative aeroions have been shown to stimulate biological processes and have a beneficial effect on living organisms. Natural ionization of air occurs under the influence of radioactive substances in the soil and air, as well as cosmic rays. There are 700... 1000 air per 1 cm³ outside and less than 100 aeroions in the rooms.

In rooms where living organisms live, such as livestock farms, the small amount of negative aeroions is explained by the high humidity and dustiness of the air, which causes gas ions to combine with very fine liquid or solid particles to form heavy ions. There are also heavy ions in the air that respiratory organisms emit, with more positively charged ones in them. This adversely affects the physiological state of the organism. Therefore, it is necessary to maintain a certain concentration of negative aeroions at all times by artificially ionizing neutral particles of air in the rooms [4,5].

Needle electrodes or small-diameter wire are used as crowns in the discharge gaps used to aerate the air in silkworm rearing rooms, which are given a negative potential of 10... 80 kV from a

high-voltage source. The second electrode is the barrier of the chambers, mainly the floor with a galvanic contact through the ground with the positive pole of the source [6].

Equipment used for aeroionization should fill the air of silkworm rooms with the required amount of light negative ions and not adversely affect them and the service personnel. Electrical aerators using a crown discharge meet these requirements.

Corona discharge is one of the characteristic discharge forms for strong non-homogeneous electric fields. To form such a discharge, at least one of the electrodes of the discharge gap must have a radius of curvature not large. When a certain voltage is applied to the discharge gap, the voltage near the electrode with a small radius of curvature reaches 15 kV/cm and above. Intensive shock ionization of gas atoms around it begins, forming positively and negatively charged ions moving towards the corresponding polar electrodes. With the ionization of air, there is a process of recombination of positive ions and electrons, which combine to release large amounts of photons when the atoms return to a neutral state, resulting in the formation of a specific oil. This was called the radiating area corona layer, or inner zone, or crown sheath, around the electrode with a small radius of curvature, and the electrode was not corona. In the remaining part of the air gap, called the outer zone of the crown, no conductive channel is formed and the inter-electrode space does not completely lose its insulating properties. The voltage between the electrodes must be increased again for the gap to be completely perforated.

Negative ions and electrons formed in the corona layer move through the electric field lines of force, creating a stream of charged particles in the outer zone of the corona discharge. In this case, the free electrons are added to the neutral molecules of the gas, forming new negative aeroions, primarily to oxygen, and, they, too, move towards the grounded positive electrode.

The needle discharge device consists of a metal mesh with a square or triangular grid, the nodes of which have steel needles with a length of 20... 40 mm and a tip with a radius of curvature of 0.1... 0.3 mm. The wire mesh is pulled from the metal tube to the prepared frame. The frame is hung on the ceiling surface on one or more high-voltage insulators like a chandelier. The tips of the needles point towards the area.

Needle discharge equipment ensures even distribution of aeroions in small rooms. They are used for local ionization of air in rooms or in the area where living organisms live.

Wire coated electrodes ensure a sufficiently even distribution of ions in large volume rooms. In this case, the crown electrodes are mounted using high-voltage insulators attached to the ceiling or walls of the room.

The maximum concentration of negative aeroions on the surface perpendicular to the electrode axis is formed under the wire and decreases as it moves away from its axis. Under the conditions of mechanical strength, the wire diameter is assumed to be the minimum allowable (up to 0.1 mm).

The voltage at which an electric field is generated by a crown discharge is called critical. It is found in the empirical expression of Pickney:

$$E_0 = 30,3p(1 + \frac{0,298}{\sqrt{\rho R r_0}})10^5,$$

here: E_0 -critical intensity of the crown discharge, B/m; ρ -relative density of air, кг/м^3 , (density of air under normal conditions $\rho_0=1,29 \text{ кг/м}^3$ -in relation to); r_0 -radius of the crown electrode, m.

The initial discharge voltage of the crown discharge for wire surface type electrodes:

$$U_0 = E_0 r_0 \ln \frac{2h}{r_0},$$

h -the distance from the crown electrode to the surface, m.

When the source voltage is multiplied by a value above the critical value, the current, A/m, which corresponds to the unit length of the corona wire electrode, increases in a quadratic relationship.:

$$I = \frac{\varepsilon_0 \pi^2 k U (U - U_0)}{h^2 \ln(2h/r_0)},$$

here: ε_0 -electrical constant, $\Phi/\text{м}$ ($\varepsilon_0=8,85 \cdot 10^{-12} \Phi/\text{м}$); k -the mobility of negative aeroions, $\text{м}^2/(\text{В} \cdot \text{с})$ [$k \cdot 1,8 \cdot 10^4 \text{ м}^2/(\text{В} \cdot \text{с})$]; U - voltage between electrodes, B.

The number of aeroions, obtained from the unit of length of the coiled wire electrode:

$$n_1 = I/e = \frac{\varepsilon_0 \pi^2 k (U - U_0)}{h^2 \ln(2h/r_0) e},$$

e -aeroion charge, Cl ($e=1,6 \cdot 10^{19} \text{ Cl}$).

In rooms where silkworms are kept, including rooms where other living organisms live, coronary aeroionizers should operate in a mode that prevents the formation of ozone and its oxides, as they contribute to the formation of electric discharges at large currents. Limiting resistors with a resistance of 108 108 1010 Ohm are connected in series with the crown electrodes to stabilize the discharge current.

Electric corona air ionizers consume less electricity even in the relative size of the rooms of silkworm rearing rooms. The reason for this is that the average lifespan of aeroions is 10 s. A discharge current equal to one-tenth of a milliamperere is required to produce the desired concentration.

The required discharge current to the crown, A:

$$I = enV/\tau,$$

here: n -the desired concentration of aeroions, ион/см^3 ; V -the ionizing volume of the rooms, см^3 ; τ - The average duration of the "life" of aeroions, c.

The effect of aeroions on biological objects depends on the concentration of ions, the operating mode of the equipment during the day, the duration of the cycles and the breaks between them.

In any case, the concentration of aeroions should not exceed the cut-off value - 106 ion- см^3 . The operation of the aeroionizers is controlled by programmed equipment and is automatically maintained by changing the daily measures during a given cycle.

In addition to the beneficial physiological effects on living organisms, artificial aeration of the air reduces the number of dust and microorganisms and consequently reduces disease, increases silkworm productivity.

Observations have shown that the ionic composition of the room differs from the ionic composition of the outside air due to the fact that silkworms are kept indoors. Some of the light ions coming through the air settle on the elements of the ventilation system, while the light ions left inside the building disappear into heavy ions. As a result, silkworm disease and malnutrition are observed. Theoretical and scientific experiments are being carried out to study the effects of artificial electrical ionization on the environment of the silkworm breeding room. At the same time, the incidence of silkworm disease in ionized air is expected to decrease by 5-10%, feeding by 12%, and silkworm productivity by 3-6%. Ionized air was given in combination with aeration 3 to 6 times a day, depending on the age of the silkworms.

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DOI: **10.5958/2249-7137.2021.00864.8**

PROTECTION DEVICE OF TRANSFORMER FROM FIRE AND EXPLOSION

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ABSTRACT

The article examines the device for protection against short circuits, fires and explosions caused by overcrowding of high-power transformer substations used in power transmission systems. The device that starts the electric motor in the event of an emergency of the transformer consists of an electrical contact device connected via a thermorelay, which is attached to the body of the transformer. Let's look at the operation of a transformer fire and explosion protection device.

KEYWORDS: *Thermal Relay; Thermo-Sensor; Cooling Radiator; Radiator Freonrunning Pipes; Freon Storage Volume (Barrel); Dielectric Oil Storage Barrel.*

INTRODUCTION

In recent years, our country has undergone radical changes aimed at developing the economy and improving the living standards of the population. At present, it is impossible to imagine all sectors of the economy and our life without electricity. Such rapid growth rates in all sectors of society and the economy is leading to an increase in the demand for electricity in the first place.

Particular attention is paid to the development of energy in the country, the stable supply of electricity to consumers. It is known that in power distribution networks, high-voltage energy

(550 kW; 110 kW; 10 kW; 6 kW) is converted to a voltage of 0.4 kW through step-down transformer substations [1].

In these processes, many failures are observed as a result of overloading of step-down transformer substations. Depending on the failure status of the transformers, overloading can cause the transformer oil to overheat and cause a short circuit. As a result of the inability of existing automated protection devices and systems to fully and reliably protect expensive high-voltage transformers, there are interruptions in the uninterrupted power supply to consumers. In this regard, it is necessary to use methods and devices based on new technologies that protect high-voltage transformers from short circuits in emergencies. It is known that one of the most pressing problems of current uninterruptible power transmission is to ensure the uninterrupted operation of the transformer, as well as its long operation at high power, by continuously controlling and preventing the overheating of the dielectric cooling oil of high-voltage transformers. Analyzing the research and engineering work carried out in this area, for example, a method and device for preventing the explosion of a transformer, developed by Indian scientists, and then preventing fire, have been proposed. The device consists of a housing filled with coolant and pressure sensors placed inside it, which activate the valves and emit inert gases inside the vacuole. The pressure rise as well as the pressure generating agent are not shown here [2,3]. A device that protects the automatic connection network from transformer explosion and high-pressure ignition is also known, which includes a gas relay, a sensitive electrical relay, a special relay, a dielectric cooling tank, a control unit, and a generated nitrogen gas leak. Dielectric oil emits nitrogen gas during cooling of the boiler, with the release of nitrogen gas, the gas relay and the sensitive electric relay are activated and send a signal to the control unit [4,5,6]. The method and tool used in this device cannot fully meet the current need. Also, this device does not have a system for automatic disconnection and reconnection of the transformer in the event of a short circuit in the high and low voltage lines. The protection of these proposed devices does not meet current requirements. As the demand for power supply increases, the protection devices of transformer devices have not changed significantly. Given the shortcomings of the above devices, it is necessary to introduce means to ensure continuous, high power and long-term operation of the transformer by continuously monitoring the temperature of the dielectric coolant and preventing overheating to increase the efficiency and uninterrupted operation of transformer devices. To achieve this task, we present the block diagram of the device that protects and ensures the uninterrupted operation of the following transformer devices, as well as the device that protects the transformer from fire and explosion (Figure 1). The proposed transformer fire and explosion protection device includes a radiator, thermo relays and sensors made of coolant-filled tubes housed inside its housing, as well as a pump for circulating the coolant in the radiator and a ventilator for additional cooling of the radiator from the outside of the transformer housing.

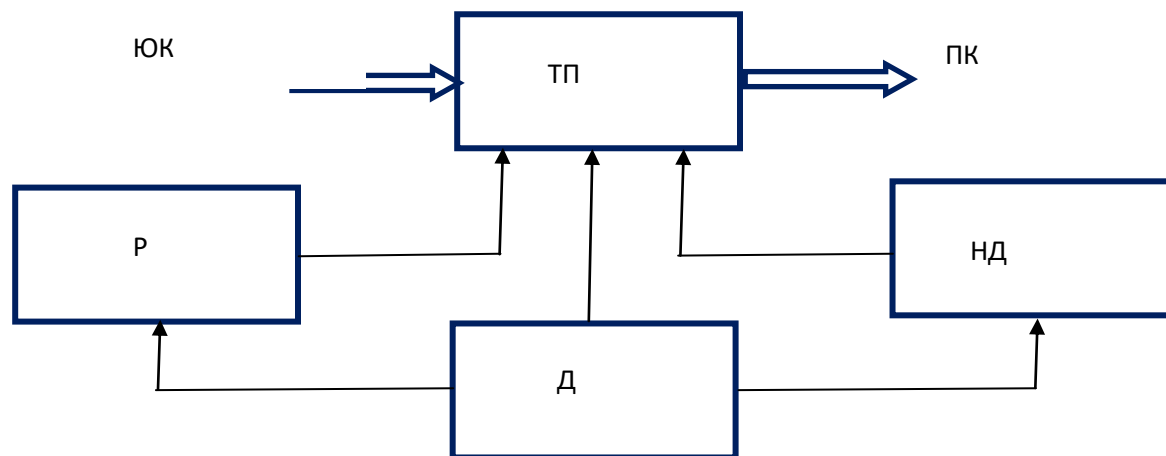


Figure 1. Block diagram of the transformer fire and explosion protection device.

This means that the fire and explosion protection device of the transformer consists mainly of four parts, namely, T-transformer, D-sensor, N-pump, which carries out the circulation of cooling oil; R- radiator and fan. The design of the proposed transformer fire and explosion protection device is connected to the data sensor and fastened to the housing by means of a switch. The cooling radiator is also attached to the housing by means of a tube that measures the transformer housing. The electric motor of the freon propulsion pump is attached to the Freon storage barrel through a tube. The high voltage and low voltage insulators of the transformer and the neutral wire of the transformer is connected to the ground from the housing. The device that starts the electric motor in the event of an emergency of the transformer consists of an electrical contact device connected via a thermorelay, which is attached to the body of the transformer. Let's look at the operation of a transformer fire and explosion protection device. It is known that when a transformer substation is operated at full power for a long time, the primary and secondary windings start to heat up, respectively. At the same time, the dielectric oils inside the transformer housing also begin to heat up. The heating of the dielectric oil often reaches the level of the combustion temperature, and this process can lead to an explosion. In the proposed device, a temperature control device is placed inside the transformer housing. The control device-sensor transmits the message to the thermocouple when the temperature of the oil reaches 80°C. Thermorele 1 will start 2 electric motors 12 and 15, respectively. The first electric motor 15 turns the main blade 8 and the radiator 15 starts to cool the freon. The second electric motor 12 starts the gear pump 11. The gear pump creates a large pressure and forces the freon 6 in barrel 13 to circulate inside the transformer housing and provides circulation through the freon tubes and the cooling device inside the transformer 19 starts to cool the transformer coil 20 and the dielectric oil. The sensor, immersed in transformer oil, extends the chain of the cooling system 24 through a thermorelay with dielectric oil, primary and secondary coil temperatures of 60°C. At the same time, the operation of the transformer is prolonged and will last for many years. The wiring diagram of the transformer fire and explosion protection device is shown in Figure 2 and its structural design is shown in Figure 3. This protection device was used in the transformer 63/10, which supplies electricity to the small processing company "Nur", which operates in the town of Yazyovan, Yazyovan district, Fergana region. The transformer fire and explosion protection device used a pump of model MDW-07 (or MDW-15MDW-15S with a

capacity of 1.1 kW) with a power of 0.5 kW and a speed of 2760 rpm, as well as a device RJ-6511 as a cooling system. This device has a motor that rotates the blade of the radiator and the fan attached to it. By extending the service life of transformers in the power transmission system, it is possible to reduce economic costs by up to 60%, prevent interruptions in the system and ensure uninterrupted power supply to consumers.

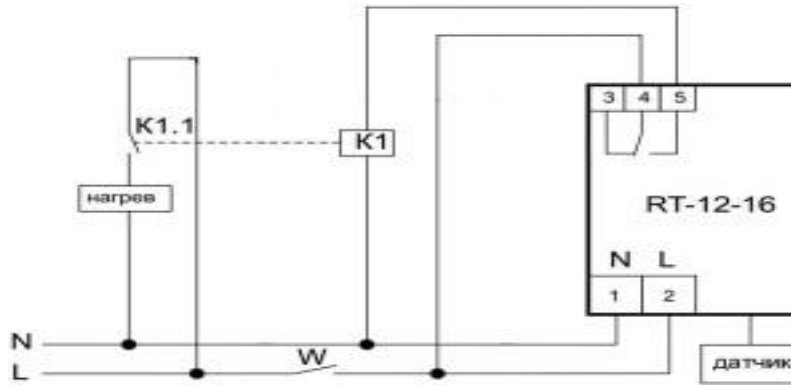


Figure 2. Electrical circuit of the transformer fire and explosion protection device.

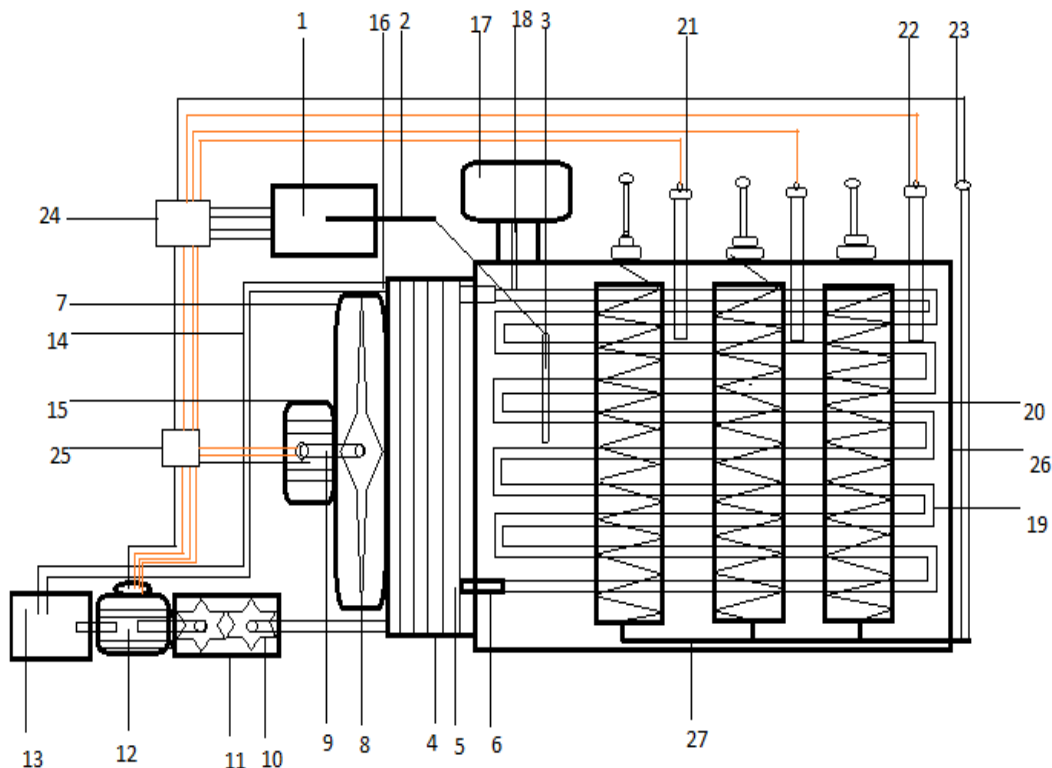


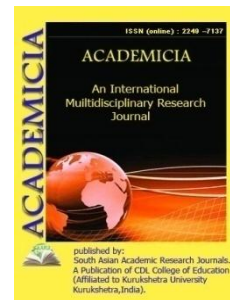
Figure 3. Structural drawing of the device for fire and explosion protection of the transformer.

Here: 1 thermorelay; 2-cable to connect the sensor to the thermorelay; 3-thermodotor; 4-cooling radiator; 5-freon running pipes to the radiator; 6-inlet pipe connecting the transformer body to the radiator; 7-fan body; 8-fan blade; 9-motor shaft ; 10-pump (rotor); 11-pump housing; 12-gear

pump electric motor; 13-freon storage volume (barrel); 14-pipe connecting the freon barrel with the radiator; 15-main engine that rotates the blade of the main fan; 16-freonibochka-carrying pipe; 17-dielectric grease barrel; 18-transformer housing oil pipe; 19-freon rotating pipe inside the transformer housing; 20-primary and secondary winding of the transformer; 21-high-voltage insulator; 22-low-voltage insulator; 23-grounding of the transformer and neutral wire; device; 25-emergency start-up device; 26-transformer steel body; 27-zero cable connecting high and low voltage coils.

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DOI: **10.5958/2249-7137.2021.00865.X**

LINGUISTIC SPECIFICS OF TOURISM: LINGUOPRAGMATIC APPROACH

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ABSTRACT

The article describes the linguopragmatic approach of tourism, analyzes its main components, reflecting the relationship between linguopragmatics and the theory of speech acts. The article substantiates the structure and content of professional intercultural competence, which are formed within the framework of the linguopragmatic approach to teaching professional communication in a foreign language.

KEYWORDS: *Tourism, Lingvoculture, Communication, Classification, Lingvopragmatics.*

INTRODUCTION

The communicative-pragmatic turn in linguistics marked a shift in the interest of researchers from studying the internal properties of the language system to analyzing the functions of language in the complex structure of human communication, and also drew the attention of scientists to the very term "pragmatics", which was practically not used in linguistics until the middle of the twentieth century. The rapid development of linguistic pragmatics has led to, that the field of study of this new science began to include everything that goes beyond traditional system linguistics, which rapidly expanded the scope of its object and made its boundaries very vague. To this day, the question of the relationship between pragmatics and linguistics remains controversial.

Tourism is an intensively developing industry in the context of globalized economic relations, influencing the strengthening of interpersonal and intercultural interaction, expanding the boundaries of knowledge. Along with the traditional types of tourism: business, educational,

cultural, sightseeing, historical, commercial, pilgrimage, etc., there are new ones: gastronomic, extreme, festival, ecological, rural, etc., which is associated with new tourist goals that lead to the emergence of innovative routes.

Linguistic research in the field of tourism discourse has been actively conducted over the past decade, since the tourism industry, which is rapidly developing around the world, has its own language. However, scientists still face many issues that require detailed study. Moreover, one of such questions is the typological status of the tourist discourse. This problem was dealt with by O. R. Bondarenko, who investigated the dominant properties of English-language discourse in the field of tourism; V. A. Maslova, who considered the advertising nature of tourist discourse; E. E. Menshikova, who studied tourist discourse in media texts; N. V. Filatova, who studied the genre space of tourist discourse. It is also worth noting that the tourist discourse is a popular object of modern dissertation research: for example, M. G. Vokhrysheva in her work studied the communicative strategies of dialogic influence in the tourist discourse; N. A. Tyuleneva described linguocognitive strategies for positioning and promoting tourist services; S. A. Pogodaeva studied linguistic means of argumentation in tourist discourse.

Tourist discourse is a relatively new area of linguistic research. His research is carried out by R. Bondarenko, M. G. Vokhrysheva, V. A. Maslova, E. E. Menshikova, S. A. Pogodaeva, N. A. Tyuleneva, N. V. Filatova.

There are several points of view about the typological status of tourist discourse: whether it is an independent type of discourse or acts as a subtype of advertising. Thus, O. V. Goncharova, V. A. Maslova, E. E. Menshikova, S. A. Pogodaeva and N. V. Filatova believe that tourist discourse is an independent linguistic phenomenon, and advertising is a part of it. In turn, N. A. Tyuleneva argues that the tourist discourse is part of the advertising discourse. In her dissertation research, Tyuleneva notes that "tourism discourse is a special subspecies of advertising discourse that combines various types of tourism advertising and is aimed at positioning and promoting tourist services through argumentation strategies that have a linguocognitive character".

T. M. Zavgorodnaya distinguishes three types of addressee in the spheres of functioning of tourist discourse: mass, collective and individual addressee. Individual means a tourist, collective - all kinds of organizations engaged in the tourist business, mass-representatives of various societies. However, it should be noted here that if tourists act primarily as an addressee, then organizations and individuals representing the tourist business can act both as an addressee and as an addressee. It seems that when identifying the characteristic features of the tourist discourse and its varieties, it is necessary to take into account, first, the specifics of communication with tourists (both potential and actual tourists) and, secondly, the specifics of professional communication of organizations and individual employees engaged in the tourism industry.

The specific features of the sphere of functioning of tourism discourse discussed above give grounds to define its typological status as follows: (a) tourism discourse is undoubtedly an institutional category, since it is used primarily in communication situations in which at least one of the parties represents a social and / or economic institution that operates within the tourism business (management, marketing, financial flows, personnel policy, public relations, media resources, institutes of culture and art of different countries, state, legal, social, environmental organizations); (b) entering the space of institutional discourse, tourist discourse can be classified as a variety of business discourse, since its attributive features clearly show formality

(participants of communication are in official relations with each other, when both or one of the parties performs specific professional functions), status (relations provide for social distance), the presence of a business problem, certainty in time and place, normativity of communicative behavior, etiquette, tonality, varying depending on the type of addressee: in the case of communication between representatives of organizations — formality, neutrality, etiquette; in the case of communication with tourists-emotionality, evaluativeness, trust, deliberate transition to friendly relations, psychological impact, etc.

The tourist discourse is also characterized by a special language that is colorful in creating images and describing tourist places. M. Francesconi argues that the following basic language features are characteristic of the tourist discourse: terminological accuracy and pragmatically deterministic selection of language means used by the sender of the message.

In public tourist discourse, the goal is to form a positive attitude of the potential tourist to the proposed tourist product and further implementation of this product, therefore, in this subspecies of tourist discourse, manipulative strategies are mainly used, which involve influencing the addressee in order to encourage him to carry out post-communicative actions desired for the other side of communication. Undoubtedly, such goals require the use of psychological factors (emotional, ethical, aesthetic impact on the addressee). As an example of the psychological (emotional) impact on a potential tourist, we give several texts of advertising travel companies: **"You will have something to remember!"; "Paris is city of lovers!"; "So the Gods rested!"; "Great journeys - fascinating places!"; "Unforgettable journeys!"; "Have a good journeys!"**.

Thus, in the tourist discourse, the choice of topics, images and language means is determined by pragmatics, i.e. the emphasis is placed on those means and topics that will most effectively influence the consciousness of customers, motivate them to make a purchase and go on a trip. It is important to note that advertising messages are often based on the values and categories that are important in this particular society. Next, taking into account all of the above, we will consider the specifics of the Spanish tourist.

Concluding the discourse consideration of the specifics of tourist discourse, we emphasize the following:

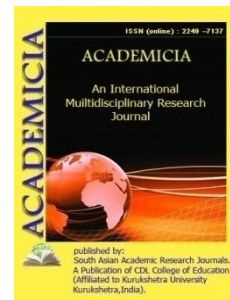
- being a kind of institutional business discourse, tourist discourse has such attributive features as formality, status, normativity, etiquette, business tonality;
- in its linguistic and pragmatic characteristics, the tourist discourse is not homogeneous - in accordance with the specifics of the communicative situations, the goals of functioning and the type of addressee, it can be divided into three subspecies: professional, academic and public tourist discourse;
- argumentative strategies prevail in professional and academic tourist discourse, while manipulative strategies come to the fore in public discourse, but this does not exclude the presence of some common characteristics, such as intellectual, rational, and psychological arguments, which are inherent to different degrees in each of the subspecies of tourist discourse;
- the differences in the tourist discourse used depending on the specifics of the communicative situations are clearly shown in the lexical composition of the texts functioning in this type of

institutional business discourse: in professional and academic tourist discourse, the frequency is marked by terms and special vocabulary, in public - the vocabulary with evaluative and emotive connotations prevails.

The above facts and arguments can serve as a basis for the conclusion that pragma linguistics should rather be understood as an area parallel" to syntax, while syntax is considered as a system discipline (the area of Langue), and pragma linguistics as a communicative discipline (the area of Parole). However, in order for communication to take place, it is necessary to have the same "code" in the minds of the interlocutors - language competence, they must speak the same language. In contrast to speech acts, the system of language is something general and permanent. Language is the basis of the infinite number specific speech acts. On the other hand, the existence of a language is justified only in so far as it is realized in these particular speech acts. Thus, speech and language are inextricably linked, assume each other. However, in their essence, these are fundamentally different things, so they should be considered and studied independently of each other

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DOI: **10.5958/2249-7137.2021.00866.1**

INTERACTIVE METHODS FOR STUDYING THE STRUCTURE OF THE ATOM

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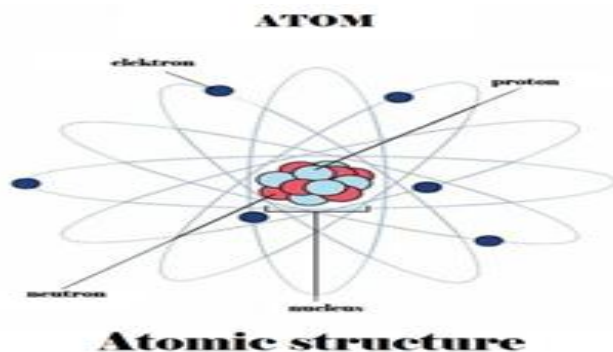
ABSTRACT

The article discusses methods for solving problems and exercises using tables and diagrams in the study of atomic composition. In the tabular form of the problem, the reader must enter the number of protons, neutrons, electrons, the charge of the nucleus and nucleons of the unknown element. In the diagrammatic method, based on the given data, it is necessary to determine the element or determine the number of elementary particles in the element and their percentage. Such methods require the student to have a basic knowledge of atomic structure. To do this, the student must first thoroughly study the theoretical part of the topic. Therefore, first of all, the student is given an atomic model. Depending on this model, the student shows the location of each particle in the atom, the symbol and the charge of the elementary particles.

KEYWORDS: Atom, Proton, Neutron, Electron, Nucleon, Atomic Charge, Element Serial Number, Relative Atomic Mass.

INTRODUCTION

An atom is the smallest unit of common substance that makes up a chemical element. Every solid, liquid, gas, and plasma is composed of neutral or ionized atoms. Atoms are extremely small, usually about 100 picometers across. They are so small that, due to quantum effects, it is impossible to accurately predict their behavior using classical physics [1-3].



Each atom consists of a nucleus and one or more electrons associated with the nucleus. The nucleus consists of one or more protons and several neutrons. Only the most common type of hydrogen has no neutrons. More than 99.94% of the mass of an atom is in the nucleus. Protons have a positive electrical charge, electrons have a negative electrical charge, and neutrons have no electrical charge. If the number of protons and electrons is equal, then the atom is electrically neutral. If an atom has more or less electrons than protons, then it has a common negative or positive charge, respectively - such atoms are called ions [4].

The electrons of an atom are attracted to the protons in the atomic nucleus by electromagnetic force. Protons and neutrons in the nucleus are attracted to each other by nuclear force. This force is usually stronger than the electromagnetic force, which pushes positively charged protons away from each other. Under certain circumstances, the repulsive electromagnetic force becomes stronger than the nuclear one. In this case, the core splits and leaves behind a different elements and particles. This is a form of nuclear fission.

The number of protons in the nucleus is the atomic number, and it determines which chemical element the atom belongs to. For example, any atom containing 29 protons is copper. The number of neutrons determines the isotope of the element. Atoms can attach to one or more other atoms by chemical bonds to form chemical compounds such as molecules or crystals. The ability of atoms to combine and dissociate is responsible for most of the physical changes seen in nature. Chemistry is the discipline that studies these changes.

To give an initial idea of the atomic structure of an unknown element, students are given a drawing that describes a graphical model of the atomic structure of this element (Fig. 2). According to the picture, the student must find out which particle is included in the structure of the atom and write the name of the elementary particles and their symbols

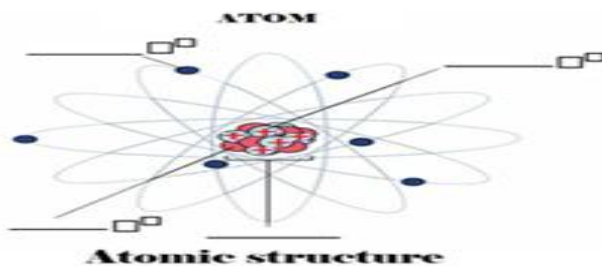


Fig. 2 . Atomic structure of an unknown element

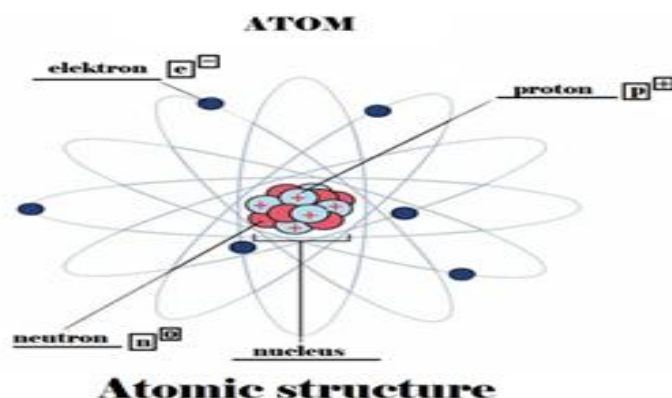
Answers to Figure 3

Fig. 3. Student's answer to the atomic structure of an unknown element

Tabular method.

The tabular method is a very convenient method for studying the composition of an atom. Thanks to this method, the reader quickly understands the composition of the nucleus of an element, the equality of the atomic number to the charge of the nucleus, and develops his knowledge on this basis. Below is an example that requires filling in the blanks.

Atom	Number of protons	Number of electrons	Nuclear charge (Z)	Number of neutrons	Number of nucleons
one	one	?	?	?	?

Step 1. Based on the data provided, the student determines the atomic mass of an element from the periodic table of elements and, on this basis, determines the number of neutrons. The next time the reader fills out the spreadsheet, the student automatically switches to determining relative atomic mass and quickly guesses if the number of protons is equal to the number of electrons, or vice versa.

Atom	Number of protons	Number of electrons	Nuclear charge (Z)	Number of neutrons	Number of nucleons
one	one	one	+1	0	one

Step 2. The next line will fill in another cell of the element.

Atom	Number of protons	Number of electrons	Nuclear charge (Z)	Number of neutrons	Number of nucleons
one	one	one	+1	0	one
2	?	6	?	?	12
3	?	?	+12	12	?
four	?	80	?	120	?
five	15	?	?	?	31

Step 3. The reader now quickly realizes that the number of nucleons is the relative mass of the atom, that electrons do not take into account the relative mass, or that the charge of the nucleus is equal to the number of protons.

Atom	Number of protons	Number of electrons	Nuclear charge (Z)	Number of neutrons	Number of nucleons
one	one	one	+1	0	one
2	6	6	+6	6	12
3	12	12	+12	12	24
four	80	80	+80	120	200
five	15	15	+15	16	31

Step 4. In this table, you can also add the element symbol or the serial number of the element instead of the main charge.

Element symbol	Number of protons	Number of electrons	Element ordinal number	Number of neutrons	Number of nucleons
N	?	?	?	?	14
P	?	?	?	?	31
O	?	?	?	?	16
Na	?	?	?	?	23

Answers:

Element symbol	Number of protons	Number of electrons	Element ordinal number	Number of neutrons	Number of nucleons
N	7	7	7	7	14
P	15	15	15	16	31
O	8	8	8	8	16
Na	eleven	eleven	eleven	12	23

Or you can enter the name of the item.

Element name	Number of protons	Number of electrons	Element ordinal number	Number of neutrons	Number of nucleons
Nitrogen	?	?	?	?	15
Phosphorus	?	?	?	?	32

answers:

Element name	Number of protons	Number of electrons	Element ordinal number	Number of neutrons	Number of nucleons
Nitrogen	7	7	7	8	15
Phosphorus	15	15	15	17	32

Chart Method

The charting method is very useful when studying atomic composition. Such questions allow the reader to see what the atom as a whole is made of. Below is the composition of the isotope of element 14 - nitrogen (Fig. 4) .

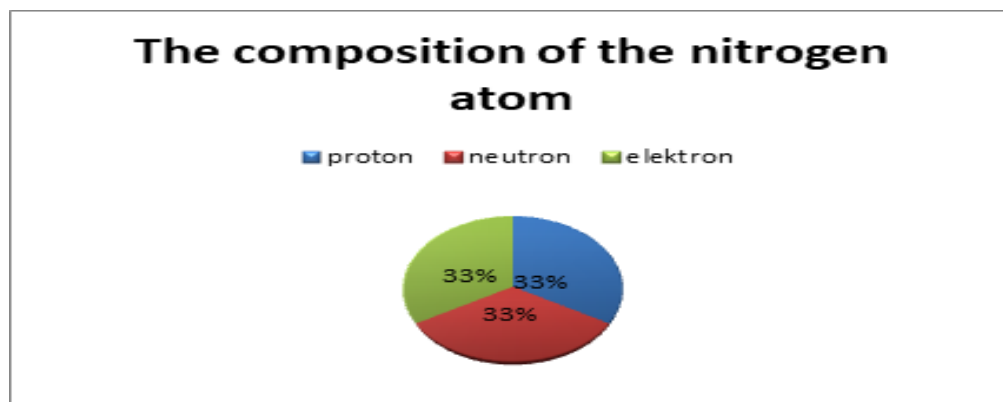
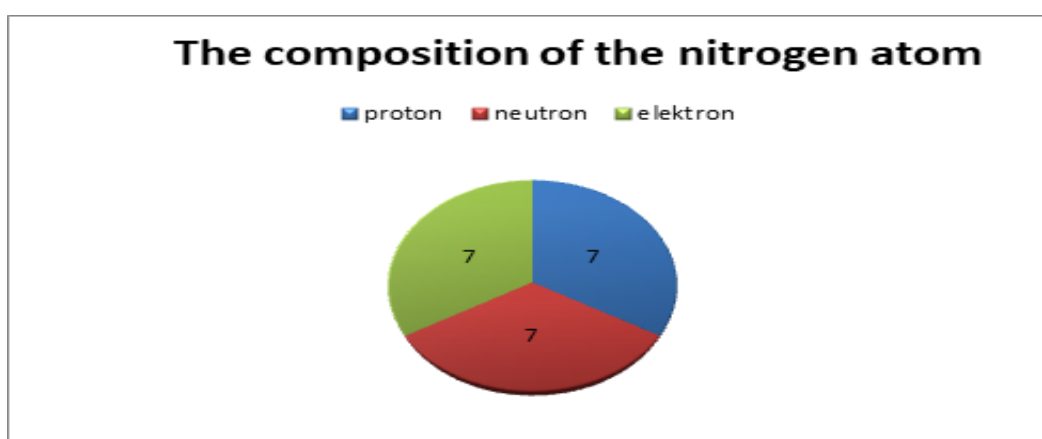


Fig. 4. Nitrogen isotope



Answers to fig. 4

The student must find protons, electrons and neutrons according to the diagram. Another example is the use of diagrams to identify hydrogen isotopes.

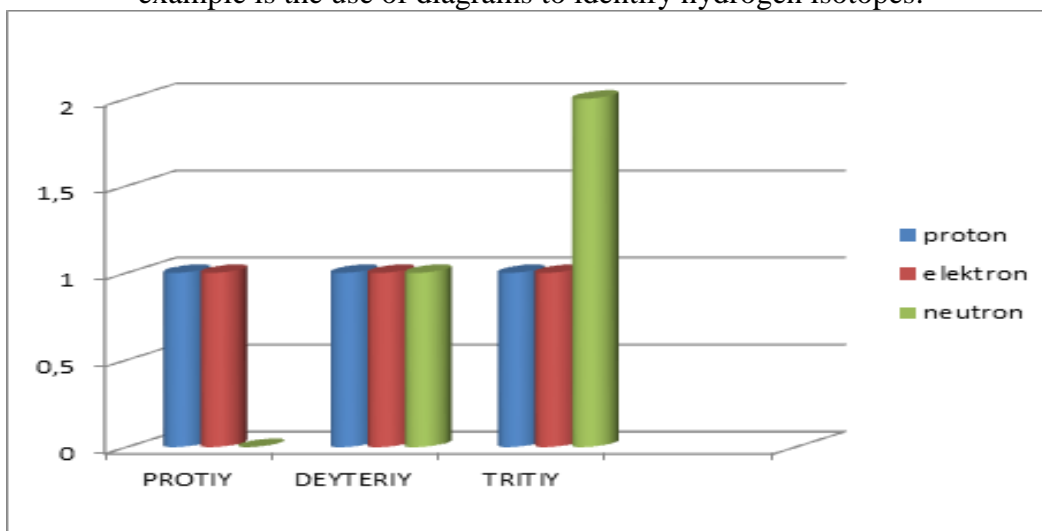


Fig. 5. Isotopes of hydrogen

By looking at the diagram, the reader can guess about each isotope of hydrogen. Depending on the scheme, the student learns the composition of the isotopes of protium 1p, 1e, 0 n, deuterium 1p, 1e, 1n, tritium 1p, 1e, 2n.

The diagram below shows four oxygen isotopes. The student must figure out which oxygen isotope is shown in Fig .

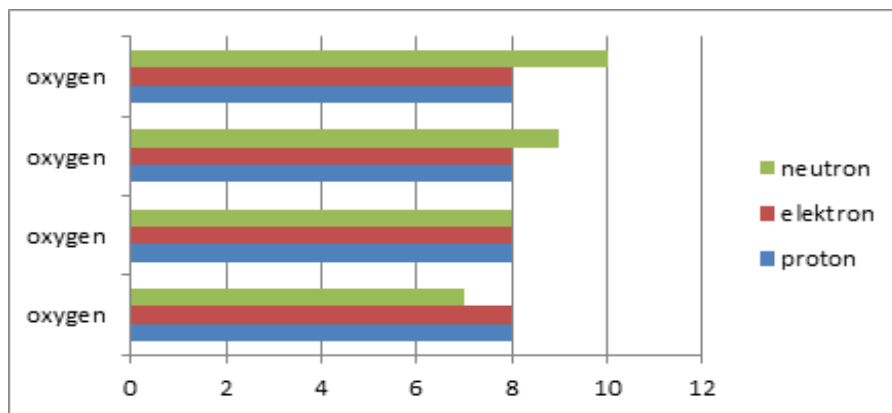


Fig. 6. Oxygen isotopes

According to the diagram, the students calculate that it is given from the isotopes Oxygen-15, Oxygen-16, Oxygen-17, Oxygen-18.

Alternatively, the composition of the isotope can be predicted. The student should write down the percentage of a given isotopic composition based on the data provided [5].

For example, argon contains 18p, 18 e-, 22 n.

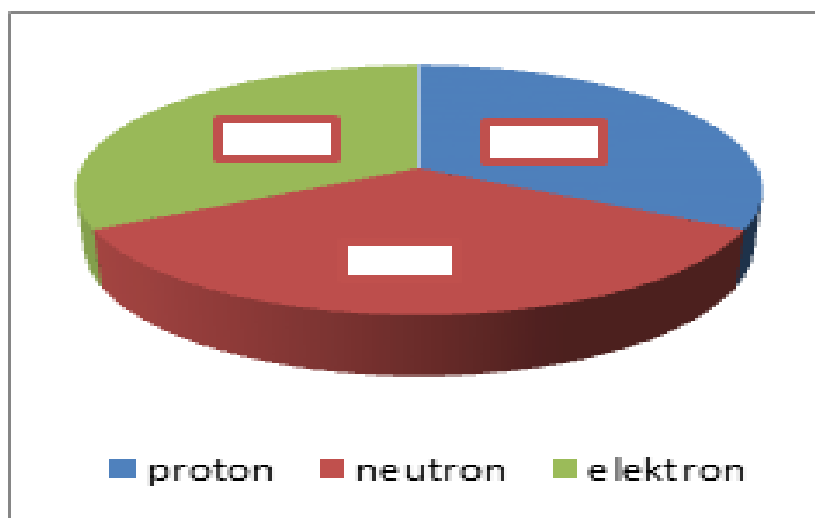
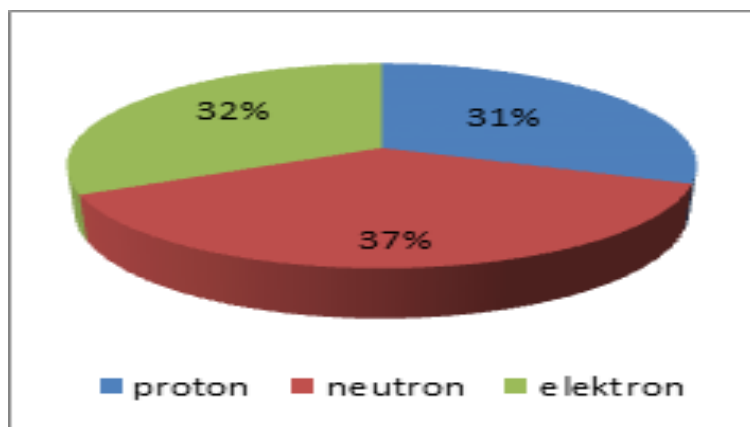


Fig. 7 . Isotope argon-40



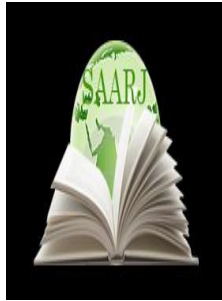
Answers Fig. 8. Isotope argon-40

CONCLUSION

The tabular method for solving logical problems was proposed by the Hungarian logicians D. Bizam and J. Herzog. According to this method, tables (matrices) of all possible combinations of terms appearing in the reasoning are built, so that then, on the basis of the information contained in the conditions of the problem, delete impossible combinations. The remaining cells are the final conclusion. Such a tabular form is in a sense a continuation and generalization of Carroll diagrams. In fact, we are talking about Carroll diagrams using exclusively general negative judgments.

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DOI: **10.5958/2249-7137.2021.00867.3**

REAL-TIME ANALYZING OF CHATBOT DATA WITH DISTRIBUTED SYSTEMS

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ABSTRACT

Chatbots are one of the most widely used technologies to implement virtual assistance. Presently, chatbot based virtual assistants are being used by many web administrators to mediate access to data and to carry out generic conversations with the users. Such virtual assistants are getting a lot of attention from the business organizations, as it can help in improving customer care support; reduce the costs in customer service centers and can handle multiple clients at a time. Big data analytics is the process of collecting, organizing and analysing large data sets to discover patterns and unknown correlations hidden in the data, such as usage statistics and customer preferences, which can serve as valuable business information. This paper describes the implementation of a chatbot framework with an interface to big data. This implementation would provide mass knowledge analysis capability to chatbots from distributed environments, which can further the spectrum of usage of such intelligent agents.

KEYWORDS: Chatbot, Play Framework, Akka, Cassandra, PostgreSQL, Elasticsearch.

1.INTRODUCTION

Many companies have recognized chatbots as “the next big thing” in terms of customer relationships. In today's digital age these relationships are shaped by an empowerment of customers due to increased information availability, digital communication channels and more diverse possibilities for reaching customers. Regarding the usefulness of chatbots from the customers' point of view, a chatbot enables 24-hour customer service, personalized interaction and no waiting time. For companies, chatbots entail time and cost savings as many processes can be automated and employees can be appointed to more complex tasks. [1]

One of the familiar technologies to implement virtual assistance is chatbot. Chatbots, also known as conversational agents, are software frameworks that can respond to natural language inputs and attempts to hold a conversation in a way that imitates a real person. Chatbots communicate with their human partners through various frameworks ranging from a simple text interface to speech recognition features. [2]

II. THE USE OF CHATBOTS

Definition The word “chatbot” consists of the terms “chat” and “robot”. Originally, the term chatbot was used for a computer program, which simulates human language with the aid of a text-based dialogue system. Chatbots contain a text input and output mask, which allows mobile users to communicate with the software behind them, giving them the feeling of chatting with a real person. [3]

Generally, chatbots have quite similar technologies and architectures. Figure 1 shows the technical process of a chatbot, when a user makes a request until the appropriate answer is sent by the chatbot. And responsible users like managers request report or statistics to control behavior of chatbot.

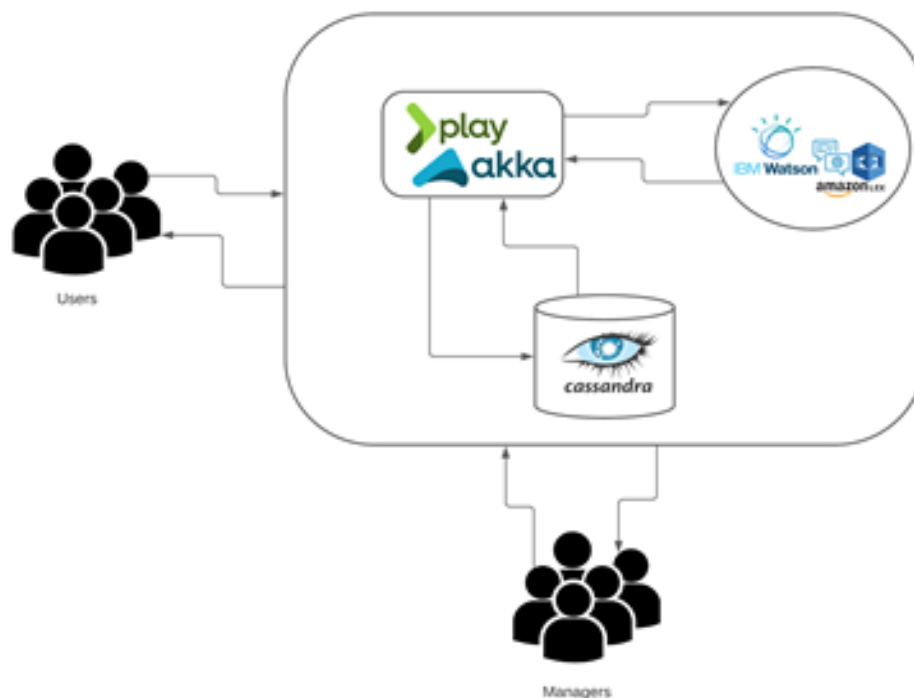


Fig.1 General Model of building chatbots

The process starts with a users' request using messengers or widgets in the web pages or via SMS. The users' request is processed by mini-program, which can handle concurrently many requests. In this section is used technologies Play framework [4] and Akka[5], which is the construction of concurrent and distributed applications. Next one is described API of IBM Watson [6] or Amazon Lex [7], which is recorded by NLP and is translated into the programming language of the conversation engine, then it analyses the question and redirects to

back-end Play/Akka construction. Each process will be saved to NoSQL Database Cassandra [8] to support chats in real-time after amount of time and it will store data for reporting and statistics.

Benefits of Structure:

- Quick response.
- Continue conversation after any amount of time.

Challenges of structure:

- High consumption of RAM.
- By increasing conversations recovery becomes slow (after restart server while deployment).
- Elastic requests of report and statistics become not effective.

To solve the problem of reporting need to add another database which has good adaptation for query requests.

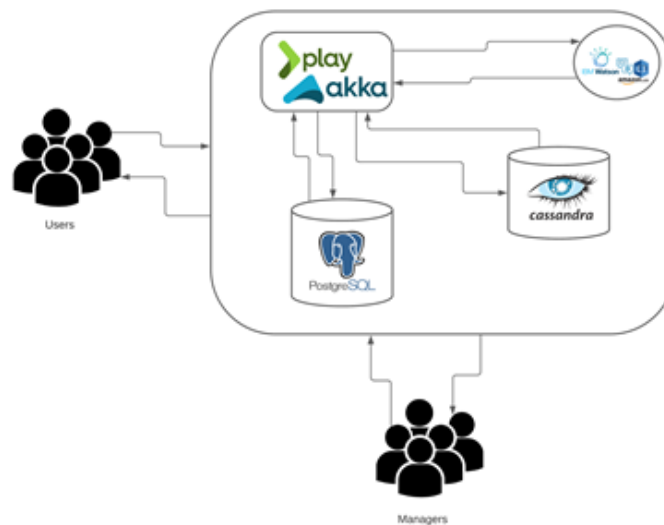


Fig.2 Chatbot model with NoSQL and SQL databases.

PostgreSQL – it's database, which has good adaptation with query request. Now not all data will be stored in Cassandra, all data will be transferred to PostgreSQL. Data of last several days will be stored on Cassandra to provide continue conversation in real-time without delays. For reports and statistics will start working PostgreSQL.

Benefits of structure:

- Quick response.
- Continue conversation after several days.
- Elastic requests of report and statistics become not effective.
- Old data will be stored in ROM last, new data will be stored in the RAM.

Challenges of Structure:

- Search texts or phrases inside of bot or user inputs becomes difficult

To improve search from input text need to integrate with search tool by effective indexes.

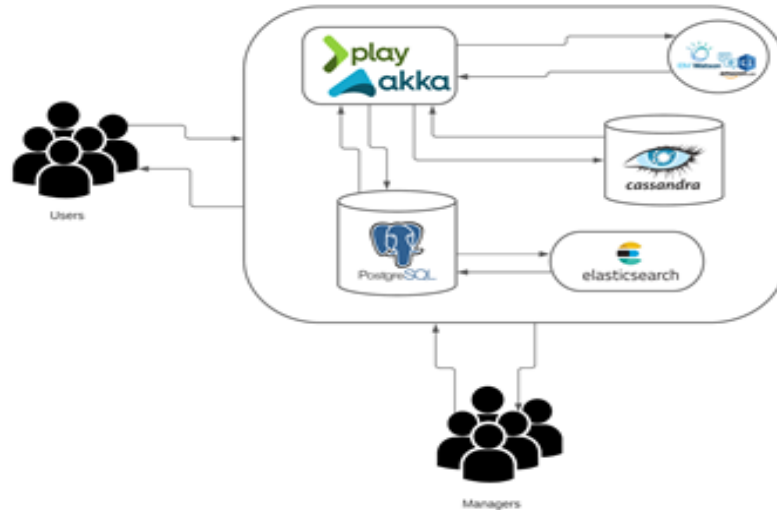


Fig.3 Structure with search engine as Elastic search

With help of Elastic search [9] searching texts or phrases inside of bot or user inputs becomes easy and fast. It works with synchronization with Postgre SQL. For main reports Postgre SQL will be used, but for detailed searching Elastic search will be used

III. RESULTS AND DISCUSSION

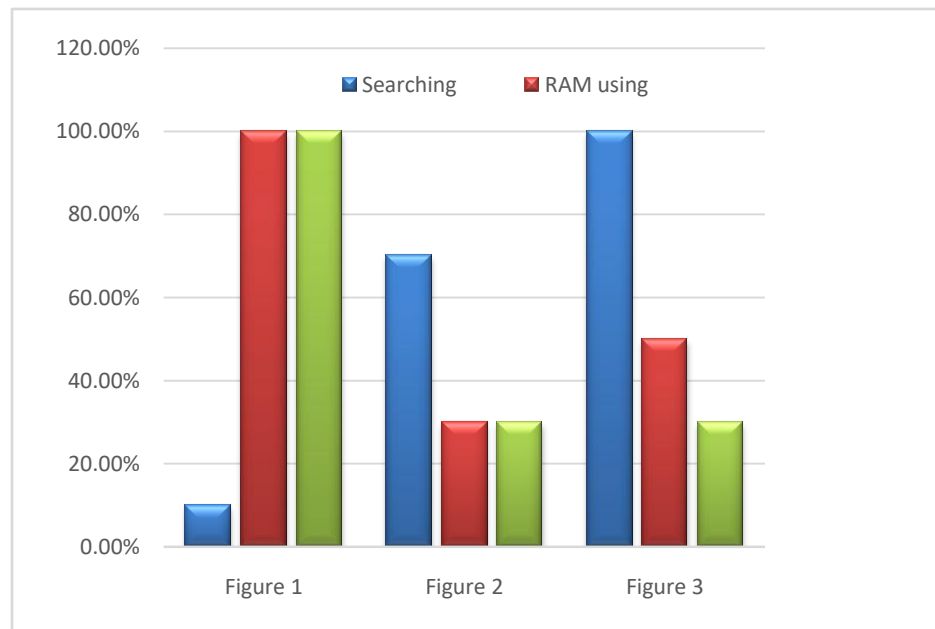


Fig.4 Comparing of Figure 1,2,3

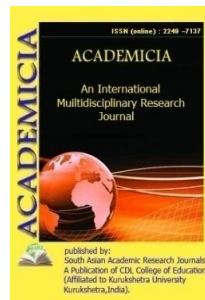
In the Fig.4 can be seen first model (Fig.1) fully works with RAM, but not effective for reporting and input search. The second model (Fig.2) good for reporting, but still not for input search. The third model (Fig.3) shows, that any search, reporting problems are solved.

IV. CONCLUSION AND FUTURE WORK

The use of new technologies provides many opportunities for improvement and optimization of the existing system. Since with the accumulation of data, their processing will require the use of other technologies these structures can be further optimized using big data technologies like Spark, Hadoop, Storm, and Kafka.

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DOI: **10.5958/2249-7137.2021.00868.5**

THE ROLE OF INNOVATIVE LECTURES IN THE IMPROVEMENT OF STUDENTS ' PROFESSIONAL THINKING

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ABSTRACT

The article gives account of the findings of the research on the efficient lecturing techniques and the methods of enhancing students' cognitive activity at lectures. The results of a survey at the university show that in the process of mastering the material, students are ranked fourth in terms of the effectiveness of lectures - training and production practice, workshops and laboratory classes, as well as independent study. In their view, e-manuals on a particular course prevent unnecessary summarizing of lecture materials and allow more time to be spent on the internship process.

KEYWORDS: *Student, Thinking, Development, Lecture, Method, Reception, Activation.*

INTRODUCTION

The relevance of the topic is a number of researches and developments of domestic and foreign scientists in this field (OR Rozikov, KZ Zaripov, BR Adizov, N. Saidakhmedov, O. Tolipov, I. O. Zagashyev, S. I. . Zair-Bek, L. F. Krasinskaya, L. I. Savva, T. G. Galaktionova, A. A. Verbitsky, Ya. R. Yakupova, Dillon JT, Halpern D, and b) and the existence of teachers in many higher education institutions. is marked by a special interest in the subject of our study.

In the educational process we call traditional, lecture sessions have been recognized as the primary form of teaching students. But lately, we are witnessing a drastic change in attitudes towards the report. Due to the widespread use of modern media, opportunities for direct reading and study of electronic copies of e-learning materials, including textbooks, manuals and guidelines, as well as their reproduction are expanding [1, 2, 12, 15, 33, 43].

The results of a survey at the university show that in the process of mastering the material, students are ranked fourth in terms of the effectiveness of lectures - training and production practice, workshops and laboratory classes, as well as independent study. In their view, e-manuals on a particular course prevent unnecessary summarizing of lecture materials and allow more time to be spent on the internship process. It is unfortunate that most of the lecture sessions organized in educational institutions are organized on the basis of some inconsistencies, which inevitably have a negative impact on the effectiveness of the sessions. In the mentioned lectures, the teaching materials are presented verbally, with very little use of visual materials, and the saddest thing is that they are organized in the form of low intellectual activity of students. It is known that fundamental knowledge is not generated adaptively, that is, simply by adding new information to existing information [3,10,11,20,25,44,50].

Acquisition of fundamental knowledge requires intensive thinking activities aimed primarily at understanding, processing and systematizing the learning material. Many students are left at the stage of intellectual development at the level of mastering unanalyzed knowledge, it is difficult to express their views on the problem, comparative analysis of alternative ideas, generalization of concepts in the content of materials, draw conclusions [4,5,13,14,21,22,41, 42,51].

A natural question arises. Is it possible to ensure the effectiveness of lectures through the use of pedagogical methods aimed at activating students' thinking? or is it possible to develop students' professional thinking based on modern teaching methods and pedagogical methods while ensuring the effectiveness of lecture sessions?

The purpose of our study was to study the methods aimed at activating the memory and thinking of students in the course of lectures developed by researchers, and to assess their use in the educational process of students of medical pedagogical education.

Lecture is one of the main organizational forms of teaching that continuously manages the learning activities of students.

The term *maurza*, derived from the Latin word *lection* (reading), first appeared in ancient Greece and began to be recognized as the main form of teaching in ancient Rome. Lectures in higher education institutions are the main link in the didactic cycle in the educational process, the purpose of which is to form a solid scientific and theoretical basis for students to master the next parts of the educational material.

The report performs the following functions:

- Information (provides the necessary information);
- Stimulant (arouses interest in the topic);
- Educator, developer (evaluates events, develops thinking);
- Reference;
- Explanatory (for example, the main scientific categories);
- Convincing or proving.

It also affects the personal maturity of the student, contributes to the development of general culture and erudition in him [6,7,8,9,10,16,17,53].

As mentioned above, in addition to the "supporters" of the lectures, there are also "rivals" who give the following arguments about the disadvantages of presenting the training material in the form of lectures:

- The lecture prevents students from developing independent thinking by teaching them to passively accept the opinions of others.
- The lecture extinguishes the interest in independent training;
- Lectures are needed only in the absence of textbooks;
- Not all students have time to master the material during the lecture;

However, it should be noted that the abandonment of the lecture reduces the level of scientific preparation of students and has a negative impact on the systematic and smooth conduct of educational activities during the semester. Therefore, the lecture deserves attention as the most basic form of teaching in higher education. The above shortcomings can be overcome by describing the training material on the basis of an improved methodology. The opportunities for the development of independent thinking, as well as the implementation of thinking operations such as analysis, synthesis, comparison, generalization in the lectures are invaluable. Therefore, the report has a wide range of untapped opportunities and internal resources for the implementation of pedagogical tasks.

The effective technology of organizing lectures was developed by American experts D. V. Johnson, R. T. Johnson and K. A. Smiths suggested that they distinguish three stages in the organization of lectures:

- 1) preparation, in which the teacher activates the existing knowledge of students, fully draws their attention to the problem under study and arouses interest in the study of this problem;
- 2) the stage of implementation and understanding. At this stage, the new learning material is described and a system of pre-thought-out and prepared assignments is presented for the purpose of critical processing and analysis;
- 3) reflection phase. At this stage, students master the process of understanding new knowledge while analyzing the content of the study material.

The technology of organization of lectures, in turn, requires the use of methods to activate the learning activities of students during the lectures.

Based on the study of methods developed and used in practice, we recommend the method of problem pedagogy for students of medical education: the method of problem situations, the method of activating questions, the method of dialogue, the method of visualization, and other methods of developing professional thinking [18,19, 23, 24, 40].

The problem-solving method is based on the teacher's creation of problem-solving situations and the learners' active cognitive activities during the lecture session. It consists of analyzing, evaluating, and making a subsequent decision on a specific situation. The lecture focuses on developing students' professional thinking skills in analyzing the causes and consequences of problematic situations and finding solutions to them.

The complexity of the problem chosen for the "problem situation" method should be appropriate to the learners' level of knowledge. They need to be able to find a solution to the problem posed,

otherwise when they fail to find a solution, the learners lose interest and lose their self-confidence. When using the "problem situation" method, students learn to think independently, analyze the causes and consequences of the problem, find a solution.

Developing a problem task requires great effort and pedagogical skills. As a rule, the task is divided into having to create a successful option in the study group after several experiments. Nevertheless, such tasks allow the theory to be linked to the real situation. This allows students to activate teaching in their minds, helping them to understand the practical benefits of the material being studied for the development of their professional thinking [26, 27, 28, 29, 30].

Activating Questions Method

In order to stimulate students' thinking and attract their attention, the speaker asks activating and rhetorical questions to the audience. After a while, the teacher engages any student to answer the activating question. The teacher must explain the answer given, and if the answer is incorrect, he must answer it himself.

Dialog method. The dialogue during the lecture provides an opportunity for the teacher and the student to express and reinforce the learning information at a particular stage of the lecture through interaction, creating an exchange of ideas. The dialogue is organized in response to three questions:

- Which and what information did we receive?
- What do we strive for in our activities, is the received information enough to achieve the goal?
- How do we use the acquired knowledge to achieve the goal?

In organizing the **dialogue**, it is necessary to create an atmosphere of complete trust between the teacher and the student. The student should be able to express his / her opinion boldly even in case of mistakes. Because the main purpose of the dialogue is to arouse students' interest in the problem and thus to activate its thinking mechanism. Achieving this, the smart teacher quickly and easily eliminates the student's mistakes through short comments, completing the answers if necessary [31, 32, 34, 44, 45].

Visualization Method

This method implements the principle of demonstration in education. It is known that the exhibition not only allows to remember and accept the educational material, but also to activate the mental activity of the student, to deepen the understanding and comprehension of the content of the studied situations. It is possible to speak at length to describe any information, but it is certain that everything will be clear by showing a picture, diagram, diagram, histogram, or table substantiating that information. The study of the laws of visual thinking shows that it is related to the creative nature of decision-making. The visualization method ensures the formation of a thinking process by systematizing, focusing, and separating the most important aspects of the data being analyzed. Visual information is displayed by the teacher on a board or projector in the form of a model, picture, graphic, photography, film, cartoon [35, 36, 46, 47, 52].

Such organized lectures not only develop students' professional thinking, but also stimulate the teacher's self-study and creative activity. Current teaching materials developed by experienced teachers using many animation programs such as LearningApps, Hot Potatoes, 3ds Max,

Blender, AutoQ3D, Bryce (DAZ Productions), DX Studio, Sculptris also help students to listen to lectures, understand the essence of the material and develop thinking skills. serves [37, 38, 39, 48, 49].

CONCLUSION

Thus, the management and improvement of students' learning activities in lectures is one of the most important didactic tasks for the teacher. This problem involves the process of stimulating students' professional and cognitive interests, their active participation in lectures, the organization of independent work on lecture materials.

All these tasks are solved through the use of an integrated set of methodological methods.

In turn, it is advisable to use all methods that activate the cognitive activity of students, depending on the content of the educational material, the composition and preparation of the audience.

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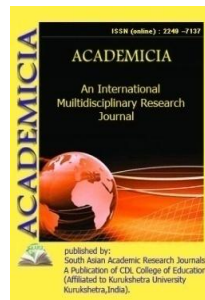
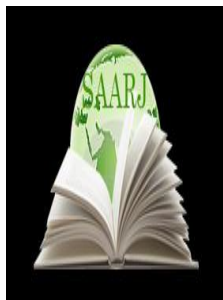
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DOI: **10.5958/2249-7137.2021.00869.7**

CORPORATE CULTURE IN THE MODERNIZATION OF THE HIGHER EDUCATION SYSTEM

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ABSTRACT

The article discusses the role of corporate culture in the management of educational institutions in the context of modernization of the higher education system. The analysis of the level of formation of corporate culture in universities of the republic, the problems of the formation and development of corporate culture of the university. Higher education institutions with broad rights and relative economic independence are the subjects of competition in the market of educational services, defending their "private" interests. At a time when society is building its structures on the principle of corporate interests, it is, of course, impossible to disagree with the idea that it is unthinkable that educational institutions should be left out of the sphere of civil relations.

KEYWORDS: *Corporation, Corporate culture, University mission, Management, Quality of education.*

INTRODUCTION

State Program of the President of the Republic of Uzbekistan dated March 2, 2020 "On the implementation of the Action Strategy on the five priority areas of development of the Republic of Uzbekistan for 2017-2021 in the "Year of Science, Enlightenment and Digital Economy" In accordance with the tasks set by the Decree of the President of the Republic of Uzbekistan, in the near future to ensure the quality of the educational process, increase the professionalism and responsibility of teachers, rationalize infrastructure, strengthen staffing and resources, retraining and advanced training of teachers mechanisms are required. Ultimately, educational institutions need to be fully staffed with highly qualified pedagogical and managerial staff capable of ensuring the highest quality of education [1].

In Higher Education Institution, corporate culture can be seen as a system of management and pedagogical, behavioral and communication programs aimed at implementing the Higher Education Institution Development Strategy in accordance with the modern level of development of society. Corporate culture is one of the most powerful sources of organizational efficiency. However, the analysis of pedagogical research and management practices in our country shows that the accumulated resources or limitations in the characteristics of the culture of the organization are still not fully understood. A highly effective corporate culture is able to transform a social organization into a self-organizing competitive system in which all parameters of the organization are consistent in decision-making, distribution of power, and employee behavior. One of the main functions of corporate culture is to bring the organization to a level where the lack of managerial influence does not reduce its effectiveness.

As for the sources of the concept of corporate culture, it is worth noting that it was developed in the United States in the 70-80s of the twentieth century. It was in the late 1970s that the problems of strategic management of organizations related to the need for new approaches of small and medium-sized businesses to bring them out of the theoretical crisis of labor efficiency served as factors in the development of the concept of corporate culture [5].

The reform of the education system has gradually highlighted the need to develop a corporate culture in educational institutions. Today, success in the market of educational services is guaranteed only for Higher Education Institutions that have a clear strategy of socio-economic development, aimed at ensuring a high quality of training, as well as creating a positive image of both Higher Education Institutions and graduates. In this case, the market sets its own conditions: the quality of professional training should meet not only the requirements of state educational standards, but also the needs of real sectors of the economy. The new economic and social relations that are developing in the educational environment imply the use of such descriptions as "corporation" and "corporate culture" in relation to the Higher Education Institution [3].

Implementation of the concept of development of the higher education system of the Republic of Uzbekistan until 2030 provides for the gradual transition of higher education institutions to a system of self-financing and ensuring their financial stability [2].

Higher education institutions with broad rights and relative economic independence are the subjects of competition in the market of educational services, defending their "private" interests. At a time when society is building its structures on the principle of corporate interests, it is, of course, impossible to disagree with the idea that it is unthinkable that educational institutions should be left out of the sphere of civil relations.

Let's look at the conceptual characteristics and features of corporate culture in relation to its higher education institution. Typically, corporate culture is recognized as a universal phenomenon by various disciplines and manifests itself as a set of values, rules, systems of norms or suggestions of human culture in the organization, social experience, original organizational origin, a mechanism for re-creating a single economic and social space. 'ladi. Professional communities, whose development depends more on individuals than on individuals, associate the future existence of the world community with the practical use of its potential, which depends on the selection of teams, the organization of their coordinated and purposeful behavior.

Features of the corporate culture of the Higher Education Institution, first of all, to meet the needs of the individual for intellectual, cultural and spiritual development; providing conditions for scientific and pedagogical staff and students 'creative activity; formation of students' civic position, their ability to work effectively and competitively; preservation and development of spiritual, cultural and scientific values; it is manifested in a socially-oriented focus on the dissemination of knowledge among the population in order to raise its educational and cultural level. The corporate culture of higher education is characterized by a dual nature, which is primarily to achieve its interests in the market of educational services; and second, the preservation and enrichment of human values. This culture can also be described as a form of organizational culture that is functionally focused on the integration and integration of scientific and pedagogical content, the differentiation and presentation of the Higher Education Institution in a competitive environment. Structurally, corporate culture differs from organizational culture only in the functional-meaningful load - the internal or external environment of the organization, the priority of modality and intensity.

The analysis of the state of corporate culture in higher education institutions of the Republic showed that the majority (87%) of professors and other categories of employees are familiar with the concept of "corporate culture". At the same time, knowledge of corporate culture is based on more observable behavioral reactions than the officially declared principles of the structure of the university, which are usually formalized in the form of statements and / or appeals. More than 70% of students know the symbols and traditions of the Higher Education Institution. Students are well aware of the history of the Higher Education Institution, but acquaintance with it is usually done at the request of others rather than on the students' own initiative (for two-thirds of students, this is the result of the group's stories, historical literature).

The majority of respondents support the traditions of the Higher Education Institution. Students find the following centralized traditions more and more useful: coaching hours, graduation evenings, student dedications. Events that require individual initiative: group birthdays, cultural events in the dormitory, group celebrations are not very popular. The mission of the Higher Education Institution is understandable for a large proportion of students (66%) and students (63%) accept it. The mission, in their view, is to provide the economy with highly qualified personnel and increase the efficiency of the Higher Education Institution to a level that will allow it to compete with the leading Higher Education Institutions in our country and abroad. Scientific activity is not so interesting for students: 42% of them participated in scientific conferences or seminars organized on the basis of their own Higher Education Institution, while only 3% of students regularly participated in mobile events. A similar situation is observed in the implementation of research projects and grants.

The results of the study show that one of the important tasks of the corporate culture of the Higher Education Institution is to "determine" the normative behavior of professors and other categories of employees. As a motivator for such behavior, it shows a sense of responsibility. In Higher Education Institutions, students differ on the need for Internal Procedures and the Code of Ethics for Students: 55% are in favor, 45% are against or do not have a clear opinion.

Apparently, this can be explained by the fact that the approved norms, on the one hand, make life easier for students, and on the other hand, require certain conditions to be met. The corporate environment of the Higher Education Institution is characterized by a relatively high level of ease of social relations. The vast majority of faculty and staff are satisfied with their relationships

with their colleagues, which they see as partners. Most students are able to communicate with classmates, group coaches, teachers, and the dean's office. The attitude of students to the administration of the Higher Education Institution is "polar". At the same time, the number of students who described their attitude to the administration as positive was two-thirds higher than that of their opponents. Professors and staff point out significant changes in the socio-psychological environment of the Higher Education Institution. Most of them work with full mobilization, do their job well because they enjoy their profession, and they feel good when they come to work and when they leave.

Most of the faculty and staff are aware of the strategic plans and priorities for the development of the Higher Education Institution. However, only 3% of respondents are fully aware of the plans, and almost half are generally aware of the Higher Education Institution's immediate strategic plans. More than 20% of respondents are constantly unaware of the promising measures being taken at the Higher Education Institution. Only a third of faculty and staff receive information from the Higher Education Institution's official website or telegram channel, which actively uses personal e-mail, which is effective in implementing the information policy pursued by the Higher Education Institution administration by the majority. evaluated as an element of organizational work. Awareness of the life of the Higher Education Institution decreases as it moves "down" in the chain "Higher Education Institution - Faculty - Department".

Understanding the presented results allows to note the following problems related to the formation and development of the corporate culture of the Higher Education Institution:

- 1) the fact that a certain part of the faculty and students are not familiar with the values and ideas that form the core of corporate culture;
- 2) formal traditions are not attractive enough and traditions that are informal, neutral or contrary to the values of the Higher Education Institution are preferred;
- 3) priority of traditional channels of information interaction;
- 4) insufficient use of modern information and communication technologies.

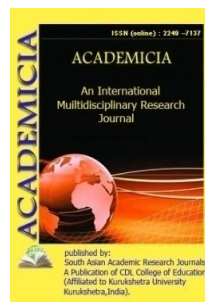
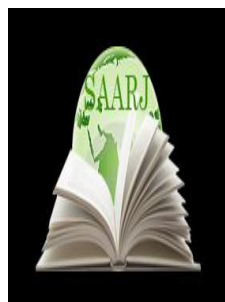
The influence of the corporate culture of the Higher Education Institution is relatively stable and effective at the highest level of management, and its influence on the level of real behavior of faculty, staff and students is the achievement of the team's goals and objectives. not enough to sell. Most of the faculty, staff and students are not interested in the work of the Higher Education Institution, are not interested in it, do not want to understand the essence of its problems and are not ready to participate in solving them.

In order to rationalize the process of formation and development of corporate culture of higher education, in our opinion, it is necessary to improve the organizational structure and management mechanisms on the basis of corporate culture, as well as a number of auxiliary technologies: corporate traditions, positive image, social adaptation and psychological environment.

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DOI: **10.5958/2249-7137.2021.00870.3**

FOREIGN EXPERIENCES IN ORGANIZING COOPERATION RELATIONS IN UZBEKISTAN

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ABSTRACT

The article examines the foreign experience of models of cooperation. The analysis of cooperative models from European countries, the Netherlands, France and Romania, as well as the United States. Developed cooperative models have been development in Uzbekistan. In the context of global changes in the economy effective organize of various forms of cooperation in agriculture is an important issue. At the moment, experience of cooperative action is deserves careful study and practical use in all respects, because cooperation is an international phenomenon of human activity. The practical significance of studying cooperative activity is that it is an international point of view to enable better implementation of mutually beneficial cooperation.

KEYWORDS: *Cooperation, Model, Centralized Cooperatives, Federal Cooperatives, Hybrid Cooperatives, Co-Operative Society.*

INTRODUCTION

In the context of global changes in the economy effective organize of various forms of cooperation in agriculture is an important issue. At the moment, experience of cooperative action is deserves careful study and practical use in all respects, because cooperation is an international phenomenon of human activity. The practical significance of studying cooperative activity is that it is an international point of view to enable better implementation of mutually beneficial cooperation.

Based on the study of foreign experience, it can be concluded that the cooperative in these countries all sectors of the economy on the basis of the use of various effective areas of cooperation has been used as one of the important mechanisms.

We have also drawn attention to the fact that in the study of cooperative relations, its manifestations take different forms in different countries. The world cooperative movement is theoretically and practically studied by many scientists and experts. As you explore the cooperative relations, new dimensions are revealed. We also drew attention to the fact that its manifestations take different forms in different countries during our study of relations with cooperation.

In the United States, cooperatives operate in the following areas. Depending on the size of the market, they divide cooperatives into local, interregional and national cooperatives, and international cooperatives. The form of ownership is divided into centralized, federal, hybrid, other business structures and new generation cooperatives [1].

1. Centralized cooperatives serve their members directly. Many cooperatives in the United States are such cooperatives.
2. Federal cooperatives. Cooperatives are created on the basis of ownership and are controlled by cooperatives.
3. Hybrid cooperatives. A number of large cooperatives will be created in both directions. That is, from a mixture of centralized and federal cooperatives. Such cooperatives can be called hybrid.
4. Other business content or structures. This includes joint ventures, holding companies, and information exchange organizations.
5. Cooperatives of a new generation (NGK). The new generation of cooperatives is called “new wave and value added cooperatives”. They have 2 characteristics that set them apart from other types of centralized agricultural cooperatives. First, the “right to supply” in the NGK equates to the right to membership. Members buy shares, that is, they transfer the rights and obligations to the cooperative to sell the current amount of the product. For example, a shareholder must supply 1,000 bushels of wheat to the cooperative annually. In the event of a supply failure, the cooperative has the right to assess and collect a membership fee (fee) to cover the increased costs. In the second type, membership is limited or closed. The right of delivery limits the number of members of the cooperative through sale and the number of products that must be obtained from members. The initial cost of membership is determined by the distribution of the total amount equal to the required capital from the members according to the number of units of the product.

There are also workers' cooperatives in the United States. These cooperatives are organized on the basis of workers' ownership. Most often, these cooperatives operate in the manufacturing and service industries. Such cooperatives were created by workers to protect jobs, improve working conditions, wages and productivity, and create a democratic environment for themselves. There are currently over 300 such cooperatives in the United States.

With regard to the legal status of cooperatives, we cite the experience of three EU countries, namely the Netherlands, France and Romania.

a) In the Netherlands, agricultural cooperatives and cooperatives are defined as “economic organizations in which farmers or gardeners operate on a permanent basis and partly participate in a joint economic activity (usually a commercial function) that accepts and distributes risks. Maintenance is also an enterprise that retains its self-sufficient character.” In fact, they are supported not only by simple structures that facilitate and regulate the relationship, but also by an organizational structure, which usually has a share of the capital provided by the contractor or participants.

b) Used in France as a co-operative society, this category of “society” is different from civil society and companies that play the role of co-producer in the economic sphere.

c) In Romania, it is managed by cooperatives in accordance with the law and other forms of their association at the regional and national levels. Agricultural cooperatives are understood as “associations of persons jointly used for the joint improvement of agricultural land owned by members of the cooperative, the use of a common mechanism and the cultivation and exploitation of agricultural products”.

Based on the above, cooperatives are required to join forces to reduce costs in order to provide the necessary investments to ensure competitiveness in the market [2].

The monograph of Professor Sh. Ergashkhodzhaeva "Marketing strategy for the development of cooperation in rural areas" [3] studies in detail the activities of cooperatives in foreign countries.

- "net cooperatives" - enterprises in which the management and distribution of profits are equal;

- "joint-stock cooperatives" - enterprises in which elements of a joint-stock company prevail, are distributed in the form of dividends in proportion to the number of shares, ensuring equality of rights in management, and are usually limited to an upper limit. But such enterprises rarely have advantages over other types of enterprises - and are almost indistinguishable from private companies;

- Enterprises that occupy an intermediate position between “pure cooperatives” and “joint stock cooperatives”.

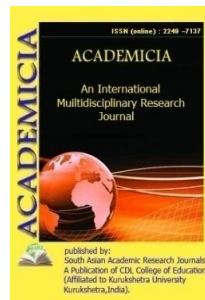
Professor O. Olimdzhanov in his book "Legal and financial foundations of agriculture"[4] scientifically substantiated the division of cooperatives into three: production, consumer and service.

According to our observations of the scientific work of Russian scientists and specialists, cooperatives are studied in two directions, that is, consumer and production cooperatives. These types of cooperatives differ from each other in their purpose.

The globalization of the market environment, increased competitive pressure, consumer demand, changes in agricultural production and processing technologies and other factors are forcing manufacturers to look for new models and modern strategies in order to gain a solid market position.

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DOI: **10.5958/2249-7137.2021.00871.5**

THE IMPORTANCE OF ASSESSMENT IN TEACHING PROCESS AND ITS TYPES

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ABSTRACT

This article focuses on the study of types of assessment and their importance in teaching process. Assessment is the process of documenting in measurable terms, knowledge, skills, attitudes and beliefs. The term assessment is generally used to refer to all activities of the learners. Moreover this article deals with the results of pre and post-testing results of language learning classes. Well-designed assessment has numerous benefits aside from the obvious one of providing a measure of students' progress as it can be a means to engage students with their learning. Ideally then, you should aim to support active learning rather than assessment of learning to ensure that the assessment process is an integral part of students' education.

KEYWORDS: *Assessment, Education, Process, Learning, Learner, Formative, Summative, Strategy, Implement, Purpose, Feedback, System, Level, Provide.*

INTRODUCTION

Assessment for learning focuses on the opportunities to develop students' ability to evaluate themselves, to make judgments about their own performance and improve upon it. It makes use of authentic assessment methods and offers lots of opportunities for students to develop their skills through formative assessment using summative assessment sparingly.

This investigation explores the interplay between teachers' beliefs and practices in understanding and implementing assessment and feedback to enhance student learning. Particularly, it explores teachers' conceptions of effective formative feedback strategies, and the role they should play in their classroom practice.

It is not a secret that every person spends most time of his priceless life for not only studying, but also for gaining valuable knowledge that could give an opportunity to be the best on his/her field

in the future. Furthermore, it is important to assess and to give feedback in order to identify whether a proper study was effective or not.

The main purpose of the article is finding out the most effective ways of giving feedback for assessing the learners, detecting mistakes and lacks of the learners, to establish the right time and duration of feedback in language learning class (Alderson, J. C. 1986. 162).

The goal of the article is to prove that giving feedback raises the effectiveness of learning language. There are many reasons why we assess language learners and many ways that we can assess them. Too often, however, we focus on assessment "of learning," on how much our learners have achieved, using traditional, formal tests. We tend to forget the important role of assessment "for learning," using alternative or informal assessments that monitor students' progress and help us to identify students who need extra support or things that we need to spend more time on in the classroom to improve student learning.

Much of the research literature around assessment points to the importance of feedback to students as part of the learning process. Abdrabou, A argues that formative assessment is "specifically intended to provide feedback on performance to improve and accelerate learning." Proving a student with a grade or mark in response to a piece of assessable work is not, except in the broadest sense, giving feedback. Similarly, making comments on student work is not, of itself, providing feedback. Feedback is a term that requires careful definition for it to represent a useful contribution to learning. (Abdrabou, A. 1984. 29-36)

Another factor that may influence the effectiveness of feedback is whether it is provided continuously or differentially. When continuous feedback is employed, students receive feedback each time they perform a given task, whereas differential feedback is only provided when a student performs better on the task. One advantage that differential feedback offers over continuous feedback is that it emphasizes improvement rather than a student's absolute level of achievement. Hence, all students have a near equal chance of obtaining recognition. When feedback is geared to the absolute level of performance, recognition is only given to the best students. Therefore, it is generally good to give students feedback when they show improvement.

Woodford, P. Is the first scholar who tried to differentiate formative and summative assessment in context of program? Woodford, P. Mentioned that summative evaluation helps to judge overall value of educational program, while formative evaluation mainly focused on continuously program improvement. (Woodford, P. 1982. 152)

On the other hand, educators and researches claimed that formative assessment is process, but not a test. Applebaum S agreed with this opinion and mentioned that in this view, the process produces not so much scores as a qualitative insight into student understanding (Applebaum S. 1988. 207-223). He claimed that 'Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes'. A common simplification of this position is that as long as the results are used to change instruction, any instrument may be used formatively, regardless of its original intended purpose.

Anastasi, A pointed out the following features of formative assessment:

- It can be used in order to check students' progress;
- It helpful in guiding the next steps in instruction and effective in considering the further additional learning opportunities needed to ensure success;

Moreover, the following types of formative assessment are found as effective ones by Anastasi, A:

- Projects and performances;
- Writing assignments;
- Tests and quizzes;
- Asking questions;

There are some features of summative assessment as well:

- Summative assessment provides both a teacher and students with information about attainment of knowledge;
- Often result in a grade which means they have a high point value (ie, they "count a lot");
- The goal is to evaluate student learning at the end of an instructional unit by comparing it against some sort of standard or benchmark;

According to Anastasi, A, there following types of summative assessment that can be used during the process of teaching (Anastasi, A. 1966. 88-95):

- A senior recital;
- A final project;
- A midterm paper;
- A midterm exam;
- A paper;

As above mentioned this article carried out the results of assessment and feedbacks given while teaching. Among sources of data, experimenting target classes was found most productive and effective. The process of acquiring helpful information started before beginning the sessions. Two classes were observed in order to get the full image of the groups. We could gain necessary information about students' level, physical and social environment in the classes and students' attitude towards the language learning classes.

We decided to make a survey for clarifying learners' attitudes toward the giving feedbacks. 20 students participated in this questionnaire. In order to identify their experience in terms of assessing them by the teachers and taking tests, students were asked to mark their best answer.

Here you can see results from questionnaire.

Actually, grading students' knowledge and providing them with feedback differ from each other. According to the results, 70 % of students prefer to be provided with feedback, while 25% of them stated that it is better to mark. Just one student said that it is not necessary to assess him, because he can identify himself whether he answered/performed well or not.

The second issue (question) was dedicated to the problem of frequency of assessment. 65% of students claimed that they want to be assessed in each class. Other 35% of learners argued that there is no need to assess their performance in each lesson and it is quite enough to take mid-term and final works. On the one hand, students think that it is important to know about their mistakes in every single lesson. On the other hand, it was considered as wasting the time as they can find out their errors themselves.

In addition, students shared with their opinions about the techniques used by the teacher during the sessions. Students mostly want to work in groups (80%), however, some students prefer to work in pairs (10%) and do self-study (10%). To cope with the heterogeneous class the students found it preferably to use group works.

Most students (75%) argued that teachers criticize and give only negative feedback, while others (25%) claim that their teachers have never criticized them. It is also suggested by the scholars to give corrective feedback, not negative one in order not to lose learner's enthusiasm towards your classes.

Right Time to Give Feedback and Duration

One the major questions were dedicated to the duration and right time to give feedback. Respondents tried to identify the right time for receiving feedback and duration of it. From their own experience a large number of learners (90%) claimed that it is better to give feedback as immediately before each completed task as possible and it should not take so much time (100%) so that learner become to lose attention and interest from receiving feedback. Eventually, time would be wasted with no profit for both teacher and student. Others affirmed that feedback should be given at the end of the class (10%). The reason was that student could become upset from received feedback and be out of class ultimately.

Moreover we did additional survey with teachers in order to collect their thoughts toward the giving feedback to the learners.

Providing Students' Performance with Feedback

A minor number of teachers (12%) claimed that it is one of the effective ways to assess students' knowledge and make the students to feel and correct their mistakes themselves. Others (88%) stated that in terms of objectivity of the assessment feedback could be omitted and marking the students' knowledge can fully show their progress or regress. However, the researcher beliefs that giving feedback should be omitted with multi-level student class and could rise up the proficiency of the students as they become to recognize their own and peers' errors. Furthermore, they try to correct themselves and outline the mistakes of their classmates.

Problems with Giving Feedback

As it was mentioned above, the rest of teachers do not provide students' performance with feedback. They considered that students will not follow their instructions (60%), they have many documentations and this is an extra work for them (30%), they believe that giving feedback would not help to rise up the proficiency of the learners'(10%). To make it short, the teachers found out that providing the students' performance with feedback is useless and wasting of time. Nevertheless, the researcher totally disagree the above-mentioned opinions and has proved that feedback must be given and students will follow the instructions certainly.

The Most Effective Strategy for Classes

The most number of teachers suggested grouping strategy as the best one (80%). Other teachers mentioned that it depends on activities (10%) chosen by the teacher for the target class, while some of them claimed that it is challenging to teach such kind of class and it is better to hold classes according to the lesson/course plan (10% and students with below-level need an extra lessons). However, the last group of teachers does not take into consideration above-level student, which can be bored and disappointed from the lesson.

At the beginning, the hypothesis was proving that conducting assessment and giving feedback to the students' performance are helpful for learners. At the end of course, we discovered that his hypothesis was right.

The results of the learners' questionnaire showed that teacher should choose right time to give a feedback. As we mentioned before there are two types of assessment- formative and summative. Formative assessment is mostly used to improve weak points of the learners' and summative assessment is used for assessing the knowledge of the learners. Mostly teachers use feedback for formative assessment during the lessons. In this research we tried to find out teachers who conduct formative assessment and give feedback to students. To make it short, the teachers found out that providing the students' performance with feedback is useless and wasting of time. Nevertheless, the researcher totally disagree the above-mentioned opinions and has proved that feedback must be given and students will follow the instructions certainly.

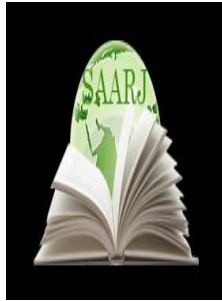
According to the learners' opinion, feedback should be given at the end of their presentation. Because, giving feedback as an assessment during the presentation may confuse the learners. Moreover they mentioned that, they would like to receive feedback at the end of each lesson for working and improving their weak points.

Overall, we gathered valuable data to deal with class in terms of creating a well-managed environment, assessing students' knowledge and implementing formative assessment.

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DOI: **10.5958/2249-7137.2021.00872.7**

WORK OF THE DIRECTOR WITH AN ARTIST

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ABSTRACT

This article tells the reader about the director's work with an artist. The high level of effectiveness of theatrical performances depends on its creator, the manager, the leader who unites the creative team. And the leader is the director. For many years, there was a need in the art of directing. Director is a French word and means a manager, a leader, as a caravan leader in our own language. With the advent of live cinema, the image is sealed and begins to find its expression, especially the art of "small screen", the miracle of the twentieth century, the need for this caravan leader has increased. Major works of art, whether in theater, cinema or television, could not be imagined without a director.

KEYWORDS: Theater, Performance, Abstractionism, Impressionism, Surrealism, Naturalism, Cubism, Dress.

INTRODUCTION

The role and place of the director in the presentation of examples of classic drama, novels, short stories, adaptations of short stories, talk shows, entertainment programs, major celebrations and events has become incomparable. That is why it is necessary for a person who has mastered this profession to have mastered its secrets, rules, and school. Not everyone has the ability to manage, this ability should be nurtured, guided, directed. The basics of directing help students who specialize in this field. The art of directing is an artistic reflection of the depiction of life through the means of expression in the art of theater, cinema, television. What is the difference between science and art? In fact, science studies, proves, and logically analyzes the laws of life. Art, on the other hand, shows and convinces those laws through artistic images. The main goal of both art and science is a simple life, human perception, his way of life. The only difference between art and science is that it studies man, deals with man's feelings, experiences, his psyche. Science studies the biological characteristics of man, his physical aspects, his mental state. Art shows all this on one scale, the image of a being, its place in life.

Working with an artist in directing is one of the most important periods. We know that the art of painting has a centuries-old history, a very rich cultural and spiritual heritage. Each period finds its own style, its own way of expression. There are Renaissance, Baroque, Rococo, Classicism, Gothic and many other trends in art.

As we walked the streets of Budapest, the guide introduced us to the city, saying, "This building was built during the Renaissance, this is typical of the Rococo period. These are buildings of the period of practicism. Beautiful apart, unnecessarily stretched out in front of architectural masterpieces the newly built buildings, which have nothing to do with the extravagantly decorated building in front of it and stands like a matchbox, has shown us that it is the art architecture of the Khrushchev period. While visiting the Louvre in Paris, the Dresden in Germany, the Hermitage in Russia, and the Tretyakov Gallery, we see that our artists have inherited great works of art over the centuries. An exhibition of the artist Kandinsky was taking place in one of the museums in Munich. An interesting incident took place in front of a play. Theatrical scholar Sechin stopped in front of this picture and began to watch it for a long time. In it, the other limbs were arranged in pieces around the human eye, and some other line, as if those eyes were peering between shapes, was an incomprehensible work to me. I began to observe the scientist. He looked up and frowned. Then he took a step or two away and stared. He looked around again, his face turning pale before my eyes. "Sure, it's weird," he said in surprise. Or take the "Black Square" that Molevich created over the years. So you have to understand the artist's lines. Unfortunately, we did not go through this school. In short, children need to learn about fine art, its types, a number of trends, such as abstractionism, impressionism, surrealism, naturalism, cubism. Whatever the type of art, from architectural art to watercolors, drawing, graphics and other types must find a consistent expression. When working with an artist, the director must study in depth the peculiarities of each period, its weapons, costumes, customs, social life, and pay attention to them in every scene and screenplay he creates. The artistic decoration of the artist should be distinguished by its external expression and internal depth. In theatrical art, famous theater artists have left wonderful examples of collaboration with the director. The combination of the director's plan and the artist's idea leads to good results. Great directors KS Stanislavsky, V. Meyerhold, A. Tairov, N. Akimov, G. Tovstonogov, V. Lyubimov paid great attention to the artist's work. Theater artists such as H. Ikramov, M. Musaev, S. Milenin, A. Riftin have created wonderful plays with directors such as M. Uygur, T. Khojaev, A. Ginzburg. The best example of such cooperation is the work of director Bahodir Yuldashev and artist Georgy Brim. The plays created by them are distinguished by their true style and direction. The performances are distinguished by their composition, color and decorative harmony, professionalism. A number of plays, such as "Bride's Revolt", "Old woman Mamura", "Alexander", "Black Belt", "The Case of Maysara" are embodied as beautiful examples of theatrical work with their plasticity, style of performance, figurative expression and interpretation. It's as if the play is like a flight of two wings of a bird.

Artistic style is one of the priorities of the director's plan. When working with an artist, the director must find a single figurative expression that lies at the heart of the work, and look for the external figurative expression in the nature of the work. It is important to remember that expressive scales, placing the actors up, in, in front of the stage mirror, the implementation of the director's plan depends on the artist. For the player, the more action points, the more

playgrounds, the more the possibilities of expression expand. When and where the events take place depends on the interpretation of the director and the artist.

Due to fate, I had to stage Shakespeare's tragedy "Richard III" at the Syrdarya Regional Theater named after Olim Khodjaev, translated by Askad Mukhtor. We invited artist Anatoly Slugin, who has worked in the theater for many years. Due to the lack of a building, the play was staged in the assembly hall of the regional administration. The events take place in England during the reign of King Edward IV: sometimes in the Tower, sometimes on the street, sometimes in the palace, sometimes in the Palace of the Bears, and so on. The work is complex and the scene is limited. It was hard to find a stage expression. In the play, the disability, imperfection struggles with perfection. For me, the murders that took place around Gloster, the tragic events that took place, the internal conflicts in the palace, the depth, the intensity of the events were significant and important. The artist found the only way out of the situation. All the events took place around a device - a construction performed by four people on a background of black rough fabrics. The device turns into a royal throne when it is raised, and into a tree when it is lowered, it would become a hangover, and the executioner. This device could have been put in a different position. Throne and executioner, side by side, disgrace is here, justice is here. The theatrical figurative expression found with the artist was a great help in the opening of the events of the work. A play that could be played on a small stage was born.

Of course, in the process of working with the artist, the social background of the participants of the work, who they are, what class they belong to, the expression of clothes also play a big role.

The role, lifestyle, relationships, and customs of the participants are important in determining their stage expression. Which color, expresses the solution of the architectural style and the form of the play? It is these problems that develop between the director and the artist's relationship. Museums, libraries, photo exhibitions, newsreels, press, magazines, newspapers, photographs help artists to create artistic decoration. This is called the study of iconographic materials. The figurative expression, character, style, course of events, space and time cooperation of the play are the result of serious research.

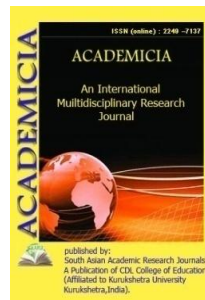
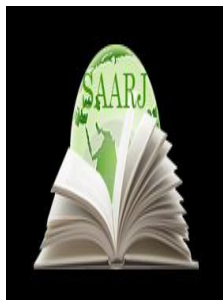
"Algeria is my homeland" based on Muhammad Dib's novel "House", staged by Alexander Ginzburg at the National Academic Drama Theater, "Daughter of the Ganges" based on Robindranath Tagore's novel "Destruction", "Blessed Blood" based on Oybek's novel "Sacred Blood" Chingiz Aitmatov's performances "Sarvqomat dilbarim" are the best stage productions created in collaboration with the artist.

Often, an artist-director collaboration begins with sketches and layouts. The next play is a mock-up and sketch discussion around the table, with thought-out scales, costume looks, lighting, color expression of the scene, and the speed of the performance depending on the location of the paintings. The placement of equipment and items should facilitate the actor's performance. In general, all the conditions on stage should allow the actor to create an image. From makeup, clothing, artificial equipment to real, everything should be focused on the realization of the director's plan, the performance of the actor. All the research of the artist should be aimed at expressing the essence of the work in the image, finding a solution. The famous director Peter Brook notes that the "stage space" is full of miracles. Nemirovich-Danchenko says that "it is possible to perform a show even on a little rug." The possibilities for a miraculous scene are

vast. The collaboration of a director and an artist is the creation of works of art with the effective use of these opportunities.

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DOI: **10.5958/2249-7137.2021.00873.9**

HOMIL YAKUBOV'S VIEWS ON OYBEK LYRICS

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ABSTRACT

Oybek is an artist who has enriched Uzbek literature with works of various genres. As a creator, he wrote everything from poetry, prose, short stories and essays to novels, and as a literary critic, he created journalistic and literary-critical articles. Oybek's work has been warmly welcomed by readers at different times, studied and appreciated by literary scholars and critics. Among the researches on the life and work of Oybek in literary criticism, the scientific works of H.Yakubov have a special place. In the research of the scientist, Oybek's activity as a poet, prose writer, literary critic is studied in connection with his personality. This article describes H.Yakubov's research on Oybek's poetry.

KEYWORDS: Critic, Prose, Poetry, Literary Criticism, Review, Literary theory, Press.

INTRODUCTION

Well-known literary scholar Homil Yakubov has made a worthy contribution to the development of science, literature and literary criticism in our country. Literary critic Laziz Qayumov, who appreciated H.Yakubov's fruitful and fruitful work, wrote in his article "Literary Scholar" that "he had made a great contribution to the formation and development of the new Uzbek literary criticism as an independent science." - He wrote.

At the beginning of the twentieth century, a variety of types and genres appeared in Uzbek literature, and innovations began to appear in art. This required literary critics to do new research. Literary critic Homil Yakubov also took an active part in this process. He has written articles and reviews on a variety of topics since the 1920s, making a worthy contribution to the formation of new literary criticism and literary criticism. At the same time, the critic himself wrote more and more important scientific works every year. He has been a scientific creator for almost half a century. Over the past period he has created many articles and reviews, scientific

essays, monographs, textbooks and manuals, programs and brochures. "Creative way of Hamid Olimjon" (1936), "Short stories of Abdulla Qahhor" (1946), "Uzbek literature in the five years before the war" (1953), "Life and work of Ghafur Ghulam" (1959) "Selection" (two - 101 - vol., 1983) are among them. These scientific works discuss the achievements of the new Uzbek literature, and important ideas are presented in accordance with the requirements of the time. Each scholar seeks to reveal the peculiarities of the works of writers and poets, their place in the history of Uzbek literature, the educational and aesthetic significance of their works.

Oybek is an artist who has enriched Uzbek literature with works of various genres. Oybek's work has been warmly welcomed by readers at different times, his works have been studied and appreciated by literary scholars and critics.

The research work on Oybek in the creative heritage of Homil Yakubov stands out. The leading features of the writer's work are studied in detail in his monographs "Oybek" (1959), "Ideology and skill" (1963) and "The skill of the writer" (1966). These studies, with their richness of evidence, perfection of ideological and artistic analysis and deep scientific conclusions, play an important role not only in their time, but also in our literature today. (Homil Yakubov's doctoral dissertation on "Ideology and skill in Oybek's work", defended in 1967, is also based on these books).

The author closely connects Oybek's multifaceted and fruitful work with the stages of development and current issues of the new Uzbek literature. In the example of Oybek's work, he expressed his views on modernity and history, tradition and innovation, form and content, plot and composition, realism and artistic texture, lyrical conflict and character, commonalities and differences between epic and lyro-epic imagery.

A number of works have been done in our literature on the study of Oybek's work. He has written articles, scientific-critical works, and dissertations covering the works of the artist in various directions. His prose works in particular have been studied in detail. In particular, M.Kushjanov's scientific-critical works, such as "The skill of portraying characters in Oybek's novels", "The plot and character in Oybek's novels" included in the collection "Life and skill" cover the prose works of the artist. However, Oybek's activity as a poet was not sufficiently studied in Uzbek literature and criticism until 1963. "His poetic work is also touched upon only in connection with certain issues or in connection with certain periods of development of Uzbek poetry" [Yakubov H. Ideology and skill in Oybek's lyrics. 1963: 4 b], we can see that in this process, too, certain poems and verses of the artist are analyzed.

Munaqqid pays special attention to the artistic level of Oybek's poetic works. It is known that "art, which is associated with the representation and knowledge of reality in figurative form, is determined by issues such as the poet's worldview, the social significance of the ideal, the lyrical character in the typical context, the ideological, popular, socio-educational impact of the work." [Yoqubov H. Ideology and skill in Oybek's lyrics. 1963: 4 b] The critic believes that as a result of his research and study, the poet's mastery in achieving a high level of ideology and art, that is, the unity of artistic form and content, is achieved.

Homil Yakubov got acquainted with Oybek's poetry and summarized his observations and studies in the monograph "Ideology and skill in Oybek's lyrics". Munaqqid examines Oybek's lyrics from the point of view of the period, linking them with the changes taking place in our country, socio-political life and the development of Uzbek literature. From the monograph

"Research in lyrics", "Realism in Oybek's lyrics", "Life of a poet in lyrics", "Image of revolutionary changes", "Nature landscape and images of love", "Paphos of victory", "Songs of peace and Pakistan", "Lyrical style colors" "And so on.

In this monograph, H.Yakubov talks about the peculiarities of Oybek's work. The reaction emphasizes that understanding them based on their own views has tried to incorporate their own feelings into their own colors. "Oybek approaches the lyrical work as an expression of the human" spirit ", his" I ", but often the sphere of" feelings "is the only reality and does not cover the content of the surrounding events, the objective truth" [Yakubov H. Ideology and skill in Oybek's lyrics. 1963: 4 b].

The essence of Munaqqid Oybek's poetry is that the poet speaks of me as an Ottoman-Turkish symbolist who created in 10-20 years - Khalid Fakhri, Orkhon Sayfi, Yusuf Ziya, Umar Sayfiddin and their follower Cholpon. Has an effect.

The same can be said about Oybek's poem "Nay kuylari" from the collection "Tuygular". The poem "Nay kuylari" is dedicated to Cholpon, and in the play the critic sees the image of "hijranli poet" Cholpon in the image of "Savdoli shepherd". "Oybek expresses his fascination with Cholpon's melodies in" Hijranli poet "in the form of a" merchant shepherd "with a symbolic veil." [Yoqubov H. Ideology and skill in Oybek's lyrics. 1963: 11 b]

The critic notes that the pure emotions and feelings in the poet's work are depicted in isolation from the realities of social life, and as a result, the dominance of a depressed mood is observed in the play.

"It is characteristic that this depressive mood in Oybek's first work was temporary. Motives of confidence in the future are intertwined in the image of the poet's sad, depressing poems. [Yoqubov H. Ideology and skill in Oybek's lyrics. 1963: 14 b] In the eyes of the critic, the poet grows in the literary process, and his works rise artistically. In the poems from the collection "Emotions", the facts and perceptions of the critic are described in a slightly different way. In this collection of more than forty, ie 43 poems, he sees the motive of a man striving for change in socio-political life in such poems as "Whose Land", "Word of the Poor", "To the Worker", "Waves of Change", "Awakening". H. Yakubov connects such contradictions in Oybek's first work with the period. "After all, the reality of Uzbekistan at that time was still controversial." [Yoqubov H. Ideology and skill in Oybek's lyrics. 1963: 19 b]

Homil Yakubov notes that from the earliest days of Oybek's work, Uzbek literature tried to introduce certain innovations into the poetic system. "Oybek tries to form some components of the lyric genre in Uzbek poetry during this apprenticeship. It's not just about reworking the lightest and most playful types of finger weights, melodic rhythmic methods and rhyme systems, but also about adding the poet's own imagination, his "own" colors, to poetry, even if it's not yet pure. " [Yoqubov H. Ideology and skill in Oybek's lyrics. 1963: 15 b]

Commenting on Oybek's lyricism and poetry of the period, Munaqqid noted that the "indescribable" sensations in the language of thought, which were lacking in the didactic and rhetorical poetry of the 1920s, reflected in the poet's work the moods and situations that were not fully understood. He emphasizes the subjective, exciting aspects of the image, emphasizes the "melody", "resonance of sounds", "words", tried to create a "musical image" of the poem,

"juicy", "charming" juice, It is no coincidence that he called the first of his first collections of poetry "Emotions" and the second "The Pipes of the Heart."

While studying Oybek's character, Munaqqid praises the poet's fruitful work. The originality of the emotions in his poems pays special attention to the fact that the spirit of the time and epoch is reflected in the artistic creation. He observes the processes from Oybek's first work to his formation as a mature poet and expresses certain conclusions.

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DOI: **10.5958/2249-7137.2021.01004.1**

CULTURE OF SILENCE: A CASE STUDY OF BARRIERS TO TWO-WAY COMMUNICATION

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ABSTRACT

Feedback is substantial in communication process. Consequently, due to absence of two-way communication in classroom, teaching and learning are not productive and prolific in most of Indian institutions. Secondly, talk or interaction is a significant medium of students' assessment and by listening to what they have to say teachers support their learning. Several studies conclude that classroom discussions are often dominated by a small number of students while others remain silent and quiet. The study was precisely conducted to find out the factors or barriers contributing to students' reluctance to communicate in the classrooms. The case study method was employed and total 35-student was interviewed. The study concludes that dialogue or communication between teachers and students is a vital part of the education process and those students who do not speak in the classrooms are disadvantaged. The study found that psychological, emotional, practical, social attitude and previous school education barriers was the salient that responsible to students communication behavior in the classrooms. These barriers must be removed to ensure the participation of quiet students to make active role in education.

KEYWORDS: *Communication, Barriers, classroom, students, teachers etc.*

INTRODUCTION

It is well established fact that feedback or two-way communication is substantial element in communication process. Without two way communication conversation or discussion is not meaningful and consequential. For that reason, our classrooms are seemed boring and unexciting due to the deficiency of appropriate feedback of students. It is well known that through talk teachers significantly assess the prospective approach and potential of a student and by listening

to what he says teachers support his learning. Therefore, due to lack of two-way communication in classroom, teaching and learning are not so much productive and prolific. Several studies conducted on Indian higher education system state that most of the students do not interact with teachers and class discussions are often dominated by a small number of students while others remain silent and quiet.

Several studies have confirmed that when interaction occurs in the classroom, both student and the teacher are benefitted. Two-way communication makes learning more easy, assist students to achieve their goals and also strengthens the bond between students and teacher. Consistent evidence suggests that to improve students' academic achievement and social skill development, we need to focus on the nature and quality of teacher-student interactions.

The study carried out by Jones, Vernon F., and Louise Jones (1981) reveal that only a few students in a classroom grasp and learn promptly, but at the same time other students have to repeat the same things with using different techniques. And then, teaching becomes difficult and hard, particularly if there is no two-communication. Communication between the teacher and the student serves as a connection between the two, which provides a better atmosphere for teaching and learning. Of course a teacher is not enough able to understand every problem of every students in the classroom, but by two-way communication he or she could obtain adequate information. They also indicate that student's academic achievement, attitude and behavior are mostly influenced by the quality of communication happen between teacher and students. The more the teacher communicates with their students, the more expected they will be capable to facilitate students' learning at a high level and achieve quickly.

Linda Haggarty & Keith Postlethwaite (2002) identified that some students felt problems in communicating with their teachers. But some students who were labeled quiet by their teachers communicated more than they thought. The researchers also observed that negative non-verbal communication by the teachers had a prevailing influence on the students who prompt it. Their results emphasized on improving the communication process between teachers and students about better learning in the class.

Da Luz, Fredson Soares dos Reis (2015) emphasized on the caring and supportive relationship between teachers and students. Teachers can engage actively the students in the learning instead of being them passive learners. Researchers further concluded that a good environment in the classroom is important factor because a social-emotional temperament establishes with students provide opportunities to see themselves as capable, worthy and confident members and make them feel part of the learning process.

Weheba, Dina Mostafa and Abd El Kader, Maher (2006) examine that teaching is an exciting adventure in which both the teacher and the students participate. Communication in the teaching process help students attach concepts to their own lives, as students will apply what they learn in class to the world around them. While Dorothy Spiller (2009) report that feedback or two-way communication is an important ingredient of the learning cycle, but both students and teachers most of the time express their disappointment and frustration in feedback process. Generally students take interest in marks rather than concerned with feedback comments. When discussion around appraisal and feedback is extended and the students ensure their active participations in the whole process, then feedback is possibly to be most valuable to students learning.

J Hattie and Timperely (2007) explain that whether feedback is positive or negative but it influences the learning and achievement process effectively. Further, they also argued that evidence shows that feedback can be used in several ways to enhance the effectiveness in classrooms. Feedback has the potential to have a significant effect on student learning achievement

Hypotheses

On the basis of several studies and literature, the following three hypotheses can be formulated:

1. The students do not interact adequately and satisfactorily with their teachers while discussing a subject matter in the classroom.
2. Only a group of students who have studied in private schools and speak English communicate frequently with their teachers.
3. One way communication in classrooms influences quality of education and discourage teachers.

Objectives of the study

There were four prime research questions:

1. To what level, teachers and students communicate and interact with one another?
2. To find out the factors which contribute to silence in classrooms among college students?
3. The students who communicate mostly what is their educational and social backgrounds?
4. How do teachers and students distinguish this interaction?

Research designing

This study was conducted at Govt. College Dharamshala in Himachal Pradesh. Participants included 36 students from science and arts disciplines. There were three sessions of Forum Focus Group Discussion conducted in three zones and discussed for at least 45 minutes each. To obtain qualitative information on silence in class and why students do not use two-way communication in classroom, they were asked open-ended questions. Whereas, 20 teachers from different disciplines were chosen to discuss about their interaction with students in the classrooms.

Results and interpretations

It is found that a large number of the students do not communicate with teachers when teachers ask questions in classroom and on any other significant occasion. Therefore, our first hypothesis is true. Almost 92% students accept that they do not interact in the class with teachers although in which 33% students sometimes know the answers. On the other hand teachers also revealed that only less than ten percent students dominant the class in discussion.

Social environmental and educational barriers

80% students acknowledged that they were not trained and educated to indulge in two way-communications in their previous classes. Unfortunately, only a few students had been exposed to these types of effective interactions in the early classes or grades. Therefore, now they feel it is peculiar and eccentric to respond in the classroom. Interviews and talks with quiet students state that they feel anxious about being asked to speak in class. This anxiety frequently prevent

them participating in conversation. Sometimes this feeling is aroused among the students due to the detachment with teacher and lack of confidence.

Psychological aspects of silence

Most of the students accepted that even though they knew the answer but replied it slowly and when teachers asked to repeat it again loudly they forgot the content. This happens because of their low self esteem and confidence. Without exercising and practice it cannot be built. That is a feeble aspect of our subordinate education standard in the schools. Secondly, 94% sample revealed that they frequently wanted to talk with teachers on various issues but could not find the appropriate words. This is a lot occurs due to the fewer knowledge of spoken language. The educations we are obtaining are not mostly used in everyday life style. If students reply wrong answer in the class then their classmates will make fun of him. Mostly, this thought keeps them away from participation.

Majority of students (93%) also acknowledged that they passively listened to the instructors and jotted down notes. This habit has been evolved since their primary education. This traditional pedagogy practice has been used since decades. But by emphasizing the learners to change their attitude and behavior can play an active role in constructing knowledge.

Interaction as a life line of learning: Teachers' opinion

Most of the teachers (91%) accept that there is a significant correlation between two-way communication and academic performance of the students. Silence inside classrooms is a big problem and it reduces socialization and skill temperament. It is not easy to bring them out to talk about their view points and attitude. Some of the teachers have poor opinion about the education imparting in the schools. They thought students were still in memorizing stage their understanding and reflection mode were switched off. McCroskey & Wheelless, (1976) observed that between 50 and 90 percent of all interpersonal communication occurs primarily because of the participants' motivation to seek affinity with one another. Most of the teachers were not satisfied with the quality education imparting on the secondary and high school levels.

That is why; the factors influencing interaction in the classroom should be eliminated. Affective factors in improving communication among professors and students are essential for improving the educational process (Khosravi, 2011). Effective teaching depends on successful communication. When teachers and students interact with one another, an explicit communication occurred that is good for learning and teaching environment (Miller, 1988).

David Andrade (2015) assessed that Communication is supreme in education and learning. Whether it is used by teacher to student, student to teacher, teacher to teacher, teacher to parent, teacher to admin or admin to parent, or vice versa, communication is needed to make sure our students are successful. But on the other hand, Nurzali Ismail and Khairu'l Najmi Idris (2009) found no correlation between effective classroom communication and students' performance. Two-way communication in the classroom was just essential in assuring that effective teaching and learning could take place. Sometimes students feel inferior and remain passive in the classroom. And sometimes **students seem more intent on writing down what teacher says than on listening and understanding. Most students, seemingly unconcerned with content, laboriously and uncritically write down whatever teachers say.**

In practice, that is not the case.

DISCUSSION AND CONCLUSION

Indeed, if appropriately, effective two-way communication is established between teachers and students the chances of success will be equally high. Importance of two-way communication should be widely recognized to make students confident, well behavioral, self-esteemed and psychological strong. Providing sufficient opportunities of speaking or answering to the students in the class would increase their confidence level. The result oriented productivity in classroom comes from an effective interaction and cooperation between the student and teacher. Good relationships between the two are imperative for motivation and academic achievement of the students (Spilt, Koomen and Thijs, 2011). This will also make reciprocal relationship between duos.

Mary P. Clynes and Sara E.C. Raftery (2008) define that the importance of feedback has already been acknowledged though this element is inconsistently absent in students' communication process. Whereas, feedback increases self-esteem and confidence in students, also motivate them to achieve their goals. They identify that inadequate supervision, training and education, unfavorable learning environment and insufficient time spent with students are some of the barriers to the two-way communication. Nakane, I (2007) in his study discovered that the students who belonged to the minority ethnic group were silent in the classrooms in comparison with their majority peers. Some students' silence in the classrooms is consequence of conflicts based on cultural and caste differences. This silence or silencing of the minority students in the classroom can be seen as a sign of discrimination and control and also the tension which exists in negotiating power relationships between the teacher and students.

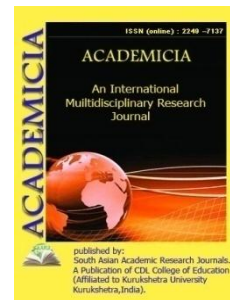
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DOI: **10.5958/2249-7137.2021.00993.9**

PEDAGOGICAL POSSIBILITY OF PHYSICAL QUALITIES EDUCATION IN PRESCHOOL CHILDREN

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ABSTRACT

The article shows the role of physical exercises in the development and strengthening of the musculoskeletal system of children and pedagogical possibility of physical qualities education in preschool children. Physical exercises have an educational value. Children develop attention and observation, develop strong-willed qualities, and develop character. Examples of exercises for preschool children are given.

KEYWORDS: *Preschool Educational Institution, Physical Education, Physical Exercises, Attention And Observation, Child Development, Movement, Games.*

INTRODUCTION

Ensuring the implementation of the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 No PF-5198 "On measures to radically improve the management of preschool education" and the establishment of state and non-state networks of preschool education further expansion, creation of conditions for the formation of a healthy competitive environment between public and private preschools, the introduction of new forms of preschool education in the context of public-private partnership, as well as In order to ensure the effective organization of the Ministry of Preschool Education of the Republic of Uzbekistan, the Ministry of Preschool Education was established. The document says the number of public preschools in the country has shrunk by more than 45 percent over the past 20 years, while enrollment in preschools has risen by about 30 percent. [1],[8]

The physical development of preschool children is particularly important for the proper development of motor skills.

In the State curriculum of a preschool educational institution "The first step" contains the competencies of the field "Physical development and formation of a healthy lifestyle". At the end

of the educational activity in the field of "Physical development and formation of a healthy lifestyle", a child aged 6-7 years:

- * shows physical activity according to their capabilities and age norms of physical development;
- * is able to perform various types of motor activity in a coordinated manner and with the goal of;
- * uses fine motor skills in a variety of life and learning situations;
- * regulates your movements with the help of your senses;
- * applies personal hygiene skills;
- * knows the basics of a healthy lifestyle and nutrition;
- * follows the rules of the basics of safe life. Children of early preschool age need outdoor games, outdoor exercises.

In addition, you need tasks aimed at developing psychological qualities. Such tasks are applied in a strict sequence, are included in different forms of motor activity. Also, tasks are included in the independent motor activity of the child on a walk.

Outdoor games originate from the depths of folk pedagogy. Starting from an early age, the child is brought up on bright toys, jokes, nursery rhymes, games and fun associated with the initial movements of the baby. There were folk games with motor content, including enticing game beginnings, songs, and counting games for children. All this still represents the artistic charm, educational value and is the most valuable, unique game folklore. According to Ushinsky, a special educational role is played by collective games, which develop children's communication skills, and establish "the first associations of social relations". [3]

Main part

The physical qualities of children are innate, they need to be developed and improved. At a younger age, the most rapid growth and development of the main body systems and their functions takes place, and the foundation for the multi-faceted development of physical and spiritual qualities is built. The greater the number of different movements a child masters, the wider the opportunities for the development of sensation, perception and other mental processes, the more fully its development is carried out. If you conduct the education of physical qualities while developing motor skills, then this has an impact on their improvement, improvement of the whole body, increasing the emotional and positive state of the psyche; children show more and more confidence in performing movements, learn new things faster, strive for greater achievements, show creative independence.

The development of physical qualities is observed in certain actions, especially when walking, jogging, running, long jumping, high jumping, climbing a rope, climbing stairs, playing on playgrounds, slides, throwing a ball, competitions and competitions, sports. When children perform each exercise, all physical qualities are shown in all movements, but each type of movement or exercise is aimed at developing certain muscles of the body, certain physical qualities. For example, when running short distances-speed; when running a long distance — endurance, and when jumping long and high with a run — up-strength combined with speed. For example, the ability to move quickly allows you to run quickly, swim, ride a bicycle. And short-term power stresses are necessary in jumping, climbing, and throwing objects.

The game is a means of forming the child's personality. Emotions that arise in the game are a health component. Joy is one of the mandatory conditions of play activity, without which the game loses its meaning for children.

Outdoor play is one of the most important means of comprehensive education of preschool children. Its characteristic feature is the impact on the body and on all aspects of the child's personality; in the game, physical, mental, aesthetic and labor education is simultaneously carried out.

In outdoor games, the child has to decide for himself how to act in order to achieve the goal, contributing to the development of independence, initiative, creativity, and ingenuity.[5]

Outdoor games are a means of active recreation after strenuous mental work. Playing activity strengthens the main muscle groups and thus contributes to better health. The movements included in outdoor games are very simple in their form, natural, understandable and accessible to perception and execution.

Game activity is always associated with solving certain tasks, performing certain duties, overcoming difficulties and obstacles, strengthening willpower, cultivating self-control, determination, achieving goals, and self-confidence.

From all of the above, we can conclude that a high level of development of physical qualities helps in various life situations. The higher the level of development of physical qualities, the more successful the child's motor activity, the higher his ability to master new forms of movement, the higher the ability to use them expediently in life, the higher self-esteem, confidence in movements.

Physical education is an essential part of physical education. All physical qualities are innate, i.e. they are given to a person in the form of natural inclinations that need to be developed and improved. It is in preschool age that the most intensive growth and development of the most important body systems and their functions is carried out, and the basis for the comprehensive development of physical and spiritual abilities is laid. The greater the number of different movements a child masters, the wider the opportunities for the development of sensation, perception and other mental processes, the more fully its development is carried out. The education of physical qualities in unity with the training of children in motor skills has an impact on their improvement, improving the whole body, increasing the emotional-positive state of the psyche; children show more and more confidence in performing movements, learn new things faster, strive for greater achievements, and show creative independence.

The development of physical qualities is manifested in specific actions, basic movements: walking, running, jumping, climbing, throwing, playing and sports activities. When performing any exercise, the main type of movement, all physical qualities are manifested to some extent, but any one of them takes precedence. For example, when running short distances — speed; when running long distances-endurance, and when jumping long and high with a run-up-strength combined with speed. For example, the ability to move quickly allows you to run quickly, swim, ride a bicycle. And short-term power stresses are necessary in jumping, climbing, and throwing objects. I propose to consider the development of physical qualities in preschoolers.

Dexterity is a complex quality characterized by good coordination and high accuracy of movements. Dexterity develops in the main types of movements (climbing, in general

development exercises with objects, with equipment, in outdoor games, in sports games. The development of dexterity is facilitated by performing exercises in changing conditions. So, in mobile, sports games, children have to continuously switch from one movement to another, not conditioned in advance; quickly, without any delay, solve complex motor tasks, in accordance with the actions of their peers. Dexterity develops when performing exercises conducted in complicated conditions that require a sudden change in movement technique (skiing up and down a hill, etc.). When conducting relay games (running between objects, climbing into a hoop, etc.). To determine dexterity, a shuttle run is performed for a time.

Age	Average score boys	Average score girls
5 years old	12,7 +/- 1,5	13,0 +/- 1,5
6 years old	11,5 +/- 1,1	12,1 +/- 1,0
7yearsold	10,5 +/- 1,1	11,0 +/- 1,0

Speed - the ability of a person to perform movements in the shortest possible time.

Speed develops in dance movements, in exercises performed with acceleration (walking, running with gradually increasing speed, at speed (to reach the finish line as quickly as possible, with a change of pace (slow, medium, fast and very fast, as well as in outdoor games, when children are forced to perform exercises with the highest speed (to run away from the driver). The development of speed is promoted by speed-strength exercises performed in the course of organized educational activities, in free motor activity, on a walk: jumping, throwing (the push when jumping in length and in height with a run-up, the throw when throwing is made at high speed). For the development of speed, it is advisable to use well-mastered exercises, while it is necessary to use an individually differentiated approach, take into account the physical fitness of children, as well as their state of health. To determine the speed, children run 30 meters for a time.

Age	boys	girls
4yearsold	8,5	9,4
5 years old	8,1	8,5
6 years old	7,3	7,8
7yearsold	6,5	7,0

Flexibility - the ability to achieve the greatest magnitude of the range (amplitude) of movements of individual parts of the body in a certain direction. Flexibility depends on the condition of the spine, joints, ligaments, as well as the elasticity of the muscles.[8]

Flexibility develops when performing physical exercises with a large amplitude, in general developing exercises in the morning, in class, wake-up calls after sleep. In preschool children, the musculoskeletal system has great flexibility. You should strive to maintain this natural flexibility, without abusing stretching exercises that can lead to irreversible deformities of individual joints (for example, the knee). Flexibility exercises should first be performed with an incomplete swing, for example, do 2-3 half-bends, and then a full tilt, 2-3 half-squats, then a deep squat. To determine flexibility, the child performs a downward tilt, standing on a bench, or sitting on the floor, moves the cube away from him.

Age	boys	girls
4yearsold	8 – 10	9 – 12

5 years old	5 – 8	8 – 12
6 years old	7 - 9	6 – 11

Balance - the ability of a person to maintain a stable position while performing a variety of movements and poses on a reduced and raised area of support above the ground (floor). This quality is necessary for a person to move around in the room and on the street, without touching objects, each other, to successfully cope with the duties necessary for different jobs (top climber, etc.).

The balance depends on the state of the vestibular apparatus, all systems of the body, as well as on the location of the general center of gravity of the body (GCG). In preschoolers, the total center of gravity of the body is located high, so it is more difficult for them to keep their balance. When performing exercises, changing positions, the center of gravity of the body shifts and the balance is disturbed. You need to make an effort to restore the desired position of the body. For preschoolers, this is quite difficult.

Balance develops in such types of movements as walking, running on a bench, in exercises performed on a reduced and raised support area (skating, cycling, also in exercises that require significant effort to maintain a stable body position (throwing at a distance, long jump from a place and from a run, etc.). To assess the balance function, a stand is performed on one leg, the other bent at a 90-degree angle and set aside.

Endurance - the ability of a person to perform physical exercises of acceptable intensity for as long as possible.

RESULTS AND DISCUSSIONS

The development of endurance requires a large number of repetitions of the same exercise. The monotonous load leads to fatigue, and children lose interest in this exercise. Therefore, it is best to use a variety of dynamic exercises, especially in the fresh air: walking, running, skiing, skating, sledding, cycling, swimming, etc. Outdoor games are also useful, which cause positive emotions and reduce the feeling of fatigue. Walking (walking, skiing, during which exercise alternates with rest) is also recommended. The dosage of exercises and the duration of classes increase from group to group. And it also contributes to the development of endurance. To determine endurance, a step test is performed. The heart rate and the ability to restore the pulse are monitored.[7]

When planning the main types of movements in the class, I note for myself what physical quality I will develop today. What qualities can be developed in the main types of movements?

Walking- Endurance, speed, balance

Running-Speed, endurance, agility, balance

Jumping- Strength, agility, speed, balance

Throwing- Agility, strength, speed, balance

Climbing- Agility, flexibility

To track the effectiveness of our activities, we monitor the development of physical qualities at the beginning of the school year and at the end. We use the diagnostics proposed by N. V.

Poltavtseva, E. N. Vavilova, and A. B. Lagutin. Based on the results of the autumn monitoring, I plan my work with children.[6],[7]

Work on the development of physical qualities is impossible without the cooperation of a physical education instructor, narrow specialists, and teachers. During classes, on a walk, in independent games, I draw the attention of teachers to those children who have difficulties with any movement, I ask them to conduct individual work during a walk, free activity, taking into account the individual characteristics of the child, his capabilities, paying attention to how he tolerates the load.

CONCLUSION

Having considered physical qualities and studied the patterns of their development in preschool children, we can conclude that physical qualities are important for the comprehensive physical development of children. For training physical qualities as a means of forming physical development in preschool children, the universality of outdoor games is important. During the game, only one of the child's qualities does not develop. There is a General training of the body with a great emphasis on one of the types of qualities studied. The development of physical qualities is measured by certain indicators, such as speed, flexibility of the body, endurance, coordination of movements. This is necessary for the proper development and full life of a person.

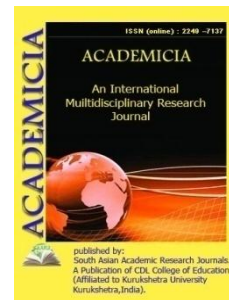
In the course of the work done, the goal was achieved and the tasks were solved. We must remember that it is a huge mistake to encourage children at preschool age not to move and be silent. During this period, children learn the world. And the development of physical qualities provides a solid Foundation for a comprehensive study. It can be concluded that as a result of the use of outdoor games in preschool children, the level of physical fitness increases. In addition, a physically developed child does not lag behind in his mental development. It is easier for him to establish friendly relations with other children during the game. From here we get a healthy person on all levels: physical, mental and social.

This work can be used by teachers and physical education instructors in kindergartens.

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DOI: **10.5958/2249-7137.2021.00994.0**

THE CONCEPT OF DISCOURSE IN MODERN LINGUISTICS

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ABSTRACT

This article is devoted to the concept of "discourse", its scientific definition from the point of view of Russian and foreign linguists' research. The article presents the main characteristics of the discourse features depending on the scientific field of its research and application

KEYWORDS: *Discourse; Basic Characteristics; Discourse Features and Peculiarities.*

INTRODUCTION

Many terms used in the field of research are characterized in many ways and are contradictory. They certainly include such a concept as discourse. Many disciplines are related to the study of discourse, for example, pedagogy, sociology, pragmalinguistics, speech linguistics, cultural studies, psycholinguistics, law, etc. Each science and scientific direction approaches the study of discourse depending on the specifics of the subject.

Discours (French) (from Lat. discursus-movement, conversation, conversation) is translated as "discourse" (less often-speech, type of speech, text, type of text). It is considered one of the complex concepts for the definition. But, despite this, it is often an applicable and functionally convenient term.

Initially, the word "discourse" in French linguistics meant speech in general or text. As it is supposed, the theory of discourse takes its origins from the concept of E. Benveniste, who defines discourse "as speech assigned to the speaker". He drew a line between the plan of the narrative (récit) and the plan of the language appropriated by the speaker (discours). An identical

distinction was also observed in L. V. Shcherba : language as a system and as an ability, speech activity and language material, texts.

Studying discourse as a subject of text linguistics, and discursive analysis

- one of his methods, T. M. Nikolaeva considers discourse as "a polysemantic term of text linguistics, used by a number of authors in meanings that are almost homonymous"[11] and identifies the main ones :

- 1) Dialog;
- 2) oral-colloquial form of the text;
- 3) a group of statements related to each other in meaning;
- 4) coherent text;
- 5) a speech work as a given, oral or written.

In the future, the definition of "discourse" as a term of text linguistics was not limited to the text and "began to include an enumeration of the conditions in which this text is updated" [10]. In this case, it will be relevant to recall the definition of discourse proposed by T. A. van Dijk , who in modern linguistics holds the first place in the description of this phenomenon, "as a speech flow, language in its constant movement, absorbing the diversity of the historical era, individual and social characteristics of both the communicant and the communicative situation

, in which the communication takes place .The discourse reflects the mentality and culture both national, universal, and individual, private. "[4]. Therefore, "... discourse is a complex communicative phenomenon that includes , in addition to the text, also extralinguistic factors (knowledge about the world ,opinions, attitudes, goals of the addressee) necessary for understanding the text" [8] It should be noted that this definition is the basis for numerous linguistic studies of the text of the modern period.

V. Z. Demyankov, relying on the works on foreign linguistics, offers a more in-depth definition of discourse, which ,according to Yu. S. Stepanov, is the most complete in the modern theory of linguistics :

"Discours – a discourse, an arbitrary fragment of text consisting of more than one sentence or an independent part of a sentence. Often, but not always revolves around some reference concept; creates a shared context of describing the characters, objects, circumstances, times, actions, etc., being determined not so much a sequence of sentences, as those common to create discourse and interpreter of the world that is "built" for code deployment of the discourse, is a point of view "Ethnography of speech"... [5]

It should be noted that in this definition, discourse consists of features and features characteristic of various disciplines-from semiotics to sociology, communication theory, modal logic, etc.

P. Serio believes that the concept of "discourse" can not be combined with either empirical speech produced by the subject, or with the text .This definition has many definitions: 1) the equivalent of the concept of "speech" (according to F. Saussure), i.e. any specific utterance; 2) a unit that exceeds the phrase in size; 3) the impact of the utterance on its recipient, taking into account the situation of the utterance ; 4) conversation, as the main type of utterance ; 5) speech from the standpoint of the speaker, as opposed to the narrative, which does not take into account

such a position (according to E. Benveniste); 6) the use of language units , their speech actualization: language and speech are contrasted (langue/ discourse);

7) A socially or ideologically limited type of utterance, for example, feminist discourse ; 8) a theoretical construct designed to study the conditions of text production [12]

Focusing on the interaction between the study of language formations and the analysis of the conditions of the social context, M. Stubbs distinguishes three basic characteristics of discourse: 1) in formal terms, it is a unit of language that exceeds the volume of a sentence, 2) in informative terms, the discourse is associated with the use of language in a social context, 3) in its form, the discourse is interactive, i.e., dialogical. («It refers to attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units , such as conversational exchanges or written texts . It follows that discourse analysis is also concerned with language use in social contexts , and in particular with interaction or dialogues between speakers».[14].

The above statements make it possible to assert that discourse is likened not only to text (oral and written) and dialogue, but also to language and speech.

Discourse is a means of updating language in speech. On the one hand, it is characterized as speech embedded in a communicative situation and, in this regard, as a category with a pronounced social content in comparison with human speech activity : discourse is speech "immersed in life" [2; 7], the minimum component of which is a statement (a replica in a dialogue) – "characterized by a change of subjects of speech , completeness, genre design, connection with other statements of the dialogue and integrity. The statement, first of all, is connected with the response statement of another communicant, the interlocutor" [9]. As a result, interaction, transaction, or dialogic unity is distinguished

– a unit of the next level of discourse analysis. Examples of dialogic unity are the QUESTION/ANSWER, REQUEST/RESPONSE, etc. pairs [1]. On the other hand, the actual practice of modern (since the mid-1970s) discursive analysis is associated with the study of flow patterns information within the framework of a communication situation, and performed primarily through the exchange of replicas. Thus, the structure of dialogical interaction, which was initiated by Z, is actually described. By Harris .

Discourse is a key phenomenon in human life "in language", what B. M. Gasparov calls linguistic existence: "Every act of using language-whether it is a work of high value or a fleeting remark in a dialogue-is a part of the continuously moving flow of human experience. In this capacity, it captures and reflects the unique set of circumstances under which and for which it was created." These circumstances include :

- 1) The author's communicative intentions;
- 2) The relationship between the author and the addressees;
- 3) All sorts of "circumstances", significant and random ;
- 4) The general ideological features and stylistic climate of the era as a whole and of the specific environment and specific personalities to whom the message is directly or indirectly addressed;

5) Genre and style features of both the message itself and the communicative situation in which it is included;

6) A lot of associations with previous experience that somehow fell into the orbit of this language action [3]

In the work of A. A. Kibrik, another definition of discourse is given, which also reflects the diversity of its features: "Discourse should be considered as the interaction and intersection of four structures:

1) The structure of the ideas expressed in the text;

2) Structures of the speaker's thought processes;

3) The language structures used by the speaker;

4) The structure of the speech situation (the relationship between the speaker and the listener)" [6].

The above allows us to conclude that the basis of discourse is the cognitive processes of the writer or speaker, namely, the processes of understanding, interpretation and generation of discourse.

Along with the two main concepts of discourse (the identification of discourse and text and discourse and speech), there is another one, according to which discourse is characterized as a discursive practice (this understanding belongs to M.Foucault [13]) , representing the field of practical use of language in political science, social semiotics, and sociology . In this case, the following components of the discourse are studied: the specifics of the topic, language distinctions, stylistic features, discussion of a certain discourse that characterizes an individual or a group of subjects.

So, based on the above, it should be noted that the whole set of scientific ideas about discourse, interacting with each other and being inseparable parts of one concept, indicates the frequent use of this term in modern science, but at the same time emphasizes the lack of transparent boundaries and a finite number of structural components of this concept.

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DOI: **10.5958/2249-7137.2021.00995.2**

TO THE QUESTION ABOUT SOME WAYS TO ACTIVATE PASSIVE RUSSIAN LANGUAGE

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ABSTRACT

Every year, students and interns come to Tashkent State University of Oriental Studies from different countries who have studied Russian at universities for some time. However, their knowledge of the Russian language is rather passive, since, having a certain vocabulary, they cannot use it sufficiently. The article describes the introduction of innovative approaches in the teaching methodology of RFL into the educational process. The content, methods and techniques of teaching are determined not only by the ultimate goals, but also by the degree of preparedness of the students. The effectiveness of training depends on how successfully it is possible to use the existing speech skills and the language stock of students to form new skills, how quickly the disadvantages of foreign language skills are overcome. When setting to activate passive language proficiency, the main attention is directed directly to the formation of speech ability. In order for the tasks of activation to be solved in a short time, all the essential signs of verbal communication should be reflected in the educational material, and the listeners should have mastered.

Keywords: *Teaching The Russian Language, Teaching Features, Educational Process, Teaching Efficiency.*

INTRODUCTION

The types of assignments, the forms of communication between the teacher and the audience, the nature of the students' speech actions should be such that some common features of speech contacts are constantly assimilated. The article shows the dependence of the content, style and tone of communication on the situation, the relationship of the interlocutors, the targeting of speech, the desire to influence the interlocutor, the choice of one's own speech behavior depending on the expected reaction of the interlocutor, etc. The language material of such a course, according to the authors of the article, can be divided into three parts: the actual minimum of activated lexical and grammatical structures, lexical and grammatical means introduced as new material and, finally, linguistic means, the flow of which is regulated by the actual communication needs.

Educational communication should be divided into three stages: 1. training of typical language means familiar to students, 2. introduction of means of speech contact that are missing for more complex forms of speech activity, 3. providing students with the greatest opportunities to define and implement their own speech behavior program. Thus, as a result of the transition from passive to active language proficiency, a transition is made from controlled linguistic situations to fluent language proficiency.

THE MAIN FINDINGS AND RESULTS

The methodology of teaching Russian as a foreign language (RFL) assumes constant updating of the content of education based on the analysis of existing scientific theories. The content of education is constantly updated by searching for appropriate pedagogical technologies. Innovative approaches in teaching RFL are based on the provision that teaching and learning any foreign language is part of the process of language education, which includes value, process, result and system. In the modern multilingual world, the openness of borders and the realization of the individual's abilities in the global cultural space guarantee the student not only a pragmatic knowledge of the Russian language, but also entry into the socio-cultural space [1].

A significant part of foreign students entering the Tashkent State University of Oriental Studies, to one degree or another, speaks Russian, therefore, in our university, the direction of RFL for foreign students and trainees functions mainly as a form of improving speech skills in a certain area, corresponding to the needs of a specific contingent of students.

The content, methods and techniques of teaching are determined not only by the ultimate goals, but also by the degree of preparedness of the students. The effectiveness of training largely depends on how successfully it is possible to use the existing speech skills and the language stock of students to form new skills, how quickly the disadvantages of foreign language skills are overcome. Often our colleagues express the opinion that, for example, the Japanese audience is in some sense difficult for the teacher's work: firstly, the external lack of emotion of students, unwillingness to ask questions and somehow demonstrate whether the material is understood, and secondly, there is a big difference in language systems (such as the presence of declension and conjugation in Russian and the immutability of the Japanese language); thirdly, there are a lot of mistakes in speech made under the influence of interlingual and intralingual interference.

This article is devoted to the peculiarities of working with foreign students and trainees who passively speak the language. This type of incomplete language proficiency, in which receptive

skills clearly outweigh productive ones, is one of the most common when learning a language outside the linguistic environment, therefore, it is noted among many foreigners who have previously studied Russian at home. It occurs as a result of the lack of contact with native speakers or when they are limited and irregular. The main source of linguistic information for passive language proficiency, as a rule, is the Internet and books. Therefore, the lag in listening and speaking skills in comparison with reading is quite understandable. Probably, the methodology of teaching the Russian language, which until recently did not provide a sufficiently communicative orientation of education, does not allow to overcome all the difficulties of mastering a foreign language as a new means of communication and predetermines a passive type of language proficiency. The aforesaid made us turn to the problem of choosing the methods of teaching with the attitude towards activation of the learned passively.

What exactly is passive language proficiency manifested in?

Experience has shown that with a relatively large volume of linguistic material studied by foreigners, its assimilation is not functional enough: in the field of grammatical structures, various elements are usually known, but difficulties are noted when combining them in speech and when producing integral utterances; in the field of vocabulary, the compatibility of words, the sound image of words and the scope of use of individual lexical units are not sufficiently mastered; speech means do not always correlate correctly with communication situations; along with a significant stock of linguistic means, there is a lack of knowledge of the most necessary means of speech contact, that is, the composition of the linguistic stock is also insufficiently functional. Speech behavior is characterized by attempts to apply analysis both in perception and in the production of speech, as well as inability to manage communication with the studied means. The consequence of all these features is the lack of readiness to participate in speech communication. Usually, when meeting students, we ask them to tell or write about themselves. As a rule, this request causes great difficulty and what is expressed or written is limited to two or three phrases such as: "My name is ... I am from ... I am a student." At the same time, knowing the language passively, students often demonstrate a significant supply of language means, they can already operate with rather complex grammatical and lexical material. The problem of memorization, which, according to many methodologists, is central in the acquisition of a foreign language, with the activation of passive proficiency in the language loses its acuteness to a certain extent, the main thing becomes not so much memorization as "remembering" what has already been met, recognizing known material in new contextual conditions and using it for solving communication problems [1].

Taking into account the noted features of passive language proficiency, some parameters of teaching foreign students can be distinguished:

Since the main disadvantage of passive language proficiency is the inability to use the acquired linguistic material in communication, it seems appropriate to direct training towards mastering the communicative aspect itself, operating mainly with language structures and forms known to students, which makes it possible to immediately involve a significant number of linguistic means into communication without undue complication training.

Establishing ways to activate passive language proficiency, we proceed from the assumption that the mastery of verbal communication in a foreign language occurs not only through the sequential assimilation of the means of expressing individual speech intentions. It is impossible

to exhaust all the basic situations, to provide for all the speech needs of students (even within the set goals and for a certain contingent), just as it is impossible to cover all permissible language combinations. Identification of typical communication needs of students is necessary for a methodologically grounded organization of the course, increasing the motivation of students, and ensuring the purposefulness of training. However, learning by intentions tends to go beyond specific communication tasks and specific situations, just as learning by thematic principle turns out to be productive only in those cases when it goes beyond the boundaries of certain topics. This means that on the basis of certain topics, situations, intentions, the norms of speech behavior are mastered. Not only the linguistic aspect of the speech production is mastered, but also the social-role and national-cultural ones. The student masters the tactics of verbal communication [2, pp. 478-480], the level of his "communicative competence", the ability to navigate in the circumstances of communication and to resolve the emerging communicative collisions increases.

When setting to activate passive language proficiency, the main attention is directed directly to the formation of speech ability. Since in the case of passive language proficiency this aspect was missed, it has to be introduced additionally, and it is he as such that becomes the subject of instruction. It is known that in many countries there is traditionally a large number of students in groups and in the classroom, reading and grammar are mainly studied. The knowledge assessment system often involves the form of written tests, as a result of which foreign students are often focused on passive perception of lectures in order to prepare for the test.

In order for the tasks of activation to be solved in a short time, the educational material should be reflected, and the listeners should have mastered the main signs of verbal communication.

The types of tasks, the forms of communication between the teacher and the audience, the nature of the students' speech actions should be such that some common features of speech contacts are constantly assimilated, at the same time their uniformity and diversity.

Some typologization of situations outlined in the educational and methodological literature [3, pp. 248-252; 5] allows the teacher to select only those types of work that really respond to the attitude towards mastering the patterns of speech behavior: they show the dependence of the content, style and tone of communication on the environment of communication and the relationship of interlocutors, the targeting of speech, the desire to influence the interlocutor, the choice of one's own speech behavior depending on the expected reaction of the interlocutor, etc. The regional content of the main situations that meet the communicative needs of listeners is mastered. Along with the development of specific situations and conversational topics, a set of fairly universal speech reactions is distinguished, with the help of which the student can still carry out spontaneous communication. Speech practice is organized in such a way that students are constantly faced with the need to navigate in the conditions of communication offered to them or established by them.

This orientation of teaching neutralizes the inhibitory effect of receptive language acquisition, forms a new language experience for students, thanks to which the transition from book language proficiency to living and natural language is the least painful and rather quick.

The mastery of speech behavior in situations typical for the country of the target language and for contacts of representatives of different countries is recognized by persons who have already studied the Russian language as a new, unknown side of the functioning of the language, due to

which the entire course, despite the fact that it is based on language material familiar to students is assessed as a new step in language learning, and not as repetition and training of the known, which is important in itself, as it increases interest and enhances the motivation for learning.

Although the linguistic content of communication is not singled out as a separate aspect [6], in our opinion, it is still regulated in the preparation of programs and teaching aids, which makes it possible to activate the language means most typical for the communication tasks of the course in the speech of listeners and to solve some correction problems. Consequently, selection and special training do not apply to all lexical and grammatical means introduced into the activating course. The language material of such a course can be divided into three parts.

The first part is actually a minimum of activated lexical and grammatical constructions, usually familiar to the listeners and introduced with a focus on the accuracy of word usage. This minimum includes constructions that make up the "core" of the linguistic support of topics and situations. Being mostly familiar, this language material is easily included in the speech of listeners and is assimilated in the process of educational communication in the combinations necessary for speech, being at the same time the basis for the development of the skill of combining language units. The formation of this skill is facilitated by the fact that communication exercises - participation in a dialogue, reaction to certain circumstances set in educational communication, constantly require students to reorganize (regroup, replace, etc.) linguistic units. This ensures a fairly quick functional assimilation of the basic minimum of language means that students can use in different communication conditions.

The second part of lexical and grammatical means is introduced as new material. These are, first of all, typed means of speech contact. As testing shows, they are usually not learned by mastering the language in a receptive way. Currently, they are usually given in connection with the rules of speech etiquette, however, they can be presented much more broadly, for example, as a means of entering into a conversation, avoiding a conversation, expressing the desired reaction with a greater or lesser degree of certainty, etc. (A you know ..., I heard ..., how can I tell you ..., by the way,).

And, finally, the third part of the lexical and grammatical composition (large) is made up of linguistic means, the receipt of which is regulated by the actual communicative needs, and the main criterion for the success of the course is the ability to resolve various communication problems with acceptable grammatical and lexical incorrectness of speech within certain limits, the ability communication tasks language means known to students from previous experience.

The very construction of an activating course differs from the training itself: we usually begin the lesson with a question-and-answer conversation at the household level: questions are asked concerning the daily life of foreigners: What day is it today? What time did you wake up? What did you do last night? etc. These are exercises in communication, but on relatively simple material, obviously familiar to students, the use of which has already been brought to certain speech automatisms. Then its rapid expansion is ensured, accompanied by verification and reminder of the most important speech means for the situations involved.

The construction of a separate lesson and the entire course is determined by the complication of educational speech activity, the transition to forms that require students to independent speech behavior.

The first stage of educational communication provides speech activity, controlled according to different parameters: target, situational, according to the characteristics of the participants in communication, according to the set language programs. It correlates with the regulated lexical and grammatical content and includes the training of typical linguistic means, familiar to the listeners, but in need of activation. Simple forms of speech behavior are mastered - a reaction to a situation, micro-dialogue, a detailed replica, etc.

The second stage provides the introduction of the means of speech contact that are missing for more complex forms of speech activity. Whole programs of speech behavior are assimilated, their language predestination decreases, the mobility of the components of controlled situations increases.

The third stage provides students with the greatest opportunities to define and implement their own speech behavior program. The transition from controlled situations to free behavior is carried out. This stage ensures the handling of a large lexical stock, contributing to the extraction of words from the passive and the assimilation of a certain number of new linguistic means. The latter are assimilated against the background of familiar material partly as a combination of it, partly as a missing link for expressing meaning. The rapid mastery of new linguistic means in the mainstream of speech activity is supported by associations with familiar linguistic material and is facilitated by the fact that at this stage speech skills reach an already known level of dynamism. For example, in Japan, in the classroom, students read Russian folk tales "Kolobok", "Turnip", "Geese-Swans", etc. In the classroom, we suggest watching cartoons based on these tales. Students watch with interest, retell the cartoon, and then, already at home, watch other Russian films and cartoons on their own and retell their content in the classroom, answering questions about what they have seen.

The main source of the intensification of learning in the conditions of one-year education is the "tension of the speech need" (A. N. Leont'ev) among students, resulting from their interest in the content of the lesson, under the influence of the communicative atmosphere in the group, corresponding to the teacher's strategy, the teaching materials used, problem situations, etc. This principle, which is important in general when teaching speech, is especially relevant when setting on activation.

It is known that a tendency to analyze is one of the characteristics of an adult, including a student, audience. When working with a book in a foreign language, this feature often manifests itself in the desire to analyze the linguistic phenomena of another language, in the desire to comprehend linguistic forms. Therefore, the activating courses especially emphasize the role of oral forms of work [7, 8], setting a pace that requires immediate reactions from students, that is, the form of presentation of educational material takes students away from its analysis. This explains the preference for listening to reading in homework.

It is even more important, however, to emphasize the role of the problematic nature of teaching and the use of assignments that encourage listeners to produce independent speech acts. It is important that the propensity for the analysis of adult learners is aimed at solving substantive rather than formal language problems, so that the teacher's statements and teaching materials put students in front of the need to reflect. In this case, they often manage to overcome the constraint that comes from passive language skills themselves, and their participation in educational communication becomes natural; the listener finds himself in a role familiar to him when using

his native language, which facilitates the transfer of the relevant skills of his native language to a foreign one.

The desire to express his thought most convincingly makes a person in his native language look for means of its expression. The desire to understand the interlocutor, to learn from him what seems interesting, to object to him or support him creates a state that stimulates the search for the necessary language means, develops verbal resourcefulness. Passion for the learning process, emotional and intellectual stress (and their relationship is beyond doubt) contribute to the activation of the learned passively.

Thus, the tension of speech needs, the problematic nature of tasks, the use of internal motivation of students are absolutely necessary to increase the efficiency of activation processes.

In the context of group learning, such recollection becomes collective. It often happens that at first the listener does not seem to be able to express his thought, he obviously lacks the means for this, but as soon as the subject of the conversation becomes common, he, having listened to others for some time, enters into the conversation quite freely.

Such observations force us to devote a significant place to conversations in which the whole group participates, and it seems preferable that the listeners engage in the conversation on their own initiative, and not in response to a direct question from the teacher (a question-problem is posed to the entire group). Let us refer to the following example: vocabulary tasks were performed by each student in the group in writing, then the same exercises were done orally; at the same time, significantly more words were named than there were in all written works.

It seems that special types of exercises (especially vocabulary) can also be developed that would contribute to remembering what was previously encountered, that is, along with involuntary, voluntary "remembering" is stimulated. In this regard, the role of reminding the main means of expression in the form of a story or a teacher's address, vocabulary work, preliminary reading of a text on a similar topic, the role of visual supports - drawings, photographs, etc. should be assessed.

CONCLUSION

It is important to include in the course a sufficiently wide and varied speech material that can evoke numerous associations among students. This idea is suggested by the hypothesis developed, for example, in the work of A. Jacykiewicz, about the existence in the memory of those studying a foreign language of a complex system of intra-verbal associations, separate from the system of intra-verbal associations of the native language [11].

Thus, the course of teaching the Russian language, aimed at activating passive language proficiency, has a number of differences from the teaching itself, although, of course, it is conducted within the framework of those general principles that determine the effectiveness of teaching a non-native language as a means of communication according to the data of modern psychology and methodology. After reviewing some of the characteristics of this course, we wanted to highlight the idea that all language learning is specifically targeted. Moreover, the more concretely it is oriented, the more successful its results are.

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DOI: **10.5958/2249-7137.2021.00996.4**

THE STUDY OF CONTROL SYSTEM OF CHACH'S OASIS BY FOREIGN RESEARCHERS IN EARLY MIDDLE AGES

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ABSTRACT

In this article the basic attention are concentrated on the study of control system of Chach's oasis, reforms that were carried out by Khakans in control system of oasis that were analyzed by foreign researchers in a scientific way. As well, the appearance of Turkish dynasties in control system of oasis including the representatives of main dynasty of Tegens and their deputies of Tuduns and were studied their careers and titles. In this article foreign researchers as E. Shavan, F. Gren, Э. De Vassier, American J.K. Skef, German researcher Z. Stik, Hungarian orientalist K.I. Bekvis, Turkish orientalists and historians Z. V. Tugon, E. Esin and E. Ekrem had scientifically analyzed the expressed opinions regarding to the management of oasis.

KEYWORDS: Tegin, Tudun, Chach, hierarchy, Chabish, Kay-Yuan, Suy-shu, Bey-shi, Tan-shu, tibetan, khakan, turkish(tyurk), management, vassal (foundation), system, reform, Chach's sovereign(ruler), Khun.

INTRODUCTION

In the 6th-8th centuries, the socio-political and ethno-industrial processes in Central Asia attracted not only our local researchers, but also foreign orientalists and scientists, historians. In particular, while Western researchers are studying this period in Central Asia, they still pay attention to the Amu Darya and Sirdarya gap and the adjacent territories of Sagda, Ferghana, Ustrushon, Bukhara, Tukharistan, Khorezm, and one of the Chach's oasis governments.

In the early Middle Ages, the view of the leadership of the Chach government and the origin of the government of the oasis dynasties were expressed in a number of foreign publications, between them are mainly separated by the research of Shawan, F. Gren, E. De Vasier, the

American J. K. Skeff, the German researcher Z. Stik, Hungarian orientalist K. I. Bekvis, Turkish orientalists and historians Z. V. Tugon, E. Esin, and E. Ekrema.

Scientists conducted scientific research based on written sources, especially information from Chinese chronicles. And also, they were able to clarify the history of the oasis mainly in the field of coverage of the Turk khanate and achieved coverage of many problems that could not be identified until today. Among them, one of the first who study the history of Central Asia based on Chinese sources was the scholar E. Shawann, and in the early twentieth century in his monograph "Documents on the History of the Western Turks" during the translation of Chinese datum, which reflected the political history of the Chach's oasis in the early Middle Ages, compared Arabic and Persian information and expressed his opinions on the activities of the titular lords of Tudun who were sent as representatives from the Khakans to Chach.

RESULTS AND DISCUSSION

The countrymen of E. Shawan F, Grene and E de la Vassier relatively in the coming years carried out their research, especially during the analysis of the Sagdian documents of the Mug Mountain, in the 720s, an ambassador Fatufar was sent by the Sagdian ruler Devashtich and documents were translated into French, a letter under the cipher A-14 which was addressed to their ruler, especially focused on the political processes in the Oasis for the same period. These researchers analyzed the phrases "Ruler of Chach", "Tudun of Chach", "hun" that are found in this document, the latter two were associated with Turkic Khakanism. The American researcher J. K. Skeff mainly based on the information of the Chinese chronicles, focused on the reforms in the administration of its most recent Turkic rulers (khakanstvo) governance, tried mainly to cover the issue well in the example of the Chach government. According to him, the leadership of the governance was very well formed, and the special representative who was sent as representative of Khakans-tuduns was recognized as a Turk by origin.

The German historian Z. Stark, based on the resources of various languages and archaeological materials, highlighted the history of the ancient Turks, the rulers who were originally related to the Ashin tribes from the Chach oasis. According to him, the Turki administration ruled Chach, Ferghana and Tukhoristan, as well as probably Bukhara directly by appointing representatives from their descendants. Some foreign researchers, especially J. K. Skaff, de la Vaissiere, Grenet F, Stark S, Z. although they expressed their important new opinions about the political management of the Chach oasis, it is also noted that during the reign of the dynasty, some unified approaches were made. Especially, if Stark defines the Turkic titles under the rule of vassal rulers not by a specific system and is evaluated as just a coincidence or belonging to the time. On the other hand, J. K. Skaff, stressed that the titles of the Chach Tudun dynasty were in the Turkic language, and the names were non-Turkic. However, the opinion of both researchers was not studied in depth, unfounded, not scientifically analyzed, expressed without comparing the data that are given in different languages and did not pay serious attention to numismatic materials, and it was also noted and explained to several researchers that several issues such as "specific era system non-Turkic names" were used in that period.

Especially, as G. Boboyorov notes, during the Turkic governance (Khakanstvo), the use of the Turkic titles of khakans, and their use was observed in vassals. If, as they wrote, they were evaluated according to the specific systems of the era, then the rulers who wished to optional order those titles related to them Khakans, that is, despite their levels could choose at will,

would be used in a mixed way. Including this the researcher drew attention to non-Turkic names and reached evidence on the basis of different sources that according to the Chinese chronicles the origin of the names of 3 -Tuduns was pure Turkic.

As we mentioned above Chawannes E. He is one of the first researchers who during the translation into French the information of the first Middle Ages according to the Chinese chronicles relating to the political history of the Chach oasis "Bei Shi", "Sui Shu" and "Tang Shu", was one of the first Western researchers who paid attention to the data from Arabic sources

During the translation, it is noticeable how this researcher successfully analyzed the information from the chronicles. In spite of this, F. Grenet and E Le de Vasseur made several mistakes even if they were informed by the research of Chavannes from these chronicles. In particular, when they analyzed the Sagd document A-14, the Chinese data translated from Shawann's side the full phrase-Shi-Guo Wang- "Deputy ruler of Chacha Tudon" Shi-Guo Wang T'ele, that is, in the sentence "Ruler of Chacha Tegin" missed the word "Tegin" gives in the form of Shi-Guo Wang "Ruler of Chacha" and this in turn becomes the cause of confusion of several historical events. That is, according to Chinese sources, despite the fact that it was the ruler of Chacha who was Tegin, it caused confusion that as a result of the omission of this title, because of these researchers, they did not determine the owner of which title is the head of the Chach dynasty, and which ones are vice versa.

As a result, not finding a solution to this issue was overlooked. In the following, the researcher G Boboyarov, who at one time drew attention to this question, noted that F.Grene and E de la Vasier made a mistake, in fact, that during the reign of Chacha, the head of the dynasty was the Tegin, and the secondary dynasties were the Tudun, which were given not only according to Chinese sources(Shi-Guo Wang- "Deputy ruler of Chacha Tudun" Shi-Guo Wang T'ele " Ruler of Chacha Tegin») that is, he accepted that the titles of the hierarchy are military administrative rule (khakanstvo) as the status of "tegin"-(prince), and "tudun" - (representative).

For a more detailed coverage of this period, the Tibetan source was the distinguished specialist K. I. Bekvis, who explored topics that were insufficiently studied related to the history of the Chach Oasis rule. Especially according to the researcher on the Chinese chronicles, it was the rulers of Chach Tegin and Tudun who were Turkic names, in fact, they were mentioned in the form of Inal Tudun Kulug. And also, According to the Chinese chronicles, the name in the form of Cha-bi-shi is restored in the form of the name of the Chach ruler Chabish, and in fact it was not a name, in Turkic chabish (chovush) referred to military titles. According to the researcher, this ruler was a minor ruler of Chach, was the son of Inal Inai Tudun Kulug, was noted as an ally of the Turgash Khakanstvo and as a manager of the Turgash Khakanstvo who opposed China. Later, in 751, his allies Hakan Turgasha and together with the Tibetan military leaders Byd were detained by the Chinese commander Gao Xiangzhi, and was carried to the capital Chang'an and there, by order of the emperor, was executed near the "Gate of Kai Yuan" of the capital. After this incident, the son of the late ruler of Chacha Chabish asks for help from the head of the Arab garrison in Samarkand, Zied ibn Solih al Khuzain, against the Chinese, and as a result, coming in 751, the Great War of Talas will happen. Apparently, the defeated Arab armies took under their care those whom they helped during this war and the rulers of the oasis, including Chacha, were undoubtedly able to turn them into a subordinate government. Because after this war comes the end of khakanstvo (rule) and as a result, khakanstvo faces a crisis.

Although there is no special research about the history of the early Middle Ages of the Chacha oasis, however, it is possible to mention some foreign scientists who have studied some questions about the history of the oasis. Especially among them, Turkish researchers occupy a special place. In particular, in the 60-70 years of the last century, the orientalist and historian Z. V. Tugon, the learned art historian E Esin, during the definition of the history of the Turkic people, drew attention to the Chach oasis, the opinion expressed by them occupies a special place in history. And also when Z. V. Tugon E. Esin highlighted the historical side of the widespread depiction of animals in the visual art of the Turks before the Islamic period, in the territories of Ettisuv and Sirdarya, and also paid special attention to the widespread depiction of a lion and a leopard. The researcher links and interprets the depiction of lions on metal and ceramic objects, as well as on numismatic materials found on traditional Turkic reigns with the beginning of the spread of Buddhism. According to him, the image of animals like (tunga) tiger, leopard, and snow leopard was considered as a symbol of courage during the reign of the Turkic Khakanstvo and the names of these animals were used as the names of rulers or titles. And e.Esin believes that the appearance of the image of the tiger in the art of Central Asia and the Far East, can be associated with the culture of the peoples of the oasis of Sind and Hind. According to him, since the tiger was not found in Central Asia, China and the Far East, in ancient eras, the tiger motif is very rare among the arts of this continent. However, in these territories, with the spread of Buddhism, the image of a lion as a totem (ongon) began to spread) the family is related to the Buddha. As a proof to his opinions, the researcher recalled as an example that the discovery of lion sculptures from the districts of Shivet-Ulan (Mugulistan), are very similar and close to the shape of the image of lions from the Sind region. As the researcher emphasizes, in appearance they are very close to the model of Buddhist culture on the image of a lion found on the pillars of the Sarnat monument. It is very true that the finds from the Tashkent oasis with images of a lion on metal objects are related to the Turkic Khakanism, and it should be noted that it is very similar to the images of a lion on the stone monuments of Shiven-Ulan.

Among the Turkish researchers mentioned above are Z. V.Tugon, E. Esin, E. Ekrem can pay attention to the study and how they relatively studied more about the political and ethno-cultural processes that took place in the Chach oasis during the Turkic rule. Some in the form of exceptions among these scholars in their research, referring directly to Chinese, Arabic, Persian sources conducted research and from local sources especially, due to the fact that they are not well informed with documents in the Sagdian language and numismatic materials, used the data that are associated with the Turkic dynasties under the control of the Chach oasis, the source is limited only to information. It should be mentioned, in contrast to other researchers among them, E. Esin was one of the first to pay attention to numismatic materials, especially relying on Chach coins, and it is worth noting the research conducted by O. and Smirnov, as well as the remarkable notification of Turkish researchers about scientific news.

In the coming years, Uzbek researchers, especially from historians and numismatic scholars, as a result of the dehumidification of a number of scientific publications in Turkey, dozens of Turkish historians and Turkologists have expressed interest in the history of the Turkic peoples of the Chacha oasis, should be noted as they express their opinions on this issue. In particular, if we are pleased with the publication of scientific articles by archaeologists, numismatists, and historical scientists in 2002 from Uzbek researchers like L Baratova, A. Malikov, G. Boboyarov in Ankara, and in 2007 we are proud that in Ankara the study of G. Baratova was published. Boboyarov

mainly consisted of Chacha coins, a huge study called "Catalog of coins of the Turkic Khakanstvo". And also, as a result of the publication of a dozen articles by this researcher about the ancient Turkic coins of Chacha in the Turkish scientific conference, the appearance of the interest of applicants about the history of the Chacha oasis is noticed.

At the same time, although more information is found in written sources, with the exception of a number of Uzbek historians, it should be noted that Turkish and researchers from other countries do not pay enough attention to questions concerning the place of the Chach oasis in the history of the Turkic Khakanstvo, especially related to Khakanstvo with the history of the Turkic dynasty during the reign of the oasis. It should also be noted that the location of Zhabgukat in Chacha is the center of the government of one of the Western Turkic khakanstv, the minting of Khakan coins is in the Chacha oasis, it should be emphasized that not enough attention is paid to such issues as the system of government of the Chacha oasis, and many other issues that have remained without solutions and are still waiting for solutions.

CONCLUSION

In short, as a result of the research of some foreign researchers in the early Middle Ages, the political and social history of the Chacha oasis came to the conclusion:

Foreign researchers, especially among them, French, German, Hungarian, American researchers, who made a significant contribution to the history of the Chacha oasis

Their research was mainly based on various written sources and partly on archaeological materials, which significantly covered the history of the oasis.

There are scientific achievements and news in the work of foreign researchers, along with the fact that the ideas are quite reasonable, there is an opinion that is expressed one-sided.

CONCLUSION

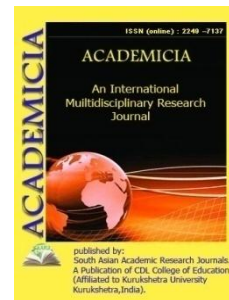
In general, in the early Middle Ages, in the Chacha oasis among the Amu Darya-Sirdariya as it existed in other historical and geographical regions (in fact, oasis), it represented a typical form of oasis government, that is, there were several small governments at the same time, and as they all obeyed in a large kingdom. However, these processes were not an obstacle to the economic and cultural development of the oasis. As a result, the existence of separate engravings for minting coins in the OASIS, as well as the fact that representatives of the Turkic dynasty, who were under the control of the Chocha, sent an ambassador to a foreign country (China), indicates that his position is incredibly great.

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DOI: **10.5958/2249-7137.2021.00997.6**

THE ROLE AND ROLE OF INVESTMENT IN THE DEVELOPMENT OF THE COUNTRY'S ECONOMY

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ABSTRACT

This article develops ways to attract investment in the Republic of Uzbekistan, in particular, in Namangan region, to attract investment in accordance with the capabilities of each region, and at the same time prepares specific scientific developments, proposals and recommendations to identify existing problems in the field.

KEYWORDS: *World Economy, Investment, Economic Growth, Engineering, Technology, Reconstruction, Competitiveness, Diversification, Free Zones.*

INTRODUCTION

Representatives of all sectors are deeply aware that the rapid development of the world economy is largely due to the inflow of investment into the country. It consists of developing ways to attract more investment to the economy of the republic, as well as foreign investment. All businesses feel the need for investment to start, expand and renew their operations. Investment is one of the main factors in the development of enterprises, ensuring economic growth in the country.

Therefore, given that almost every specialist and business entity understands that the future development of the Uzbek economy depends mainly on investment, today the wider attraction of investments into the economy of the republic, in particular foreign investment, is an important basis for their effective implementation of economic reforms. It is expedient to understand that. Attracting foreign investment to boost the country's economy, build new enterprises equipped

with modern machinery and technology or reconstruct existing ones will, first of all, solve the most important social problems such as economic development, employment, increase in wages and incomes.

Main part.

The logic of achieving the long-term strategic goal of economic development of our country requires the continuation of the policy of accelerated development of modern industries and industries based on structural changes and high technologies aimed at increasing the competitiveness and strengthening of Uzbekistan's position in the world market. It is the creation and rapid development of promising innovative sectors of the economy that will ensure the production of high-tech products with high added value on the basis of diversification of industries and rational use of available resources rich in raw materials and resources in the country.

To implement the above issues, a number of practical measures have been taken to attract large-scale investments in the country's economy and develop ways to use them effectively. In 2020, 114 billion soums will be spent in the Republic of Uzbekistan. USD investment projects have been implemented, in the 3rd quarter of 2020 1.8 bln. It is planned to implement investment projects in US dollars, of which 23% fell to the Russian Federation, 12% to the People's Republic of China, 2% to India, 9% to the US, 4% to Germany and the remaining 50% to other countries. If we analyze the breakdown of direct investments in the 3rd quarter of 2020 by sector, 48% to the energy industry, 6% to the chemical industry, 18% to the light industry, 14% to the automotive industry, 2% to the education sector, 12% corresponding to other areas. In the third quarter of 2020, investment projects worth 4.8 billion US dollars were implemented. To implement the above issues, a number of practical measures have been taken to attract large-scale investments in the country's economy and develop ways to use them effectively. In 2020, 114 billion soums will be spent in the Republic of Uzbekistan. USD investment projects have been implemented, in the 3rd quarter of 2020 1.8 bln. It is planned to implement investment projects in US dollars, of which 23% fell to the Russian Federation, 12% to the People's Republic of China, 2% to India, 9% to the US, 4% to Germany and the remaining 50% to other countries. If we analyze the breakdown of direct investments in the 3rd quarter of 2020 by sector, 48% to the energy industry, 6% to the chemical industry, 18% to the light industry, 14% to the automotive industry, 2% to the education sector, 12% corresponding to other areas. In the third quarter of 2020, investment projects worth 4.8 billion US dollars were implemented.

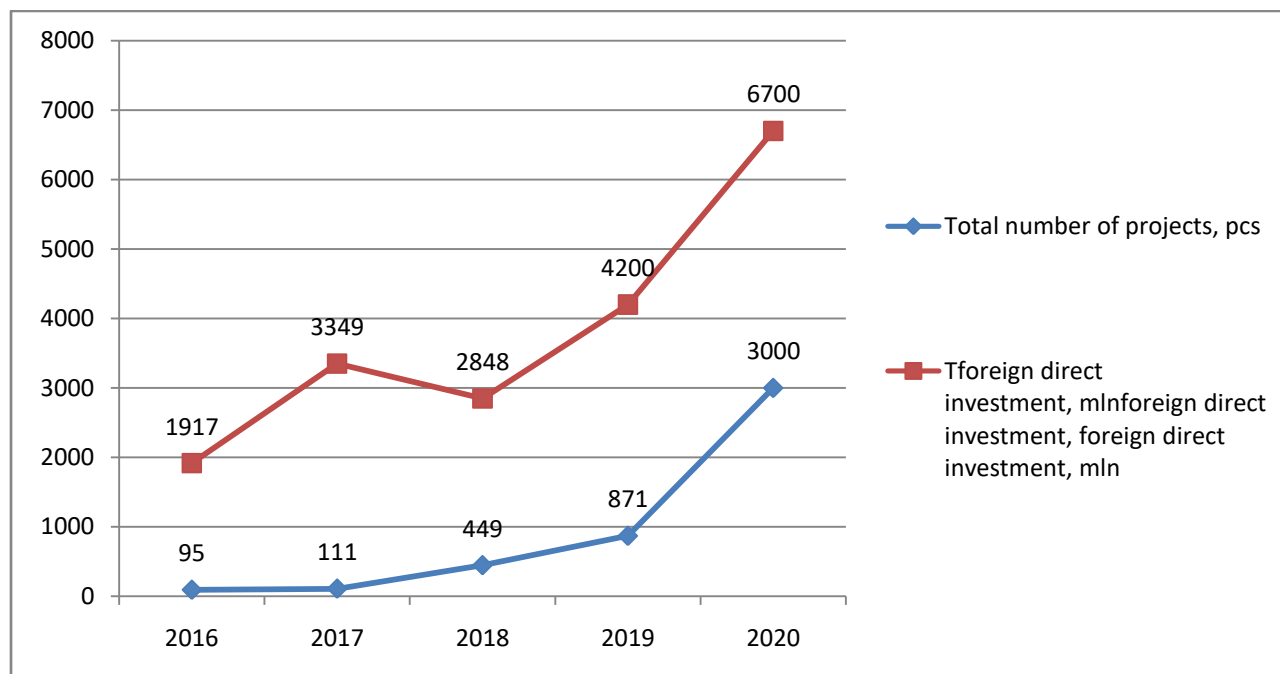


Figure 1. Dynamics of direct investment flows in the Republic of Uzbekistan (Number of implemented projects)

As can be seen from the picture above, the total amount of investments in the period from 2016 to 2020 increased from 95 to 3,000. Accordingly, 95 projects were implemented in 2016, 111 projects in 2017, 449 projects in 2018, 871 projects in 2019, and 3,000 projects in 2020 in the country's economy. At that time, foreign direct investment amounted to 1917 million US dollars in 2016, 3349 million US dollars in 2017, 2848 million US dollars in 2018, 4200 million US dollars in 2019, and 6700 million US dollars in 2020. Compared to the previous period, it increased by 4783 million US dollars. These projects include the organization of production of synthetic liquid fuels, construction of new, modern gas-chemical complexes for the production of polyethylene and polypropylene products, liquefied and compressed natural gas, production of mineral fertilizers and new types of chemicals based on modern energy-saving technologies, obsolete equipment. such areas as the rapid development of the energy sector through the replacement of modern steam and gas appliances. Modernization of production, technical and technological re-equipment, rapid renewal of the leading sectors of the economy will certainly be consistently pursued as the most important priority of economic growth.

RESULTS AND DISCUSSION

The main factor in this is the creation of a favorable investment climate in the country for the gradual implementation of structural changes. In order for the country's economy, especially industrial production, to develop and achieve economic growth, it is necessary to use investment funds wisely. During the COVID-19 pandemic in the world economy, the decline in economic growth in 2020 was around 5.2-8%, and economic activity in developed countries fell to 7% [15].

In this situation, the Republic of Uzbekistan has developed a set of measures to prevent crises during the pandemic and reduce its impact. According to the International Finance Institute

(Asian Development Bank, ADB), economic growth in Uzbekistan will continue to slow and have a positive result, and according to the European Bank for Reconstruction and Development, economic growth will be +0.2% in 2020 and 4.5% in 2021. is predicted to be. According to the World Bank Group, economic growth in Uzbekistan is expected to be around 0.4% and 0.8%. The measures taken during the pandemic of the country's economy were as follows. 1.0 billion by the anti-crisis fund. The government provided direct assistance to 500,000 companies and 8 million people. In addition, \$ 230 million was provided to the economy. To further increase these economic indicators, the most important goal and the main priority of socio-economic development is to continue reforms, to modernize the production sector, to ensure high and stable rates of economic development, efficiency and macroeconomic balance.

One of the typical sectors of the economy of Namangan region is sewing. Namangan is known for its tailors and is known for its investment attractiveness in the region's textile and textile industry. It can be seen that world-famous foreign companies have invested in Namangan region. These include: plum companies such as HUGO BOSS, ZARA, ZOLLA, FUN DA, INDITEX, Louis Vuitton, working in partnership with leading companies in the region. Also ART SOFT, UZTEX., AISHA, IDIAL D.MARETTI, IMIR, VAKKONI, for example, allow enterprises in the region to have their own well-known brands. Today, 59.5 thousand tons of yarn, 3 mln. pairs of socks, 57.7 thousand tons of knitted fabrics, 19.6 million sq.m. of fabric, 6.6 mln. has a production capacity of more than one piece of ready-made garments. As a result of the new projects, it is planned to produce and dye fabrics and fabrics, knitted fabrics, as well as ready-made export textiles and garments. Two cluster chains have been developed, covering a total of 11 projects worth 2.5 trillion soums, with an annual capacity of 1.4 trillion soums. soums. As a result, the budget receives 129.9 billion soums a year. soums, 12.7 mln. USD exports, 71 mln. USD worth of import-substituting products and creation of 3,920 new jobs.

In order to further expand the production of textiles and garments in Namangan region, it is planned to establish a free economic zone "Namangan Textile". A total of 323.7 hectares of land were selected from 5 regions of the region. In particular, 12.8 hectares of land were selected from the Ijodkor massif in Namangan, 10.0 hectares from the Ibrat massif and 100.0 hectares from the Yuksalish massif, 100.2 hectares from the Zabardast Gairat massif of Turakurgan district and 100.7 hectares from the Baland Adir massif of Chartak district. It should be noted that a targeted program is being formed to place import-substituting and export-oriented textile and knitwear, textile fittings and accessories, dyes and chemicals, process equipment and their parts and other products in the free economic zone. . It is also planned to implement 77 projects worth \$ 250.0 million in the Turakurgan and Chartak districts of the Namangan Textile Free Economic Zone, create 12,300 new jobs and generate an additional 50.0 billion soums to the budget. It is expected that more than 23.0 thousand jobs will be created, the export potential will be increased by \$ 200.0 million and the budget will receive an additional 120.0 billion soums.

CONCLUSIONS

Significant structural changes in the world economy in recent years, in turn, have played an invaluable role in the development of each country. Investing in innovations in foreign countries is one of the most pressing issues today. Based on the experience of the above foreign countries, the state in the Republic of Uzbekistan also supports the use of investments, their orientation to the industry.

At the same time, the country is required to perform a number of tasks related to the use of investments. These include:

1. It is necessary to create scientific technopolises in the country, dealing with the investment opportunities and attractiveness of each region, and they should include science parks, technology parks, research centers, innovation and investment centers;
2. Development of innovation-investment integration based on the chain of links between "Production - University - Investment";
4. Development of the Investment Development Strategy of the Republic of Uzbekistan for 2021-2030, including the development of systems to encourage investment in the country's potential, the development of incentives to direct the private funds of the population, the creation of national brands based on high technology. "Accelerate development and promotion.

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DOI: **10.5958/2249-7137.2021.00874.0**

THE ROLE OF WOMEN IN SOCIETY AND STATE AFFAIRS

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ABSTRACT

In case of the society is enlightened, personal qualities of the citizens are valued, state encourages the prosperity of the people, human capital is formed, the quality of education is improved, and women can easily hold high leadership positions in such a country. In conclusion, it can be said that a woman is like a pearl of the heart. There is a woman, the world is enlightened. Mother is a symbol of kindness! Doing well to her is one of the reasons for happiness in this world and happiness in the Hereafter. So let us all look at our mother's radiant faces with a smile and live a life based on kindness and family love.

KEYWORDS: *State affairs, Women, Family life, Society.*

INTRODUCTION

Today, about 50% of the population of our country are women. Given their fruitful work in all spheres, the upbringing of children, their great contribution to family life, their place in society, their valuable contribution to the success of independent Uzbekistan cannot be measured and evaluated by anything. Realization of dreams and aspirations of women of Uzbekistan - In his speech at the solemn event dedicated to the International Women's Day on March 7, 2018, President of Uzbekistan Sh. Mirziyoyev identified this task as a priority for the state and society. This was a good reason to look back and take a look at the path that has been traversed. What has been done in the country in recent years to ensure decent quality of life and conditions for women, what has not been achieved? Ensuring the rights and interests of women in Uzbekistan, increasing their economic, social and political activity has been identified as an important direction of public policy. Today, about 1,400 of our sisters hold senior positions in the system of state and public organizations.

The share of women is more than 82% in healthcare and social services, 72% in science, education, culture and arts, more than 45% in agriculture and 38% in industry. In 2018, the Presidential Decree "On measures to radically improve the activities in the field of support of

women and strengthening the institution of the family" was adopted. Ensuring equal rights and opportunities for women and men in the social, economic and political spheres is one of the key factors in maintaining peace and economic stability in our society. With this in mind, the draft "Strategy for Gender Equality in the Republic of Uzbekistan in 2020-2030" is being prepared and agreed with governmental and non-governmental organizations. It is noteworthy that all the directions in this strategy are developed in accordance with the UN Sustainable Development Goals until 2030. Equality between men and women plays an important role in the well-being of the people, social peace and economic stability. In this regard, the issue of employment of women and the expansion of opportunities for them to fully realize their aspirations and abilities is in the constant focus of our state. Today, the flexibility, kindness, ingenuity and intelligence of women in our society are increasing because of the number of women ministers and deputy ministers, as well as women governors. In particular, in order to increase the participation of women in public administration, a staff reserve of more than 6,000 active women has been formed. At present, systematic training courses are being organized to prepare them for various leadership positions. 514 doctors of sciences, 6 academicians, 15 heroes of Uzbekistan, 16 women leaders of the Ministry of Internal Affairs, 6 women governors and 1 ambassador have been appointed out of women. In addition, about 1,500 women hold leadership positions at various levels. According to the results of elections to the Oliy Majlis and Local Councils in December 2019, the number of women deputies accounted for 32% of the total number of deputies in the Legislative Chamber, women senators for 25% of Senate members, and women in Local Councils for 25.64 out of 6 parliaments.

The society should conduct a comprehensive analysis of the problems of women and measure the level of development. Today, government agencies need to be more effective in helping women in need, combating domestic violence, and supporting women entrepreneurs. As the number of female leaders' increases, society becomes more compassionate, humane, and enlightened. Because when a woman is empowered, she tries to support most of the social sector, directing the treasury money to building more schools and hospitals.

In particular, our holy religion, Islam, addresses everyone equally and treats men and women equally. No one is superior to another in rights. Also, Islamic law generally aims to achieve a specific goal, which is called "protection." Protection comes in different forms, on different fronts. In particular, the dignity of women and everything that concerns them is protected on the basis of Islam. For this reason, the rights and subtle definitions of women in the Qur'an and the Sunnah of the Prophet are given special attention, and are explained with justice, grace and kindness. With this in mind, there are verses and hadiths that envisage the life of a woman as a daughter, wife and mother, and her respect and protection at all stages of her life.

According to the Decree of the President of the Republic of Uzbekistan "On measures to radically improve the activities in the field of support of women and strengthening the institution of the family", now in our country to increase social and political activity of women, ensuring unconditional observance of their rights and legitimate interests. Extensive work is being done to support children in every possible way, to create conditions for them to realize their abilities and potential in various fields, as well as to strengthen the institution of the Family. The updated structures of the Women's Committee of Uzbekistan and its territorial divisions have been approved.

Under the regional branches of the Women's Committee, public associations "Women Lawyers", "Science and Women", "Creative Women", "Women Entrepreneurs", "Women and Health", "Honorary Women" were established. "Woman of the Year", "Exemplary Family" competitions are being held. A club of non-governmental non-profit organizations has been established under the Women's Committee of Uzbekistan. The main goal of the club is to create a platform for cooperation of non-governmental organizations working in the field of women, to promote positive experiences, as well as to coordinate social services, increase the role of NGOs on issues facing women and children. Currently, there are 9,700 non-governmental non-profit organizations in Uzbekistan, 378 of which work in the field of women. In order to conduct fundamental, applied and innovative research in the field of family values and traditions, a separate scientific-practical research center "Family" under the Cabinet of Ministers and its regional branches were established on the basis of the Republican Family Research Center. Reproductive health and democratic development of the family, setting the criteria for a modern exemplary family, the conceptual idea of "Healthy family - healthy society" and the constitutional principle "Family under the protection of society and the state" were among the main tasks of the Family Center. Indeed, our society, when the time comes, is harsh and ruthless towards women. There are unwritten but strictly enforced rules in this regard. In order for a woman to find her place in this or that front, she must be married and have children. The family, so to speak, gives it legitimacy. It is rare for a woman who is not married and has no children to be recognized as a qualified professional, to achieve a high rank, and to gain the affection of the people. Whether we like it or not, Eastern society is so structured and we have to reckon with this order. Involving women in higher education will alleviate the social burden of the state. Because an educated woman does not look at social payments, she works independently for the growth of her children.

As society develops, the country becomes richer, and girls are given a decent education, discrimination against girls in the family and women in society will end. Maybe we should also study the working conditions of today's leaders? An irregular working day, heavy loads, mental stress ... Anyway, a man will have a wife at home who will keep a bowl of soup and wash her children. And a female leader has to pull a double wagon ... Also, today, government agencies seem to be working more effectively to help women in need, to combat domestic violence, to support women entrepreneurs. There are not many shelters in our country that help women in need. Support facilities opened in Bukhara and Samarkand in the 1990s are still operating, but they are few. The first condition of shelters is anonymity. That is, from the point of view of security, these institutions should not disclose their location to anyone, and at the same time, the identity of the applicants should be kept confidential. If the state organizes shelters, it becomes impossible to maintain anonymity.

Why are we so passionate about women? Because behind a woman is the fate of dozens of people, her children, her husband, her parents. That is why in developed countries, social workers study and support the problem of not only one woman, but the whole family.

This means that if the society is enlightened, if the personal qualities of the citizens are valued, if the state encourages the growth of the people, if human capital is formed, if the quality of education improves, women can easily hold high leadership positions in such a country.

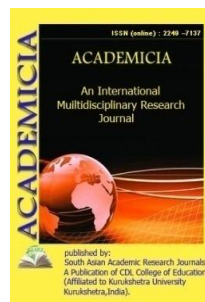
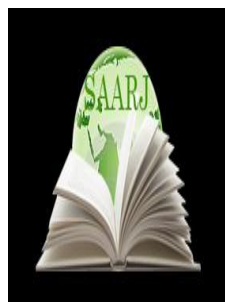
In fact, in an enlightened society, who governs the state is not so important. Let me explain my point with a real-life example: imagine two roads that are regulated by a certain sign, indicator,

and traffic light, and no sign is set, no rules are enforced. On the first road, drivers move without interfering with each other. No matter how much the second type of road is widened, car accidents continue to occur unless the rules are set and followed.

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DOI: **10.5958/2249-7137.2021.00875.2**

FORMATION OF UZBEK TAX AND CUSTOMS TERMS IN THE POST-ISLAMIC PERIOD

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ABSTRACT

This article briefly discusses the development of Uzbek tax and customs terms after the introduction of Islam. There are also comments on the role of industry terminology in the economic life of society. The term dahi du refers to the tax and customs concept of paying twelve percent of the crop from the land, while the term dahi nim refers to the payment of half a tenth of the crop as a rent tax. Both terms are combined in an isophytic way, which also manifested itself in the terminological sense of the language, because this is precisely the manifestation of the rental tax.

KEYWORDS: Terminology, Tax, Payment, Customs, Term.

INTRODUCTION

After the conversion of the people of Movarounnahr and Khorasan to Islam, the existing tax policy and customs activities began to be adapted to Islamic rules - the rules of Sharia, new forms of taxation or customs were introduced. During the years of the Arab Caliphate, new types of taxes were levied on the population. The term zakat originated in this regard. For example, "the population paid taxes like maran and zakat to the state for grazing their cattle on pastures belonging to khans and beks. Over time, this levy became a mandatory property tax, and special officials were appointed by the state to collect it.

Such people were called amils or omils." The main collector of zakat was called zakat kalon, that is, the highest collector of zakat who lived in the ark, that is, in the capital. Zakat (zakat savoyim) was levied in cash or in kind from territories engaged in stock raising. A kind of zakat, also known as retail, was a non-Sharia tax imposed on local rulers, governors, kings and ministers.

The term hiraj was also one of the first tax and customs terms and was used in the ancient Turkic language. According to the historian A. Juvonmardiev, hiraj was one of the main taxes, and

sometimes it was called the commodity tax. The hiraj tax was a tax levied on the land, imposed by the ruler, and the peasant paid a certain portion of the harvest as a tribute. Hiraj was taken in the form of one-third (suls), one-fourth (ruble), one-fifth (khums), depending on the level of fertility of the land.

According to the lexicographical information in the Explanatory Dictionary of the Uzbek Language, the term khiraj is an Arabic word and means "issue" and "land tax" in Arabic. Land tax collected by the state in the Middle Ages and the New Age in the countries of the Near and Middle East, including Central Asia. (Introduced by the Arabs in the 7th century). According to the National Encyclopedia of Uzbekistan, Khiva khan Muhammad Rahim I was the first who introduced the collection of hiraj. From the above explanations, it is clear that the Arabic term hiraj originally meant a tax paid on a product grown without money, and later as a tax paid with money. It should be noted that this term has been used in the Turkic language since ancient times to express the terminological concept.

At different stages of development of the Uzbek language it was used only as an expression of terminological meaning, in other words, this linguistic unit had the status of a term from the time of its appearance in the Uzbek language and remained so.

From the literature on history, we have found that the hiraj tax is referred to in specific terms in each region. According to I. Azizov, in the Emirate of Bukhara, the collection of hiraj was carried out twice a year. The first was in the middle of summer, and it was called safedbari. The term Safedbari literally means "white harvest." Safedbari symbolized the collection of tribute for the harvest of barley and wheat, which ripened in late spring and early summer. The term safedbari is derived mainly from crops grown on dry land. The second was a tax levied in the fall, referred to by the term kabudbari. The term kabudbari meant "blue harvest" and often referred to the tax collected from the harvest of autumn crops such as rice and corn.

In connection with the concept of hiraj, various tax or customs terms have appeared in the Turkic languages. For example, they are terms that refer to quantitative expressions of rent. In this sense, sul, ruble, khums are quantitative forms of rent and are tax and customs terms. We inquired about the history of the formation of these terms and highlighted the following:

Suls is an Arabic word meaning "one-third", although the Arabic form of calligraphy is also called sul. The etymology in the Explanatory Dictionary of the Uzbek Language also confirms that the word appeared in the Uzbek texts in a terminological sense. Only the lexicographic commentary in the annotated dictionary shows that the word entered as a term for the art of calligraphy. But the meaning of the word sul in Arabic, "one-third," is precisely what the word relates to the concept of taxation, since after the Arabs introduced rent as a land tax, of course, the installment plan method of paying the annual tax must also be applied. If we take into account that the Arabs from the earliest days of their rule formed the tax system on the basis of Islamic rules, the term sul has been used in Central Asian languages, including Turkic, since ancient times as a term to describe the quantitative appearance of the tax.

A. Akhmadzhanov and A. Kasimov wrote about the term khums: "There are 5 types of taxes in Islamic law: khums, zakat, hiraj, ushr, jizya. These types of taxes are levied in accordance with the established norms. We will talk about this in more detail, using the original source (here we mean the book "Kitab al-Kharaj"). Khums (Arabic - one-fifth) is one-fifth of the booty captured by Muslim armies in the Islamic tradition. It was first allocated to the will of Muhammad (s.a.v),

then to the treasury of the caliphs, and the rest was distributed by the military leaders themselves and the armies. While the word khums refers to the concept of taxation in Arabic, it also appeared as a term related to taxation in Turkic languages. In other words, it has been mastered in the Turkic languages as a tax-customs term. The use of this term is also the same as the term suls.

It is noted that the ruble in ancient Russian meant "grain, per day", "plug" and "currency". In Russian dictionaries compiled by S.I. Ojegov, A.P. Evgeneva, D.N. Ushakov, the word ruble is also interpreted as a pure Russian word in the sense of currency. So, since when did the ruble begin to be used in Uzbek as a tax and customs term? We assume that this term should have been used in Uzbek texts in later periods of history, that is, after the establishment of trade relations between Tsarist Russia and the khanates and emirates. It is possible to say that it was during this period that the term was used to denote a quarter of the annual rent. Thus, the terms that describe the quantitative manifestations of the rent tax have emerged and have been used at various stages of the development of our language due to social, political, economic factors. In general, the term rent, together with other terms that refer to the tax on rent, was formed in the ancient period of the Uzbek language in the gender relationship. Although the terms denoting hiraj and its quantitative forms appeared in the Uzbek language long ago, in accordance with historical conditions, the amount of tax they mean - the terminological concept has been changing. In the Uzbek language, the Tajik words dakhi du, nimni, dakhi nim, which denote other forms of hiraj, also have a gender status in relation to the term hiraj from a linguistic point of view. The use of these terms in Turkic-language sources is also due to the fact that Turkic peoples, including Uzbeks, lived side by side with the Tajik people in the same historical context.

In particular, let us study the Tajik terms dakhi du, dakhi nim.

The term dahi du refers to the tax and customs concept of paying twelve percent of the crop from the land, while the term dahi nim refers to the payment of half a tenth of the crop as a rent tax.

Both terms are combined in an isophytic way, which also manifested itself in the terminological sense of the language, because this is precisely the manifestation of the rental tax.

Another form of hiraj is the Arabic word ushr, meaning "one-tenth." Ushr is one-tenth of the income. The term ushr is related to the entry of the Arab Caliphate into Central Asia and the spread of Islam there, as there is a jurisprudential fatwa on the collection of tithes in the Sharia. Conclusions on the introduction of the tithe tax and the formation of the term ushr, which represents this tax, can be found in the following opinion of I. Azizov: "We know from jurisprudential sources that after the obligatory zakat, the amount of tushr to be paid from agricultural products is determined in accordance with the sunnah. Thus, some lands received the status of ushr and some lands received the status of hiraj. If the ushr land is irrigated from ditches, 1/10 tithe is taken from the products taken from it according to the Sharia. Similar lands existed in the Bukhara Emirate. Like all Islamic countries, the head of state was responsible for giving ushrs to those whom Allah has commanded. The head of state also allocated tithes from the collected expenses. Even if landlords voluntarily gave tithes to whoever they wanted, the head of state had the right to demand it back according to the law. Thus, the formation of the term ushr as a tax-customs term was directly related to the period when "Sharia Mustafa" had been in force. The same tax was applied in the territory of the Bukhara Emirate in the Persian-Tajik term dahyak, which also means "one-tenth". Some Muslim countries still have a ushr tax.

Until the beginning of the twentieth century, tithing was preserved in Central Asia: Therefore, giving zakat is subject to ushr and hiraj. [Burhoniddin Marghinoni, 2001, p. 341]

If we conclude that the terms ushr and dahyak were formed as tax terms in Turkic, including Old Turkic, we can say that the term ushr appeared before the term dahyak as an expression of the concept of tax and began to be used in the language of Turkic peoples. The term Dahyak was later used as a linguistic expression of the ushr tax introduced by the Arabs in the language of the people of the Bukhara Emirate. This is explained by the fact that the people of the region (it should not be forgotten that the emirate was inhabited by Tajiks and Iranians, and still exist) prefer to call it dahyak in their native language.

According to the historical literature, in the state of Amir Temur there were also taxes or levies called molu-jihot, khiraj, sovarin (peshkash), konalga and shilon money.

For example, "Temur's Statutes" (I also ruled that the emirs and commanders should not demand excessive sovari, konalga and shilon from the citizens when collecting molu jihot) and Giyasullugat, which states that molu jihot was a tax paid in cash and in kind, which arose in the history of the Uzbek language in connection with the naming of a type of tax levied on people's property.

According to A. Juvonmardiev, the word jihad in this term, which consists of Arabic words, means "side, part", "cause, excuse" and "salary" in Arabic; jihad is the object of taxation. The term is also used in the works of Alisher Navoi: Solis erur farz adoni zakat, Haq neki bermish sanga molu jihot (Hayratul abror). A structural analysis of this Arabic term reveals that the term molu jihot is equivalent to the term income tax today.

In the middle Ages, taxes were expressed by the term olik-solik, which is a local Turkic term. Olik-solik are money and other things that were collected and levied as taxes from the country and the population. Or: Besides this tax, they should not be required to pay any taxes (Temur's Statutes, 1991, p. 99).

According to historians, during the reign of Amir Temur there were the following tax and customs terms:

Bois - 1. A special tax paid by one state to another or collected from one country to another, and in times of intensification of internal strife, from one province to another. 2. Special fee charged from traders in urban and rural markets. Tax collection in Central Asia has been going on since the middle Ages. The recipient of the bois is called the tusguul.

Bakiya - (Arabic) tax, payment. The part of the debt etc. that is not paid on time; in the rest, the remnant: Aning birla bu mojaru surguli, Bakoyani devonga kelturgali. [Explanatory Dictionary of the Language of Alisher Navoi's Works, Vol. 1, 1983, p. 236].

Mol is a type of tax. Tribute, tax, income collected from 1/3 or 1/5 of the harvest: Biri ulkim, viloyat molin mashvaratsiz olib turursiz va bu mahud emas erdi. [Alisher Navoi's Explanatory Dictionary of the Language of Works, Volume 2, 1983, p. 315].

The term "duty" is used in "Temur's Statutes" in the following meaning: 1) taxes, tribute, payment; 2) the tax on goods transported across the border; 3) the Minister, who manages the property belonging to the homeless, the dead and the fugitives, the zakat and duties levied on the

property of the arriving (merchants), the livestock of the country, their pastures, and the income collected from all this as a deposit.

Another term that refers to a type of tax is tanobona. According to the National Encyclopedia of Uzbekistan and the structural analysis of the word tanobona, the tanob part is in Arabic and the

-One part is in Persian-Tajik.

The glossary of the Uzbek language does not give this term. The term occurs in the decrees of Muhammadalikhan in 1245 AH (1829-30), Sayyid Muhammad Khudoikulikhan in 1282 AH (1865-66), Khudoyorkhan in 1285 AH (1868-69) and Nasriddinbek in 1292 AH (1875). According to the decrees, "tanobona", "bogot and bedazori vajidan ...", in the XIX century, this tax was levied on gardens and barren lands. According to P.P. Ivanov, during the reign of Abdullah (in the XVI century) in Bukhara there was also a tax on gardens.

In the study of I. Azizov "Tax system in the last quarter of the XIX - early XX century in the Bukhara Emirate" it is also written that the tanobona tax was applied in the Bukhara Emirate in the last quarter of the XIX - early XX century. In the XX century it was used as a type of rent (the term rent is used in the thesis) and "The sum of expenditures in the Emirate is 3 botmons of 10 botmons of wheat, 18 coins from each stem of the garden, and 6 coins from each stem of lucerne. "Therefore, the term tanobona meant the type of tax levied depending on the size of the tanoba of the land - the garden.

Another tax or customs tax levied on the harvest is called bogot. The term has an Arabic-Persian content and is applied to the tax levied on gardens.

For example, one source writes about bogot: In the testimonies of Abdulmuhammadkhan to Sayyid Zahid in 1011 AH (1602-03) and Sayyid Muhammad Khudoyquli Bahodir in 1282 AH (1865-66), Khudoyorkhan in 1285 AH (1868-69) and Nasriddinbek in 1292 AH (1875). As you can see, this term is an Arabic-Persian suffix, and its lexical meaning is "tax on gardens". Such Persian and Arabic terms were widely used during the Kokand Khanate.

Boburnoma also uses old Uzbek tax and customs terms. For example, there are such tax and customs terms as shakdar (tax collector), barot (tax exemption), doruga, tarhan and ushra. For example, when we were here, we heard that Sultan Ibrahim, who was standing on this side of Delhi, had left and was moving forward, and that Hamidkhani, the shakdar of Gissar Feruza, was coming from Gissari Feruza with his army 10-15 kurohs before him. Or: From here on the eighteenth of the month, Monday night, we sent Tahir to Ogra. He took away barot spent on hospitality from Kabul." The term barot is a polysemantic term that means "tax exemption" as well as "a separate tax document issued by the rulers." The Central Asian khanates sometimes collected several taxes at once.

The document that gives such a right is also called barot. The term barot is polysemantic, meaning "a letter of release from a tax or fine issued by a king or khan" and "a special certificate or certificate issued to acquire property or position under certain conditions, to collect taxes from the people, or to receive money, grain, or fodder", and a person who has such a certificate is called a barotdor.

Also in the context of the "Boburnoma" in the mention of the term mirohor is defined as "the official in charge of rent and other income." However, as O. Akhmedov said, the term tiyul

cannot be considered a tax and customs term, since the semantics of the word does not relate to the concept of tax or customs. The term appears in the Boburnoma in the following place:

At night he stayed in the tiyul of Kutlug-Khoja, and the next day he was scolded for allowing himself too much, repented and returned. O. Tursunova defines the term as "property given for life for service"

The term konalga is also a variation of the tax and penalty established on the basis of the duty to provide ambassadors and couriers, as well as to provide shelter for the royal people during the hunt, food for the couriers and fodder for horses. In the Emirate of Bukhara, this concept of tax was called konalga, and this tax also served for the supply of military units. It is understood that the term was purely Turkic, based on the semantic development of the word konalga, derived from the word konmaq. The reason we say this is that the word "konalga" originally meant "a place of temporary landing, stopping." Later, the term was used to refer to overnight fees and food for the khan's people and their horses while hunting. Namely, there was a metonymic transfer of meaning.

In the history of the Uzbek language, along with the names of taxes and duties, there were also terms denoting various levies. For example, historical sources say that during the military campaigns, grain was collected from the population for the needs of the army, traveling from village to village.

This collection was called takor / tagor. Or they collected enough money from the population on the occasion of the arrival of the khan in a province or city, and this collection was called sovarin / sovari / prize. Sharafiddin Ali Yazdi explains this as follows:

It should be noted that in the post-Islamic period, tax and customs terms were not only derived from Arabic, but also in Turkic and Old Uzbek. Such terms include konalga, oshlig (nomadic Uzbeks had a food tax), taqor / taghor, double money, ulog, tamga (stamp - "mark, seal"; "customs duty", a trade duty paid for a permit to engage in trade in the XIII-XV centuries; used in the sense of "spot") and other terms.

Thus, in the period after the adoption of Islam, a large part of the tax and customs terms in the old Uzbek language was formed. The tax and customs concepts represented by these terms were introduced primarily on the basis of Islamic rules.

Therefore, most of them are Arabic terms. In addition, the existence of Persian-Tajik tax and customs terms in the old Uzbek language is due to the fact that the Uzbek people lived side by side with the Tajik people and a large part of the Persian-speaking population lived in the territory of the Bukhara Emirate. Representatives of this region named many Arabic or Turkic tax-customs terms with alternatives in their own languages.

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DOI: **10.5958/2249-7137.2021.00876.4**

CREATIVE ENJOYMENT OF NAVOI

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ABSTRACT

This article examines the influence of the great thinker Alisher Navoi on the work of Gafur Gulam. Navoi's literary influence on Ghafur Ghulam's work is extensive, and the article discusses some aspects of this issue. It examines the uniqueness of Gafur Ghulam's artistic skills on the basis of an analysis of the poet's poems and ghazals dedicated to Navoi.

KEYWORDS: Tradition, artistic skill, originality, lyrical hero, commonality, ghazal, byte, emotion, experience. Commonality, presumption.

INTRODUCTION

Academician Gafur Ghulam's creative legacy, like that of many classical artists, has a special place in the creative heritage of Navoi. Well-known Navoi scholar A. Hayitmetov noted that in his conversations with various gatherings, conferences, writers, hundreds of verses of poets such as Navoi and Muqimi found their scientific interpretation: "... in his articles there is a pleasant length of these conversations" [Hayitmetov A., 1997: 55 p.], - writes. In Ghafur Ghulam's work, the problems that need to be studied in connection with Navoi are very serious. This issue can be conditionally grouped as follows:

1. Preparation of a prose statement of Navoi's works. Ghafur Ghulam Navoi prepared the prose narration of the second epic of "Khamsa" "Farhod and Shirin". This epic is in the 8th volume of Ghafur Ghulam's Collection of Perfect Works.
2. Translation of some examples from the lyrical works of Alisher Navoi in Persian. The poet skillfully translated some of Navoi's ghazals from Devoni Foni into Uzbek. These translations are still loved by readers today.
3. Writing articles based on in-depth scientific research on the personality and work of Alisher Navoi and speaking at conferences. Ghafur Ghulam's lectures "Let's learn from folklore" (939)

"Navoi and our time" (1948), "The great poet and thinker of the East Abdurahman ibn Ahmad Jami" (1964), "The great teacher" (1966) and in his articles the issues of the originality of Navoi's work, the vitality of his works were studied on a scientific basis.

4. Completion of poems and ghazals dedicated to the poet. Ghafur Ghulam not only wrote poems dedicated to Navoi and created an immortal image of him in art, but in some of his poems he used the image of heroes in the works of Navoi and the poet as a means of confirmation. The poet has skillfully continued the creative traditions of some of Navoi's poems.

Ghafur Ghulam's poems "Alisher" and "Alisher on the tomb of Alisher" are directly dedicated to the interpretation of the image of Navoi. In his poems dedicated to Navoi, Ghafur Ghulam puts forward his views on the greatness of literature, art and the art of speech. In his poem "Alisher" his respect for Navoi, the eternity of the poet's work, the fact that for centuries his creative heritage has been a spiritual treasure, the pride of the people are sung with pride.

Yuksak tog'oralab o'kirgan sherning

Na'rasiga tengdir aksi sadosi.

Besh yuz yil yangradi tog'day vatanda

Buyuk Alisherning asriy nidosi [Ghafur Ghulam.T.2, 1984: 143 p.]

It is no coincidence that the poem begins with these verses. Indeed, the echoes of the great poet's works are likened to a lion roaring through a high mountain, and the greatness of Navoi and the infinity of the poet's work are exaggerated. It is an artistic expression of the poet's masterpieces echoing in thousands of hearts and the immortality of Navoi's works.

Ghafur Ghulam, who describes Navoi and his unique work from different angles, gives unique metaphors and expressions. In the poem, "When Alisher Mushtari shines in the Uzbek sky like a star", "Flood, alone in the wells, proud as a monolith, a granite statue", "Like a hateful eye in a golden cane" The poet's unique image is embodied in the uplifting verses, such as 'Idi karachug'. Navoi was alone in the "storm" and "hurricane". The pride of his struggles and the steadfastness of his aspirations are also due to the fact that his work is indestructible and respected like the apple of his eye. To shake the pen for a thousand years, to be proud of the ancestral teacher who was lucky enough to shine in the Uzbek sky like a Customer Star, is also to strive for the air of this lofty place. It is this aspiration that has made Ghafur Ghulam's work last forever.

When Ghafur Ghulam was in Afghanistan in 1964, he wrote a series of poems called Herat. The poet did not choose to visit this place in vain. At the heart of this is the poet's sense of kinship, boundless respect for his teacher, inscriptions inspired by the poetry of Alisher Navoi.

There is a desire to weigh the sultan on the artistic and aesthetic scales of the sultan of ghazal property. Ghafur Ghulam finished his ghazal "On the tomb of Alisher Navoi" to the tune of Navoi's poem "Aylab":

Dilim ravshanligin hissim yo'lida oftob aylab,

Mazoring boshida ta'zim ila turmakdudurmen sarhisob aylab,

Qulog'ing so'z eshitmas bo'lsa ham qalbdan xitob aylab,

Vatandoshlar salomin necha jildli bir kitob aylab

Navoiy deb Musalloga kelibmen intixob aylab.

[Ghafur Ghulam.T.3, 1984: 323 p.]

Apparently, after the rhymes at the end of the verses, such as "sun", "summary", "address", "book", "choice", the word "moon" is repeated, and the position of the radius is reached. It reinforces the rhythm of thought and emotion, and provides an inextricable link between each verse.

This poem reveals the important reasons for the poet's visit to this sacred place.

First of all, this is Ghafur Ghulam's heartfelt message to the poet Navoi. Secondly, it is a feeling of indebtedness to the blessed soul of the genius Uzbek poet. Thirdly, it is our responsibility to convey the blessed greetings of our compatriots who have been enlightened by Navoi's enlightenment for centuries.

Ghafur Ghulam's attitude to Navoi's work is even more evident in his hymns to his poems.

It is well-known that it is a very responsible job to connect a poem with a poem, and a poet must be able to deepen the meaning of the poem, adapt it to life and time, while deeply feeling the content of the poem. As the literary critic R. Majidi noted, "Muhammad's connection served to expand the poet's creative sphere, to increase interest in the works of advanced poets of the past, to capture their creative traditions and to convey their progressive ideas to the people." [Majidiy R., 1963: 89 p.]. We can see the confirmation of these ideas in the example of Ghafur Ghulam's connection to Navoi's radiant ghazal "Tun bila tong".

Night and Morning is the 363rd ghazal in Navoi's Badoe 'ul-vasat.

Ghafur Ghulam Navoi composes 21 lines of poetry, adding three lines to each byte of this 7-byte romantic ghazal. Approximately all the bytes of the poem are unchanged. The poet logically continues Navoi's views in the poem and expresses thoughts and feelings in a unique way.

Mening qarog'imu oning jamoli tun bila tong,

Mening zavolim u oning kamoli tun bila tong.

Mening kuyuk mahim, oning hiloli tun bila tong,

Mening firoqimu aning visoli tun bila tong,

Bu nav' dahrda yo'q ehtimole tun bila tong.

In this poem, the pain, condition and experiences of the lover due to the separation are described through the symbols of night and morning. The night represents separation, and the morning represents the vision. All the symbols, expressions and metaphors in the poem are aimed at poetically expressing these experiences. The inner content of the verses is full of mystical views. As the literary critic N.Kamilov noted: "According to the philosophy of mysticism, man consists of two opposite bases - matter and spirit. Therefore, it combines the features of these two principles ... Man, who is made up of spirit and body, is called the boundary between the divine world and the physical world, and is likened to the dawn. Because morning is also the boundary between night and day. Just as the darkness disappears in the morning and the sun shines, so the human soul must gradually leave the darkness of the body - the darkness, and move to the world of pure spirit, the world of light "[Kamilov N. 2009: 25 p.]. The views expressed are directly

relevant to this assumption. In the first verse of this proverb, the lyrical protagonist is the mirror of the soul, and the beauty of the eyes is inseparable from the eternal unity, the hopeful Islam at the foot of the Creator, as well as the state of the slave who feels "decline" and "perfection". the devotion of the lover to the lover is inseparable. Therefore, no matter how far the distance between the two is, the attention and respect for the quality of the person is drawn in proportion to his level of spiritual height, regardless of the lover's state of mind or body. It ensures that the poet's thoughts depend on Navoi's thoughts and feelings. By repeating the word "mine" at the beginning of the band, the anaphora is used as a means of artistic expression, further enhancing the melody of the verses.

The poet tries to convey to the people of his time the endless suffering in his awake heart:

Nechuk tushuntira oldim buni gumon eliga,
Hamisha ishqni qilguvchi imtihon eliga,
Ki birni ikki deyib bo'lmag'ay zamon eliga
G'arib zulfu yuz ermasmukim, jahon eliga
Ko'runmamish bu ikining misoli tun bilan tong.

[Ghafur Ghulam.T.3, 1984: 343 p.]

Apparently, Ghafur Ghulam, who is trying to express his language, does not intend to admit some mistakes. The color of trade that clings to the heart of the poet, who has not the slightest doubt that the place of darkness is replaced by light:

"The pupil of the eye," sometimes the "pupil of the eye," sometimes the "moon [sometimes the blood]," and in some places the "nightingale." All this gives an idea of the scale of the grief in the heart of the lyrical protagonist. Interestingly, the poet concludes that the lyrical "I": the way to face the dawn is to shake off the world:

Kimki qayg'u qo'lidan yaqoni qutqordi,
Jahon ishiini etak silkimak-la bitkordi,
Qarong'u kecha yurib subhidam tomon bordi.
Biravki, tongu tunin boda birla o'tkargay,
Yaqinki, bo'lmag'ay aning maloli tun bila tong.

[Ghafur Ghulam.T.3, 1984: 343 p.]

If we look at the last paragraph of the hymn, it is clear that this is not the only solution. After all, as Navoi said, "Desperation is a remedy for pain," the remedy of great love is to see despair as a remedy.

Qilolmadim qaro tun, nurli tong zavolin kashf,
Nafas-nafas o'tayotgan umrning uvolin kashf,
Siyoh haqqi bu Mirzo, qog'oz jamolin kashf,
Navoiy etmadi zulfu yuzing visolin kashf,

Valek erur g‘aminging ittisoli tun bila tong.

[Ghafur Ghulam.T.3, 1984: 343 p.]

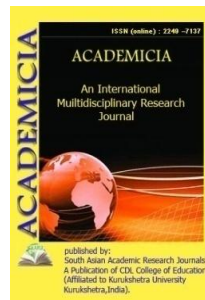
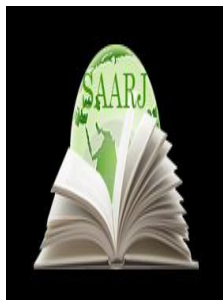
In our opinion, it is no coincidence that the hearts of Navoi and Murid Ghafur Ghulam are connected with the symbols of night and morning. After all, a bright morning is a product of a ruined night. On the contrary, night is a being that begins at the point of dawn. In the face of this eternity, life is short and fleeting. However, the value of the momentary life given to a person is measured by the degree of reward and reward achieved through action. Therefore, the human being should spend every breath in the path of good deeds and keep his heart as pure as white paper from the dust of the material world.

It is clear that Ghafur Ghulam, who measures the value of life with the value of the moment, does not regret the loss of the lyrical hero's life. But after this decline, a bright morning begins.

Our observations show that Ghafur Ghulam was a leading scholar of classical literary heritage, especially Navoi's work. His literary-critical articles, lectures, and masterpieces based on in-depth analysis treated Navoi's traditions with respect. In his poetry, the poet dedicated poems to Hazrat Navoi and created his image. The great poet continued the Navoi tradition creatively, tying takhmis to his poems. The study of Ghafur Ghulam and Navoi will undoubtedly help to identify the sources of the poet's work, to understand the peculiarities and artistic features of his works.

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DOI: **10.5958/2249-7137.2021.00877.6**

CHRONOTOPE IN UZBEK NOVELS OF THE PERIOD OF INDEPENDENCE

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ABSTRACT

The article examines the problem of creative development of national-literary traditions, in particular the literary and artistic heritage of Navoi, which significantly expanded the space-time boundaries of national novels of the period of independence. The boundaries of space and time of the national novels of the independence period are expanding. There is no doubt that the same phenomenon observed in the literary process is a positive sign for the national novel.

KEYWORDS: *Literary text, National thinking, Space and time, Lalonism, Continuity, Metaphor, Association, Poetics, Form and content, Literary montage method, Compositional center.*

INTRODUCTION

The boundaries of space and time of the national novels of the independence period are expanding. There is no doubt that the same phenomenon observed in the literary process is a positive sign for the national novel. Explaining this situation with national-literary factors, in particular the category of inheritance and genetic basis, reflects only one aspect of the problem. In later years, the novel's poetic expression was enriched by a sudden, difficult-to-grasp connection between reality, fantasy, dreams, and memory. The artwork includes comparisons, comparisons, comparisons, unexpected transitions, and mergers. The metaphorical level of the work has increased dramatically.

All the legitimate concerns about the declining level of reading today are linked to this point. Because what connection did the author rely on between events? It takes a student to be creative in order to find answers to questions like, "Will they be put together in a single chain?" It is not enough for the student to equate, contrast, or subordinate words and expressions with the words with which they interact. To do this, one must feel the ocean behind the drop, that is, the deep

connection between the concepts used in the poetic word used. The same thing does not happen where the height of imagination, the breadth of imagination, the depth of thought.

In this case, there is no cross-linking from the bridge created by the associations to the chains to which they belong. As long as the concepts are not interconnected, the literary text will not be beautiful. The reader does not understand or feel the author's own poetic point of view, his artistic philosophy.

In general, in the poetics of today's national novels, the desire for a metaphorical understanding of man and the world is growing. In our opinion, the original renewal is the result of the national novelist's artistic intent, aesthetic ideal and the needs of the period of independence. The novel is in the process of moving towards poetry. That is why national novels are introducing new forms and content, narrative methods that help to reveal and interpret the essence.

As the national novelist works in harmony with the global world, his emotional perception, poetic thinking and expression will expand. It is important to note that since the 1930s, Uzbek novelism has been far removed from the idea of drawing a broad line on the achievements of the Soviet era and has been defined as universal, and the devotion of the Soviet people to the communist faith has been reflected in many novels. The Uzbek novel, in a sense, has become a "small model" of all-Soviet novels. In the literary criticism and poetic works of the independence period, the concept of inheritance is perceived on a national basis, on a universal, universal scale. The Uzbek novel, in a sense, has become a "small model" of all-Soviet novels. In the literary criticism and poetic works of the independence period, the concept of inheritance is perceived on a national basis, on a universal, universal scale. Of course, it's hard to say that all writers have "rebuilt" themselves. But advanced novelists have come to realize that the position of man to exploit Mother Nature for his own economic benefit, the attitude of consumption, is absolutely wrong.

Contemporary novelists, regardless of the time and place in which all the existing philosophical-aesthetic, enlightenment-moral, socio-political views were created, expressed their creative glory, poetic beauty, universality, all of them creatively re-created. There is a need for adjustment. At the same time, the expansion and globalization of the theoretical basis is nourished by our national-literary traditions. For example, in the philosophical epic "Lison ut-tayr" Navoi speaks of beating "javlon in Lomakon square" and making it a "wonderful square". As the poet flies in his imagination, he is delighted to see the harmonious movement of the elements of the universe as he travels.. He is happy to be free from the chains of the material world. In the Badoye ul-Bidoya divan, Muhammad Mustafa's (saas) journey in Lomakon refers to a materialized fantasy in the form of a Burak horse. He says that if a believer remembers the qualities of a prophet, he will learn a great lesson from him and get rid of his neglect. [Navoi, Badoye 'ul-bidoya. 1987: 195-; 240 p.] In Badoye ul-Wasat, the poet emphasizes that the lyrical protagonist has attained greatness, and that the angels, especially Gabriel, cannot be mahrams in Lomakon.[Navoi, Badoye 'ul-vasat.1990: .275 p.] In the epic "Farhod and Shirin" it is said that Rakhsh took the horse to Lomakon. [Navoi, Farhod and Shirin. 1991: 14 p.] In Favoyid ul Kibar:

O'zin o'zluksinu kavnayn mulkidin qilib xorij,

Qayu kavnayn mulki, lomakondin ham topib ixroj.

Navoi, Favoyid ul kibar. 1990: 19 p.] verses occur. Apparently, in Navoi's works, the idea of "I" is driven not only by identity and being (space), but also by lomakon. According to the poet, the "I" is completely exiled in Lomakon. In other words, it is absorbed into being and absolute unity is formed. In the "G'aroyib us-sig'ar " department, the lomakon is compared to the vast sea. It is such a sea that every drop of water gives life to the soul. Because attaining lomako is the attainment of a priceless divine blessing. After all, the treasure trove of meaning is in the realm of non-existence. [Navoi. G'aroyib us-sig'ar. 1987: 9 p.] In Mahbub ul-Qulub, the poet shows kindness to the people of the time and is saddened by his infidelity and arrogance. That is why fidelity and life pass through the borders of a world full of sorrow and dust. [Navoi, Mahbub ul-qulub. 1990. p. 46] For Navoi, Lomakon forgets the material world and becomes a consolation, that is, a hope of liberation from all suffering and suffering. His hunting of spacelessness, on the one hand, carries a socio-moral, educational content, and, on the other hand, a longing for divine harmony at the height of poetic understanding. In "Navodir un-nihoya" the soul finds peace in the harmony of the universe. Because his real wish was to have this high place, a place where the spirit horse could ride and feel free. This is also the case with the "Navodir ush-shabob", "Sab'ai sayyor", and "Saddi Iskandariy".

Therefore, the expansion of the intellectual scale of the scope of innovations is essentially a return to national thinking, through which the understanding of time and contemporaries. Undoubtedly, the category of nationality dominates in our poetic thinking. Human experience recognizes that the way literature preserves its national image is Eastern thinking and a corresponding way of life. Consequently, the protagonist is absolutely Uzbek, both in order to express his unique identity in the global world, and to face his national beliefs, thoughts, attitudes and death, as well as his spiritual life in the world of non-existence, even when portrayed in lomakon. It must be distinguished by its uniqueness. Indeed, our novels are valued for their nationality to readers around the world.

Contemporary Uzbek writers see a miracle in every plant, imagine a man in their image, and shake their pens in honor. They are creating a novel world with a deep artistic understanding of the eternal harmony of the sublime being. At the same time, modern Uzbek novels, which have a deep understanding of the integrity of the universe - the community, the plants, the interplanetary connection, are truly national. The main sign of the strength of the national soil of creative intellect is the poetic expression (Isajon Sultan, "Ozod" novel) of the whole unity of the landscape, from lakes, mountains, rivers and winds to poplars, redstarts, savas, kakku, pukas, crows, owls. As noted above, Uzbek novels, such as Oriental-Muslim philosophy, art criticism, and literary criticism, are not satisfied with an artistic reality based solely on social reality. So, it is a matter of re-perceiving our literary and philosophical heritage on the basis of inheritance. These works have no interpretation other than the simplicity of folklore, the Navoi spirit, the Roman philosophy.

The image of an old man wandering through novels such as "Rang va mehvar", "Zarradagi olam", "Boqiy darbadar", "Ozod" suits the artistic taste of each reader: an experienced farmer, Rumi, Navoi, Khayyam, Mashrab, even Oybek and Mirtemir are thought of as disturbed spirits. A.Dilmurod and I.Sultan rely on the living spirit of the genius of the nation. It is loaded on him, his destiny strives to understand the philosophy of eternity and eternity.

Interestingly, writers even look at the treasure trove of meanings hidden in the elegant words of contemporary poets. In the novel "Yo'l" U.Hamdani tells the story of a young man who reached

the age of maturity, rediscovering the heritage of spiritual perfection, the purposeful and surfing long life of a human being, which lasted for thousands of years from the beginning to the end. inspection, observation of religious and divine sources, and finally the submission to Rumi and Navoi. In the novel "Zarradagi olam", A.Dilmurod, in the course of millennial intellectual observation, feels a wisdom in every particle, an eternal truth understood in every great wisdom. In the novel "Ozod" I.Sultan refers to the namatak on the rock (Oybek), the old man (Mirtemir) sitting under the willow. Undoubtedly, such cases are born of the fate of teachers, the enjoyment of their literary and spiritual heritage, the deep sense of indebtedness to their eternal souls, the responsibility to the inherited pen.

It is clear that in the observed examples, the path of formation of the protagonist takes place entirely on national soil. This is confirmed by the mythology in the structural layer of the novels, the fairy-tale adventure, the epic romance. After all, it is the writer's creative intention to dynamically grow the young man and turn him into Eran. Therefore, all structural-semantic fragments are united in a single compositional center in the method of literary montage on the basis of the main purpose. Motives such as the journey, the trial, the sponsor in the novels "Ozod" and "Yo'l" also confirm that these works are nourished by the national soil. For example, the purpose of the trip in the novel "Ozod" is not to look for a lover, but to find the legendary mountain tulip and give it to his future wife (Oydin). Ozod's companion is not imagined as a real person, as in the epics of Shopur (Navoi, "Farhod va Shirin") or Navfal (Navoi, "Layli vaMajnun"). Because his closest companion was the wind.

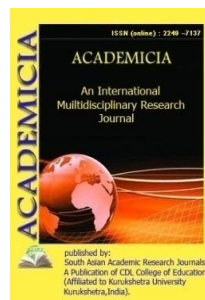
It should be noted that the wind appears in a hierarchical sequence, such as a wise man, an intelligent narrator, and finally a gospel of divine grace, guiding in proportion to the perfection of the Free. He interprets and interprets the heroic events of the event - the unexpected events, symbols and symbols he observed at the test sites. The thoughts, feelings, desires and insights of Ozod, who knows the wind as a teacher, are deepening. This path of depth and spiritual uplift is in the form of a rush from the outward appearances around him to the inner essence.

Since the goal (destination) of the free is clear, the aspirations are based on faith and trust, all the secrets are revealed throughout the image, and the world begins to be reflected in the mirror of his heart and soul. Looking at the inner layer of meaning from the wisdom (external window) to the subtle word leads to the end (address). This means that as long as the goal is clear and the belief is convincing (the "path" is chosen correctly), then the miracles will flash in the subconscious and bring it to reality.

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DOI: **10.5958/2249-7137.2021.00878.8**

THE ENCOURAGES OF INCREASING AGRICULTURE ECONOMY BY THE GOVERNMENT

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ABSTRACT

In this article there is given innovative recommendations about supporting agriculture by the government, improving the life quality of the population, development of the national economy and its integration with the world, strategic directions of government economic policy in agriculture.

KEYWORDS: *Life quality, National economy, Stabile development, Modernization, Agricultural reforms, Economic growth, Competition.*

INTRODUCTION

Increasing the effectiveness of socio-economic reforms in agriculture is an important issue for improving the standard of living in Uzbekistan, ensuring sustainable development of the national economy and promoting its integration into the world community.

The acceleration of agricultural reform cannot be achieved without addressing existing problems. For this reason, it is important to identify a number of existing problems that are a serious obstacle to the development of agriculture, study their causes and develop solutions. Regardless of what problems they solve, they will have a significant impact on the overall development of the sector's economy, improving living standards in rural areas and in the agricultural sector.

Therefore, in the context of modernization and diversification of the modern economy, special attention is paid to state support for agricultural producers. Large-scale work is being carried out to deepen agrarian reforms, strengthen the material and technical base of the industry, and most

importantly, improve the efficiency of agriculture, which is becoming an increasingly decisive force for the growth of the agricultural economy.

MAIN PART

As the President of the Republic of Uzbekistan Sh.M. Mirziyev noted, “6 million 124 thousand tons of grain, 2.3 million tons of cotton, 8 million 661 thousand tons of vegetables, 2 million 411 thousand tons of potatoes, 1 million 607 thousand tons of vegetables, 2 million tons melons”, It is worth noting that you have produced about 100 million tons of fruits, 1 million 314 thousand tons of grapes, 18 thousand tons of cocoon, 1 million 789 tons of meat and 7 million 830 thousand tons of milk. The total volume of agricultural production in the amount of 58 trillion 181 billion soums is the result of your hard work throughout the year. ”

To date, in accordance with the developed programs for supporting and determining priority areas of agriculture, a number of decrees of the President of the Republic of Uzbekistan and government decrees have been implemented. "This year, farmers are given 1 trillion 33 billion soums, or 142% more than last year, and 5 trillion 138 billion soums to farmers, or 2.4 times more than last year." In particular, the seasonal nature of agricultural production and related costs during the year and its results at the end of the year can lead to a long turnover of agricultural enterprises and, objectively, to a temporary shortage of working capital. Taking into account the fact that the government provides financial support to the sector in the course of agricultural reforms, Bank credit is gradually being introduced into the issue, and the credit system is being improved. At the current stage of the ongoing reforms, an appropriate legal and regulatory framework for this process has been created and implemented.

The strategic directions of the state economic policy in the agricultural sector should be aimed at achieving the following long-term goals:

- ⌘ Ensuring sustainable economic growth and scientific and technological progress;
- ⌘ Increases the competitiveness of the product in the domestic and foreign markets;
- ⌘ Ensuring effective integration into world economic relations;

Many of the problems considered to be serious in agriculture are interrelated, and addressing one of them can have a significant impact on others. However, there is a common feature of the problem that all these problems require investment. Limited investment opportunities force us to seek solutions to other problems in agriculture by solving one problem.

In the current conditions of accelerated agrarian reform and economic development, the most important and effective way to solve agricultural problems is to move the industry to large areas and invest it on a large-scale and effective basis.

The transfer of industry to rural areas will have a positive impact on the further development of the agricultural sector and will contribute to the growth of production and incomes in various sectors through the intensification of inter-sectoral capital flows. It is necessary to create the necessary conditions for the creation of various industrial enterprises in rural areas.

To do this, it is necessary to create a system of incentives for the growth and development of agricultural processing enterprises in rural areas and provide tax incentives to industrial

enterprises operating there. At the same time, tax incentives should be used for small industrial enterprises established in remote rural areas, that is, far from regional centers.

CONCLUSION

As a result of a positive solution to these issues:

⌘ Industrial enterprises and agricultural enterprises will be merged;

⌘ Today, agriculture will be able to solve the problem of unemployment in the number of the able-bodied labor force;

⌘ In accordance with the legislation, the use of free funds by farmers for processing their own or other agricultural products can bring additional income and, in some cases, stabilize the financial balance in case of loss of agricultural products;

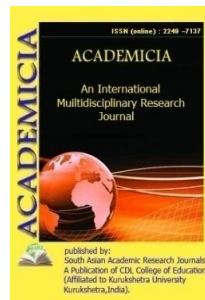
⌘ Further development of trade and reproduction in the country by increasing incomes and raising the standard of living, increasing the solvency of the population;

⌘ Development of a wide range of high quality and low-cost industrial products for domestic and foreign markets through on-site processing based on the effective use of some deadly agricultural products;

⌘ Agricultural enterprises will follow the principle of rational distribution of income based on excessive savings in time, labor and costs, as well as their desire to increase the quantity and quality of products, which is an important factor in the development of free competition and the skills to adapt to a free market.

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DOI: **10.5958/2249-7137.2021.00879.X**

ON OPTIMAL CONTROL OF THE CRUSHING PROCESS

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ABSTRACT

In industry, in most cases, high grinding steppes are required. The automatic control of solid particulate material crushing is a prerequisite for maximizing equipment productivity. A more voluminous task, which must be solved in the automation of crushers, is related to the optimization of the entire process of multi-stage crushing, the effect of using separate units taking into account the requirements of automatic control, rather than by increasing the number of controlled parameters, allowing, as is often the case in practice, not only receive comprehensive information about the process, but also insure against possible malfunctions in the operation of unreliable devices. An automatic crusher performance control system control circuit has been developed. The following tasks are solved: construction and description of functional diagram of automatic crusher performance control system; defined mathematical and computer models of the automatic control system; optimal control scheme is defined.

KEYWORDS: *Crushing; Performance; A control circuit; Automatic control system; Process; electric motor power consumption.*

INTRODUCTION

In industry, in most cases, high grinding steppes are required. Sometimes the sizes of the pieces of starting material reach 1500 mm, while in technological processes, a material is sometimes used, the particle sizes of which are fractions of microns. Such steps of grinding are achieved by grinding in several stages, since in one take-up (on one machine) it is not possible to obtain a product of a given final size. According to their purpose, grinding machines are conditionally divided into crushers of large, medium and small crushing and mills of fine and ultra-fine crushing. [1, 2, 3-5]

The main machines are divided into the following [1,2]: cheek, cone, hammer crushers, roller and ball mills, wipers. All crushing machines have general requirements: a minimum of dust generation, continuous and automatic unloading, the ability to control the degree of crushing, the uniformity of the size of the ground material, and a small energy consumption per unit of production. The difficulty of controlling the degree [6] of grinding consists in determining the degree of grinding, concentration and dispersion of the ground product. Each crushing machine design at maximum capacity corresponds to an optimal degree of crushing. When a large degree of grinding is required, crushing is carried out in several stages that is, a number of crushing machines, different in design and technical characteristics [1, 3], are sequentially installed.

The main object of direct optimal control is a crusher - a grinding apparatus. If at the first stage of multistage system analysis [7] the installation, then the grinding apparatus is divided into a number of quasi-devices. This is the crusher body, crushing elements and solid material. In turn, the solid material consists of particles of the first, second, third, etc. sizes of the milled end product.

Input parameters of object for modeling of target product cone grinder object are: consumption of solid material G_0 , concentration of ground target product at inlet C_0 , particle sizes δ_i , energy consumption N . Output parameters: material consumption G_m , concentration of tested components at the output C .

Material with certain concentration of particles and dispersion of ground product is fed into crusher. The material balance equation for the selected component (for example, for particles in grinder a_i) is compiled:

One of the main indicators of crushing machines is the degree of grinding, which depends on the design of the crushing machine, the physical and mechanical properties of the processed stone rock and the absolute size of the pieces. With an increase in the degree of grinding, the productivity of crushing machines decreases, and the energy consumption increases. Each design of the crushing machine at maximum productivity corresponds to an optimal degree of crushing: for example, for cheek and cone crushers of large crushing $i=3-5$. When a large degree of grinding is required, crushing is carried out in several stages, i.e., a number of crushing machines, different in design and technical characteristics, are sequentially installed. At the same time, they gradually move from large to medium and then fine crushing so that the crushing efficiency in subsequent stages is higher, and the energy consumption is less.

The crushing process is characterized by high energy consumption and rapid wear of machine parts in contact with the crushed material. Such parts are mostly made of expensive alloyed steels. Before crushing, fractions of the finished product should be removed from the starting material, since, distributing among larger pieces, they increase the elasticity of the ground mass. When processing non-solid construction materials, machines can work in open and closed cycles.

When crushing in an open cycle, the material passes through the crushing machine only once, while the pieces of the final product are obtained in different sizes.

When crushing in a closed cycle, large fractions of the remaining material on the screen after sorting are returned for repeated crushing. Since the material repeatedly passes through the crushing machine, the load (circulation) on it increases, however, the machine operates at a higher capacity than with an open cycle and produces a more uniform product. With a closed

crushing cycle, the material is not re-ground and energy consumption is reduced, as well as wear and tear of the machine working elements. The disadvantage of a closed cycle of crushing is that as the number of machines and transporting mechanisms increases, the height of buildings and capital costs increase. Single-stage, two-stage, three-stage and less often four-stage crushing schemes are used. When determining the number of crushing stages, the capacity of the plant, the size of the pieces of the initial and final product, as well as the design of the crushers should be taken into account. The number of crushing stages is the main indicator that determines the scheme of the crushing and sorting plant.

The most important means of electrification, mechanization and automation, the basis for increasing the productivity of machine equipment is an automated electric drive, which accounts for more than 65% of the country's public electricity consumption.

Extensive theoretical and experimental material has been accumulated on the mathematical description of the crushing complex, and crusher, in particular. At the same time at automation several mathematical models of crushers are proposed, depending on different channels of passage of input impact [8].

A more voluminous task, which must be solved in the automation of crushers, is related to the optimization of the entire process of multi-stage crushing, the effect of using separate units taking into account the requirements of automatic control, rather than by increasing the number of controlled parameters, allowing, as is often the case in practice, not only receive comprehensive information about the process, but also insure against possible malfunctions in the operation of unreliable devices.

The Purpose of the Study is: Development of control circuit of automatic crusher performance control system.

RESEARCH OBJECTIVES

1. Construction and description of functional diagram of automatic control system (ACS) of crusher capacity.
2. Definition of mathematical-computer model of ACS.
3. Determine the optimal control.

Prior to the development of the Automatic Crusher Performance Control System (PCS) control device, it is appropriate to consider a simplified crusher arrangement, in particular a coarse crusher cone crusher.

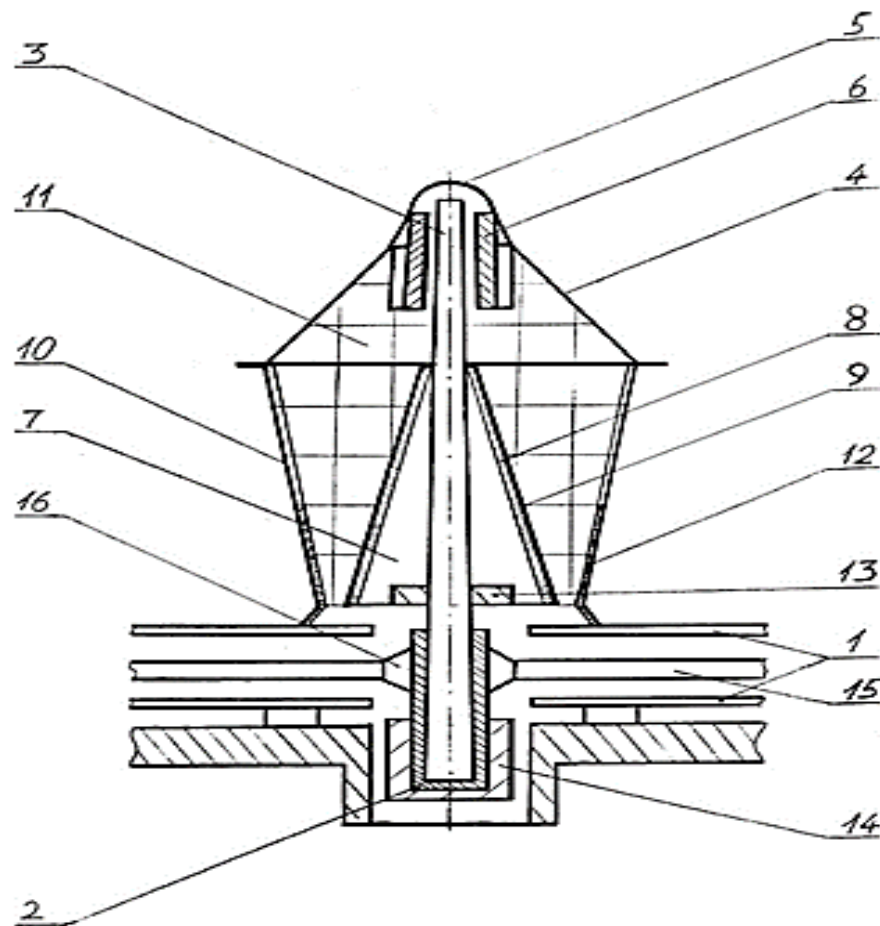


Fig. 1. Cone Crusher Diagram

1-whole-cast bottom part of crusher; 2-eccentric shaft; 3-vertical shaft; 4-crossbeam; 5-cap; 6-suspension; 7-movable cone; 8-stitching; 9-crushing plates; 10-middle part of the housing; 11-shift armor; 12-cement pouring; 13-seal; 14-cup eccentric shaft; 15-drive shaft; 16-cone wheel

The capacity of a large crusher cone crusher is determined by the volume of crushed stone V_0 leaving the machine in one run-in of the inner cone, and the number of runs-in per calculated time, that is:

$$P = V_0 \cdot n$$

The volume of crushed stone falling out of the crusher during one rolling of the cone will be equal to the volume of the ABCD ring (see Fig. 2).

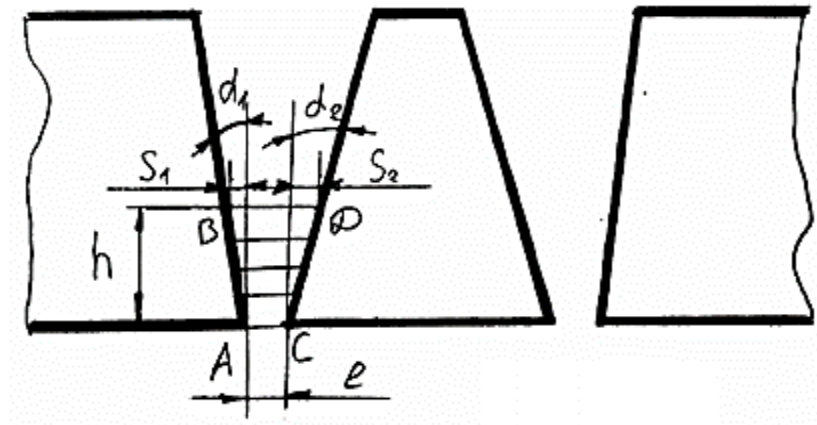


Fig. 2. Stone crushing scheme in cone crusher

The volume of crushed stone V_0 exiting the machine in one run-in of the inner cone is determined by:

$$V_0 = PD_{av} \frac{2l + S_1 + S_2}{2} h$$

Where D_{av} - average diameter of crushed stone ring, m.

Knowing that:

$$S_1 + S_2 = 2r, \quad h = \frac{2r}{tg\alpha_1 + tg\alpha_2}$$

we get:

$$P = 3600 \frac{nD_{av}2r(l+r)}{tg\alpha_1 + tg\alpha_2} n\mu$$

where n -number of inner cone rolls, sec; μ -coefficient of loosening of a ready-made product (0.35-0.6); the l -size of an unloading crack of the crusher at rapprochement of cones; r -eccentricity of swing of a cone, m; h -distance from upper unloaded pieces to lower edge of crusher slot, m.

Before proceeding with the development of the functional diagram, it will be appropriate to consider the simplified crushing process diagram (Fig. 3).

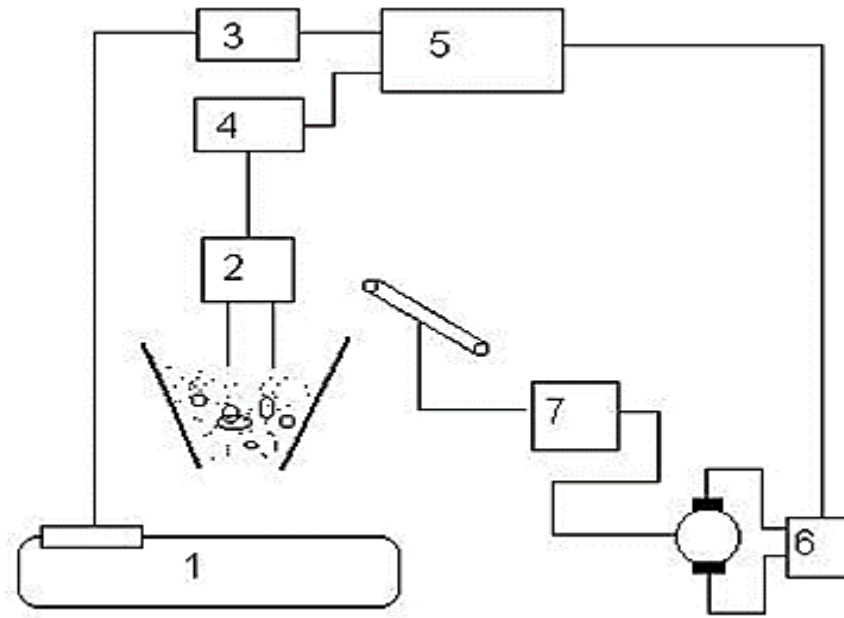


Fig. 3. Simplified Crushing Process Diagram

The main controlled parameters are the moments of resistance on the shaft of the crusher motor and the output conveyor (1), the control parameter is the angular speed of rotation of the input feeder motor shaft or the feeder capacity. Two control circuits including level (3) and output (4) regulators through intermediate unit (5) act on bias current of single-phase power magnetic amplifiers (6). Rectified voltage is supplied to the feeder motor armature winding. If the adjustable values exceed the limits set for them, then a signal is transmitted to the unit (5) and the feeder (2), which acts as an actuator, will reduce its performance until the signal disappears.

In this case, we need to ensure that the crusher capacity is displayed and that the crusher capacity can be changed.

The performance control window contains a functional process diagram as a substrate, as well as two forms such as dynamic text, to display performance. These forms are intended for displaying and entering information. This property can be used to allow the operator to specify the desired mill capacity.

In general, the ACS scheme has the form:

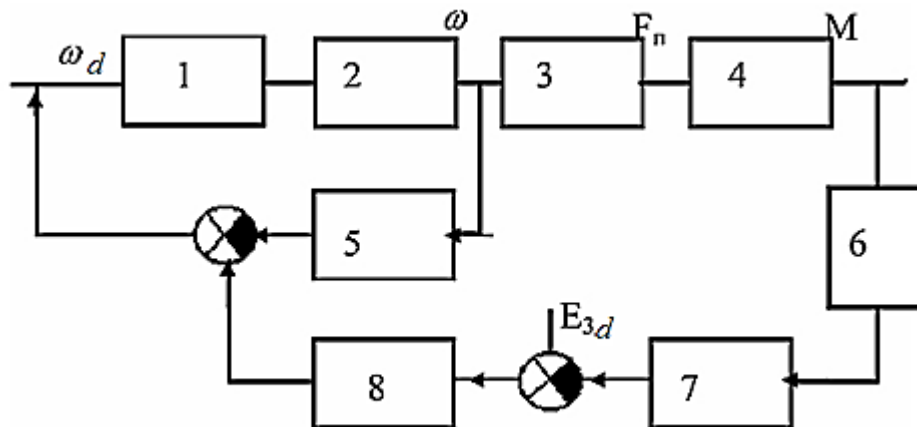


Fig. 4. General view of ACS diagram

Elements included in the control device (Fig.4): 1-electronic control device in the motor shaft speed ACS; 2-Feeder motor; 3-Feeder; 4-Crusher receiving chamber; 5- Speed sensor, $\frac{1}{4}$ d-maximum speed of shaft rotation; 5-Speed sensor, M-maximum shaft rotation speed; 6-Electric motor converting the mass of material at the moment of resistance, and then at the moment on the engine shaft; 7-Sensor converting M1 into an electric signal; 8-electronic control device to the crusher motor load ACS.

The complex should be considered as an in-line transport complex. This complex should include an automatic start-up system, with the first to include a receiving conveyor, then a crusher and only then a feeder.

Based on the above diagram of the complex control system, a computer model is developed, which consists in cascading control of the crusher performance and dependency graphics (Fig. 5, a, b, c).

The first part of the control is to control the supply of material to the crusher. Such a control part is to control the power of the electric motor. The control problem is that if the crusher is overloaded, it will be loaded with a large amount of materials, and the load on the electric motor will increase. The power consumed by the electric motor will increase, and it can change to the limit power. Therefore, such a scheme is created - a kind of cascade scheme for controlling the operation of the crusher. To do this, in both cases we used proportional adjustment - the curves show changes in the transient characteristics of such a system. In both cases of proportional regulators, changing the proportionality coefficient, we will try to obtain a more acceptable characteristic of the object. As you can see from the number of selected options, the system with a coefficient of 0.1 is most suitable for the case of material supply. The object is an integral system, and for power control the gain is 0.5. In the future, we can draw up such a scheme and further create a computer control of PCS material crushing. At coefficient 1, for the first system and 1 for the second system, as can be seen from the graph, the system has a larger oscillation coefficient. And for case 0.1 and the second coefficient 2, the fluctuations are also relatively large. Therefore, we have chosen the best case of optimal work configuration.

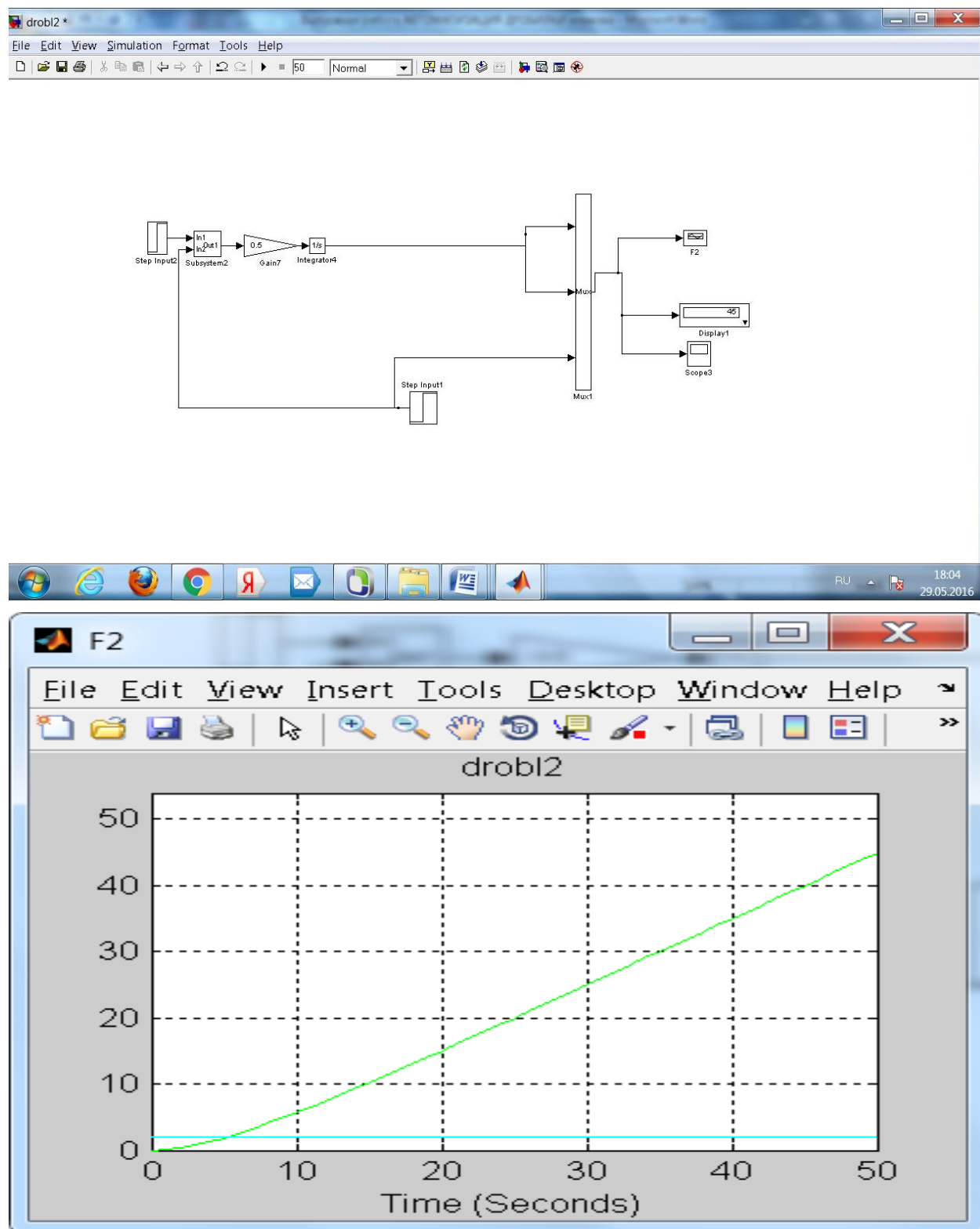


Fig. 5, a.

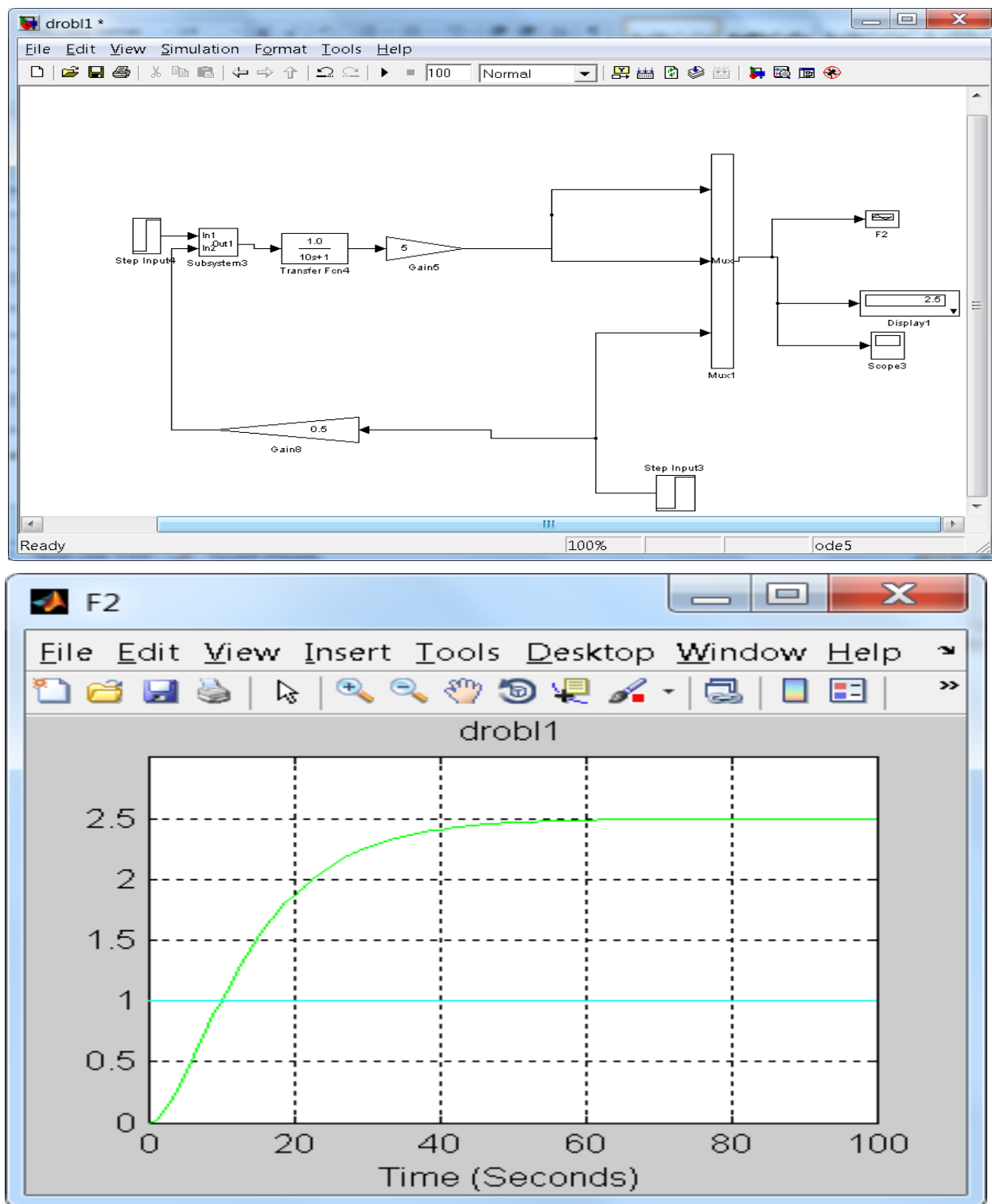
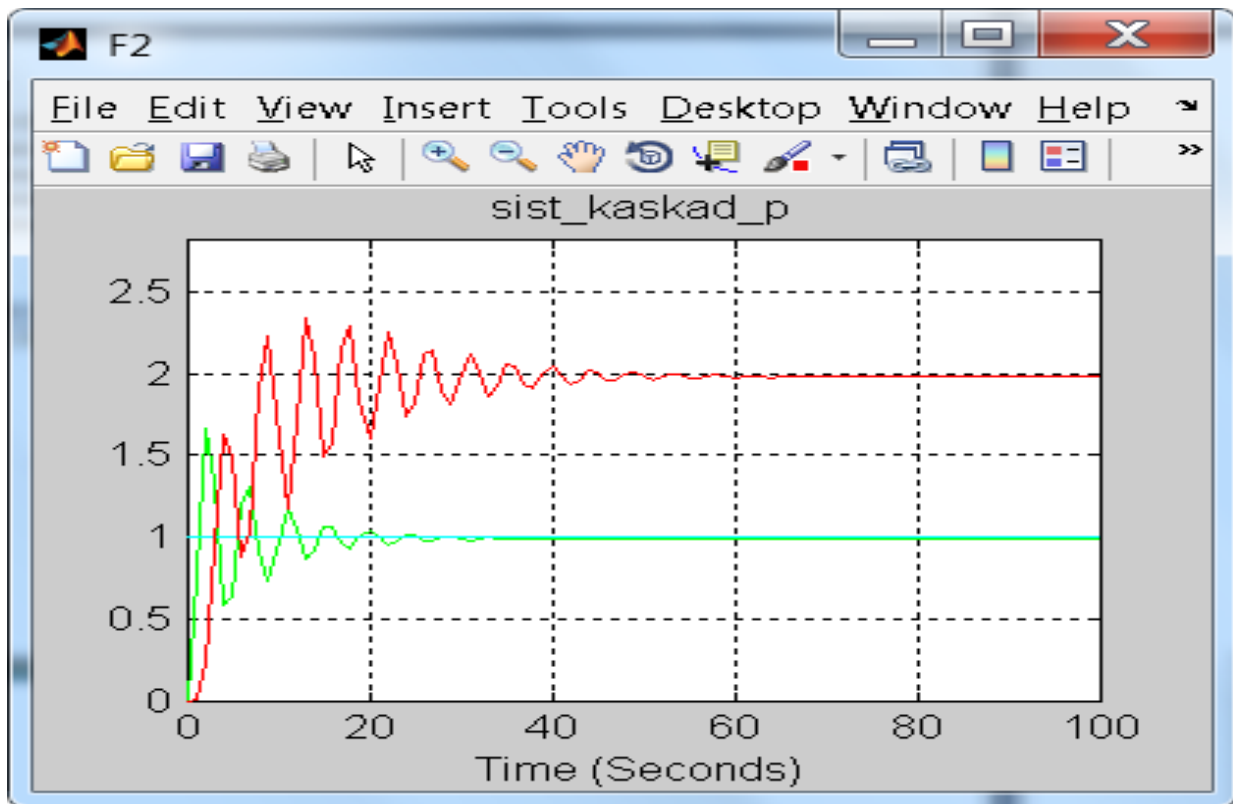
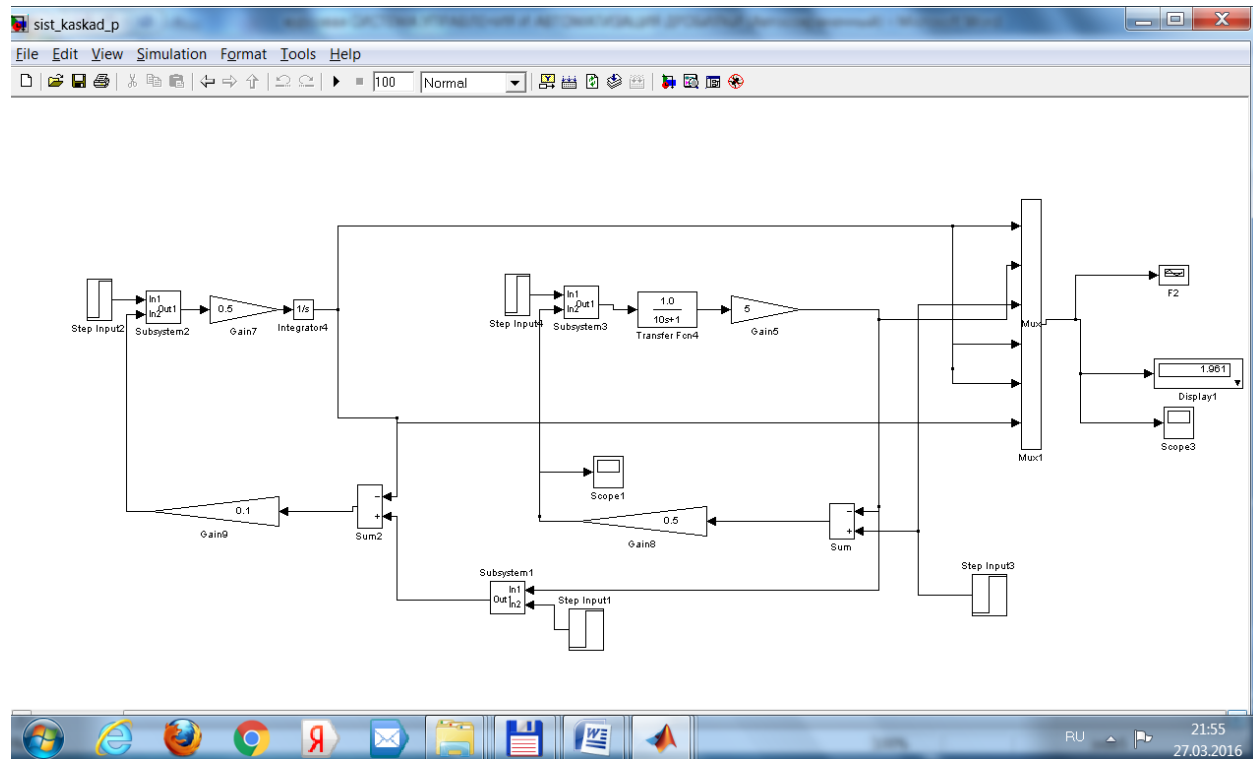
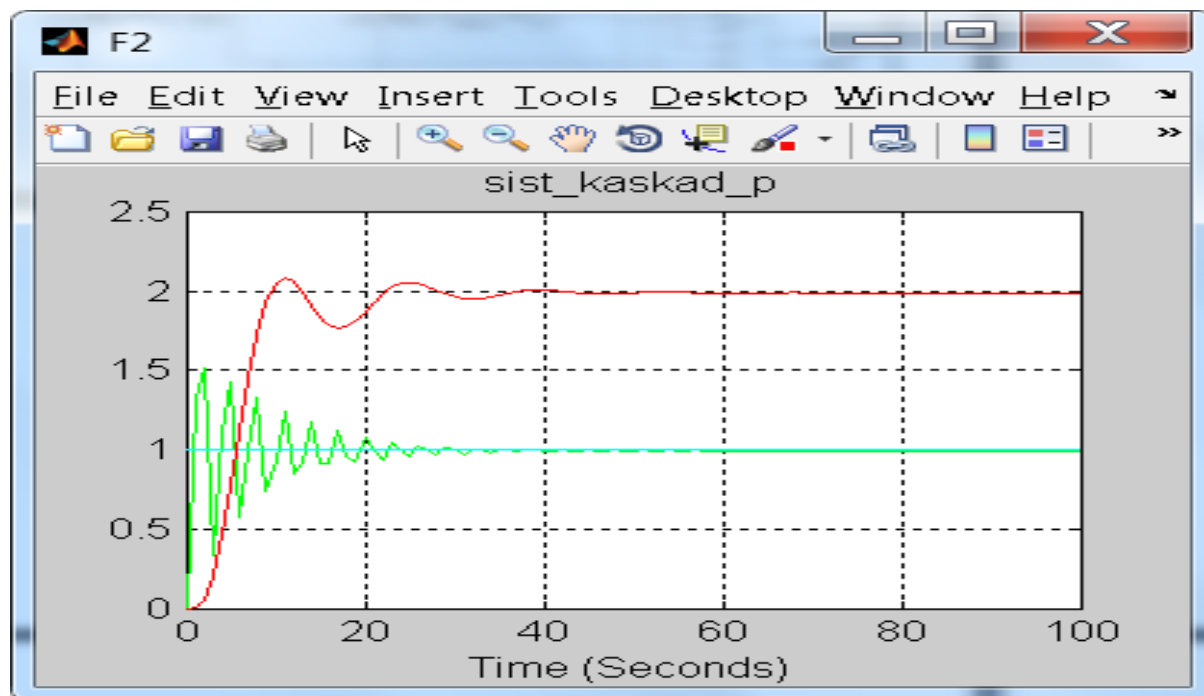


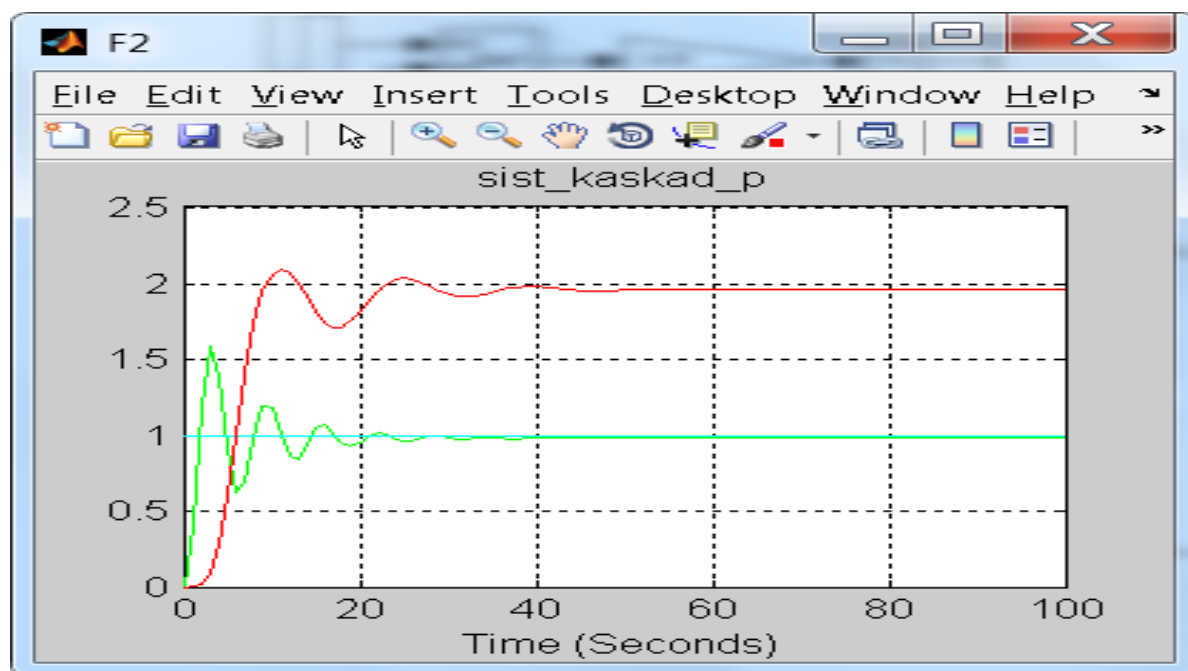
Fig. 5, b.



$$K1=1 \quad \kappa2=1$$



$K_1=0.1; \kappa_2=2$



$K_1=0.1; \kappa_2=0.5$

Fig. 5, c.

Fig. 5. Computer model consisting in cascade control of crusher performance and dependency graphics

Select a control device. Structural diagram of automated process control system (APCS) of crushing is given in Fig. 6.

The crushing process control system is provided as hierarchical in a three-level design. The lower level is implemented by instruments and hardware in place and on local boards. It includes regulation, parameter monitoring and alarm. The second level is organized in operator stations with access to the common network via the interface. The principle of APCS construction is adopted locally, for each building and department with transmission of information to the common information network. At the APCS software control level, the controller's task is to generate control actions on actuators by mathematical processing of information on the process progress, logical processing of signals on the position of controls and the state of actuators, as well as displaying the operating state of the control system on the screen. From the software control layer controller, all Ethernet information is transferred to the upper layer of the management system. At the upper level of APCS of crushing, data processing, visualization of main process parameters at terminals, generation of schedules and reporting process documentation for process control and monitoring are performed. A GENESIS-32 system is used to manage and visualize, diagnose and track the process at a centralized control point that provides quick access to all data and allows for global settings. GENESIS-32 is a software package designed to develop, configure and start real-time process control systems. The software complex includes an ACS development mode and a run-time mode. The entire ideology of GENESIS-32 construction is based on the OPC standard - OLETM *forProcessControl* (a mechanism for linking and implementing objects for data collection and control in industrial automation systems), which is the most common way to organize interaction between various data sources and receivers, such as devices, databases and systems for visualizing information about a controlled automation object.



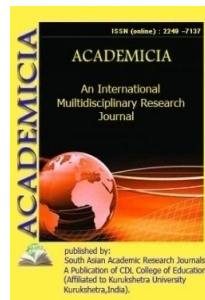
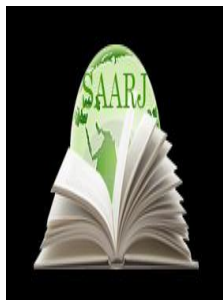
Fig. 6. Structural Diagram of Automated Crushing Process Control System

CONCLUSION: The task of describing the control device of the automatic crusher performance control system was performed at a sufficient level.

A more comprehensive task, which should be solved in the automation of crushers, is related to the modeling and optimization of the entire crushing ACS process. It has been more acceptable to control the level of material supply by controlling the load on the electric motor of the equipment.

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DOI: **10.5958/2249-7137.2021.00880.6**

ENDOTHELIAL DYSFUNCTION AS A LINK IN THE PATHOGENESIS OF ANKYLOSING SPONDYLITIS AGAINST THE BACKGROUND OF A NEW CORONAVIRUS INFECTION

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ABSTRACT

The main purpose of this work was to substantiate the feasibility and possible directions of the influence of means of pharmacological correction of endothelial dysfunction for the prevention of pathological conditions associated with a new coronavirus infection. The analysis of the available literature on the functions of the endothelium was carried out, the study of foreign and domestic experience on the possible directions of pharmacological correction of endothelial dysfunction was carried out. A review of the available literature data on endothelial dysfunction with substantiation of the role of vascular endothelial damage as one of the central links in the pathogenesis of acute respiratory distress syndrome is presented. The phases of the formation of stages of endothelial dysfunction are shown, the mechanisms of endothelial damage in a new coronavirus infection are determined. Possible directions for the pharmacological correction of endothelial dysfunction are proposed, which will prevent the risk of complications from a new coronavirus infection, including through the development of pathogenetically grounded directions of pharmacotherapy.

KEYWORDS: *Ankylosing spondylitis, Asymmetric dimethylarginine, homocysteine, endothelial dysfunction, cardiovascular pathology, COVID-19.*

INTRODUCTION

Endothelial dysfunction is defined as a pathological condition characterized by progressive damage of endothelial cells and accompanied by a violation of its functions. Endothelial dysfunction is an important pathogenetic link in a wide range of diseases, which determines the high practical significance of the development of methods for its diagnosis.

Among the reasons that can initiate endothelial dysfunction, it is necessary to highlight systemic inflammation and activation of lipid peroxidation processes. According to researchers, inflammatory mediators can cause activation and damage to the endothelium, leading to impairment of its function, which has been convincingly proven in particular pathology, in particular, in osteoarthritis [8].

Analysis of the literature data showed that the main causes of ED are the association of inflammatory markers (asymmetric dimethylarginine, homocysteine, endothelin 1-21, type 1 vascular endothelial adhesion molecule, type 1 intercellular adhesion molecule, reactive hyperemia index), impaired adsorption-rheological properties of blood, as well as persistence, contributing to the development of endothelial dysfunction, is asymmetric dimethylarginine (ADMA), which inhibits nitric oxide synthase. The main functions of nitric oxide in the cardiovascular system are associated with its vasodilatory effect, inhibition of smooth muscle cell proliferation, as well as platelet aggregation and adhesion [10]. That is why, with an increase of ADMA in the blood plasma, insufficient vasodilation of blood vessels occurs, the function of the endothelium worsens, which contributes to the development of cardiac pathology.

Ogawa T. et al. have investigated the pathways of metabolism of ADMA [11]. After intravenous administration of labeled ADMA to rats, 2% of the molecules were excreted with exhaled carbon dioxide, 14% was excreted in the urine, and 86% was accumulated in the liver, pancreas and kidneys in the form of citrulline. In subsequent works of these authors, two enzymes were isolated that participate in the hydrolysis of ADMA. These enzymes were found to be dimethylargininedimethylaminohydrolase (DDAG) [12] and alanine glyoxylate aminotransferase 2 (AGAT2) [13]. DDAG is the main enzyme that hydrolyzes about 80% of ADMA to form dimethylamine and citrulline. DDAG is divided into two main isoforms: DDAG1 and DDAG2 [14]. DDAG1 is synthesized in the digestive, respiratory, excretory systems, the central nervous system and the male reproductive system. DDAG2 is synthesized in the bone marrow, digestive system, excretory system, and the female reproductive system [15].

In rheumatological patients, a change in endothelial function is a unique "crossroads" of pathogenetic pathways, on the one hand, determining the progression of the immune-inflammatory process (traffic of immunocompetent cells to target organs, antigen-presenting function and cytokine production by activated endothelial cells), on the other hand, leading to accelerated progression atherosclerosis and an increase in the risk of its complications (decrease in the antithrombogenic potential of the endothelial lining, subendothelial accumulation of oxidative low density lipoproteins, foam cells, inflammatory cells) [9].

A.L. Maslyansky et al., 2015, assessed the functional state of the endothelium in patients with rheumatological diseases [9]. Researchers studied the effect of various markers of inflammation on ED, as well as the increase in the level of markers of ED, depending on the nosological form. Based on the examination of 286 patients with rheumatological diseases, the researchers came to the conclusion that in patients with ankylosing spondylitis, the levels of such markers as type 1 intercellular adhesion molecule, type 1 vascular endothelial adhesion molecule were increased, in addition, in ankylosing spondylitis, the greatest increase in the level of homocysteine was observed. Compared with other groups of rheumatological patients. At the same time, with ankylosing spondylitis, the level of ADMA was lower than in patients with systemic scleroderma, rheumatoid arthritis, systemic lupus erythematosus, but higher than in the control

group. There is also evidence that the well-known association of increased homocysteine levels with the development of cardiovascular disease is mediated by mechanisms involving ADMA.

The research results of E.D. Egudina et al., proved that in addition to markers of inflammation, there are also other factors that contribute to the development of ED in patients with ankylosing spondylitis. According to the authors, ED develops in 53% of patients with ankylosing spondylitis and in the presence of vascular pathology is accompanied by an increase in the blood concentration of cGMP and a decrease in the content of prostacyclin [29].

In the work on the role of systemic inflammation and endothelial dysfunction in patients with ankylosing spondylitis, D.A. Poddubny et al. provided evidence that patients with ankylosing spondylitis have significantly increased levels of circulating endothelial cells, which are a marker of endothelial damage, as well as increased levels of von Willebrand factor. Endothelium-dependent vasodilation is reduced in 47% of patients [30]. The study shows the relationship between systemic inflammation and endothelial dysfunction.

The presence of ACE2 on the endothelium and smooth muscle cells of blood vessels is the reason for the involvement of the cardiovascular system in systemic damage, which is observed in almost all patients with COVID-19.

The endothelium is one of the tissues involved in the defeat of the SARS-CoV-2 virus, and therefore in some works even use the term "endothelitis" [20]. In this case, there is a pronounced endothelial dysfunction associated with the introduction of the virus into cells. This is accompanied by endothelial damage, endothelial dysfunction, and perivascular inflammation, which exacerbates endothelial damage [21].

Despite the high density of expression of ACE2 on endothelial cells, there is evidence of organ features of the distribution of the ACE2 protein on the endothelium. Currently, there is the only work in which clinical material obtained from a biopsy or autopsy was investigated. In total, the distribution of ACE2 in the tissues of 15 organs from 93 patients with various diagnoses was investigated [9]. The authors noted that ACE2 is present on the endothelium of both arterial and venous vessels of almost all organs. Moreover, smooth muscle cells of arterial vessels showed ACE2-positive staining. ACE2 was found even on the endothelium and smooth muscle cells of the cerebral vessels, while it was not found in other brain cells. However, ACE2 is not expressed on the endothelium of the sinusoidal capillaries of the liver. Thus, the presence of a receptor on the vascular endothelium for the introduction of the virus makes it one of the most important targets for SARSCoV2. In addition to endothelium and smooth muscle cells, ACE2 is expressed in significant amounts on the pericyte membrane, which also contributes to the development of vascular disorders [10].

The introduction of the SARS-CoV-2 virus into endothelial cells has been proven by numerous studies. Microscopic examination of tissues of patients with COVID-19 in several studies revealed damage to the endothelium of various organs. So, in a patient with COVID-19, pneumonia, when examining the pulmonary arteries of medium diameter, endothelial damage with vacuolization of the cytoplasm, signs of desquamation of endothelial cells was found [22]. The SARS-CoV-2 virus was also detected in the endothelium and extracellular space of lung capillaries [23]. In a patient with COVID-19, complicated by mesenteric ischemia followed by resection of a section of the intestine, histological examination of the resected area revealed pronounced "endotheliitis" of the vessels of the submucosal layer with signs of direct lesion of

endotheliocytes by the virus, phenomena of apoptosis, perivascular inflammation, and mononuclear infiltration [20]. The authors suggest that COVID-19-induced endothelial damage may explain the systemic impairment of microcirculatory function in various organs in patients with COVID-19 [20].

CONCLUSION

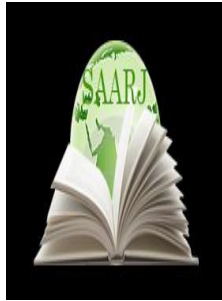
Thus, the presented analytical review on the influence of the functional state of the endothelium on the course of ankylosing spondylitis and the formation of pathological processes initiated by exposure to the body of the coronavirus from the SARS-CoV-2 family makes it possible to single out endothelial damage as one of the central links in the pathogenesis of the development of cardiovascular complications. Due to AS and other severe complications of COVID-19. Timely differentiated prescription of drugs for the pharmacological correction of endothelial dysfunction will most likely improve the prognosis of a new coronavirus infection, especially against the background of concomitant chronic diseases complicating the course of COVID-19. The study and understanding of the causes of endothelial dysfunction in rheumatic diseases seems promising, since it will reveal the mechanisms of the rapidly progressive atherosclerotic process and high cardiovascular mortality.

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DOI: **10.5958/2249-7137.2021.00881.8**

LASER PHOTODYNAMIC THERAPY IN THE TREATMENT OF CERVICAL PATHOLOGY

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ABSTRACT

Early diagnosis and treatment of background and precancerous diseases of the cervix is one of the important problems of gynecology, the ultimate goal of which is to reduce the incidence of cervical cancer. To date, many scientific papers have been devoted to the problem of treating cervical pathology and various methods of treating background and precancerous diseases of the cervix have been introduced. The most common methods are those based on the use of electro coagulation, cry destruction, and laser vaporization methods as a therapeutic effect. According to domestic and foreign authors, the therapeutic effect of the above-mentioned methods of treatment is 67-98. 7% [1, 2, 5]. However, each of these methods has its own indications, contraindications and a number of complications: exacerbation of chronic salpingoophoritis, bleeding, the occurrence of endometriosis, scarring of the cervix, cervical canal stenosis, violation of reproductive function [2, 4, 6, and 9]. In order to prevent cervical cancer, the treatment of background and precancerous diseases should be radical, but at the same time careful, while preserving the anatomical and functional fullness of the cervix, which largely determines the state of the reproductive system. In this regard, treatment methods are currently being developed that combine the optimal therapeutic effect in the absence of undesirable complications. One of the newest approaches to the treatment of cervical pathology is laser photodynamic therapy (LFTT). This method causes selective death of pathological cells, which is provided by the selectivity of the accumulation of the drug in the pathological tissue and local light supply. According to foreign sources, there are isolated cases of successful treatment of dysplasia and cervical cancer with the use of hematoporphyrin derivatives as a photosensitizer. In the sources available to us, no information was found about the use of LFTD in the treatment of background and precancerous diseases of the cervix, and the effectiveness of

the drug "0.05% solution of mytilene blue belonging to the group of phenothiazines (cationic azines)" in the use of LFTD in gynecology was not evaluated, which determined the purpose of our study.

KEYWORDS: *Revealed, Effectiveness, Precancerous, Concomitant.*

INTRODUCTION

PURPOSE OF THE STUDY

Improve the effectiveness of treatment of background and precancerous diseases of the cervix by innovative laser photodynamic therapy.

RESEARCH MATERIALS AND METHODS

In accordance with the purpose and objectives of our study, 112 women with background and precancerous diseases of the cervix, who were in the gynecological departments of the regional perinatal center of the Bukhara region, were examined and treated for the period 2017 to 2020. The age of the examined women ranged from 21 to 65 years (mean age 43.2 ± 0.3 years). The maximum number of patients (67%) was between the ages of 21 and 35 (mean age 32.2 ± 0.3 years). The following pathology of the cervix was revealed: ectopia - in 52 patients (46.4%), eroded ectropion - in 14 (15.5%), leukoplakia - in 21 (18.7 %), dysplasia of the I-II st. - in 7 (6.3%), endometriosis - in 12 (10.7%). The diagnosis of the disease was made in accordance with the International Statistical Classification of Diseases and Health Problems, 10-revision (ICD-10), adopted by WHO in 1995. To obtain a true understanding of the nature of the pathological process of the cervix, we conducted a comprehensive clinical, microbiological, colposcopic, cytological, and histological study. The clinical examination included a thorough analysis of the premorbid background, the study of complaints, transferred and concomitant extragenital and gynecological diseases, features of menstrual, sexual, and generative function. The state of the cardiovascular, respiratory, endocrine, urinary and digestive systems, and mammary glands was assessed. In the course of the work, a standard range of laboratory tests was used: a general blood test, a general urine test, blood for RW, HBs, HCv, and HIV. The gynecological status was determined on the basis of examination of the external genitalia, examination of the vagina and uterus with mirrors, and bimanual vaginal examination. Colposcopic examination was carried out with a colposcope "Som 52/42 KALTLICHT"(manufacturer Germany) with a resolution of 70 times magnification. Using colposcopic examination, we determined the size and shape of the cervix and external pharynx, the color and relief of the mucosa, the features of the vascular pattern, the boundaries of the flat and cylindrical epithelium, revealed the true area of ectocervix lesion, as well as signs of atypical transformation. Microbiological examination was carried out using bacterioscopic and bacteriological methods. Bacterioscopic examination made it possible to determine the affiliation of microorganisms to obligate-anaerobic species, lactobacilli, to assess the invasiveness of fungal flora, and to evaluate both the qualitative and quantitative composition of bacterial flora. The determination of specific pathogens in the mucus of the cervical canal was carried out by polymerase chain reaction (PCR). Cytological examination of smears-prints from the surface of the cervix and the cervical canal is one of the main methods for diagnosing precancerous and malignant diseases of the cervix. Cytological examination revealed the morphological features of the cells, the relationship of individual cell groups, and the location of cell elements in the

preparation. Much attention was paid to the detection of the nuclear-cytoplasmic index, the distribution of chromatin in cells, the increase in nucleoli, and the detection of mitotic division patterns. The results of the cytological examination were described according to the classification of Papanicolaou. Histological examination of cervical biopsies and scrapings of the cervical canal mucosa made it possible to make a final diagnosis. We interpreted the histological patterns in accordance with the classification of Ya. V. Bokhman (1989).

Preoperative preparation was carried out for all women with a detected infection of the genital tract and included etiotropic, immunomodulatory therapy followed by the appointment of eubiotics to normalize the vaginal microbiocenosis. The treatment was carried out in the first phase of the menstrual cycle. Performing PDT did not require anesthesia. The PDT session was performed 2 hours after applying the Photoditazin 0.5% gel to the pathological area of the ectocervix.

As a source of laser radiation, a semiconductor laser device "ALT-Vostok-03" corresponding to the technical specifications TSh 64-15302652-002:2010 was used. Manufacturer "NAF " LLC (Republic of Uzbekistan) with the following technical characteristics: supply voltage-110-220 V, 50 Hz, 10 W; radiation range-660-670 nm; average total radiation power in the output; plane of the emitting terminal-1.0 W; area of the output hole of the emitting terminal-4 cm²; pulse frequency-24±10% Hz; modulation frequency-1.2±10% Hz. The output wavelength was 662 nm in continuous mode for 10 to 20 minutes (depending on the affected area), the output power was -1 W, and the energy density was 80 to 250 J/cm². Evaluating the process of cervical epithelization, we took into account the presence of complications during manipulation, the nature of the scab, the period of its rejection, the timing of regeneration, the dynamics of the results of cytological and bacteriological studies, as well as the presence of complications in the early (4-12 weeks) and late (6-12 months) treatment periods.

RESEARCH RESULTS AND DISCUSSION

Analysis of anamnesis, clinical picture of cervical pathology, effectiveness of diagnostic methods, immediate and long-term results of treatment performed in 135 patients with background and precancerous diseases of the cervix, allowed us to obtain data on the causes and features of the course of background and precancerous diseases of the cervix, the nature of reparative processes after PDT in comparison with diathermosurgical treatment, to develop methods and indications for PDT.

The analysis of anamnestic data revealed extra-genital, behavioral and genital risk factors for the development of cervical pathology, which create not only a background for the development of background and precancerous diseases of the cervix, but also cause the development of background and precancerous diseases of the cervix.

Our laboratory and instrumental examination allowed us to obtain data on the causes of background and precancerous diseases of the cervix, the features of their course, to identify the true size and study the structure of the pathological process. Colposcopic examination of the majority of patients (71.3%) revealed the presence of areas of cylindrical epithelium on the surface of the ectocervix.

Cylindrical epithelial cells were found in smears-prints from the surface of the cervix. Cytological studies conducted by us have shown low information content in the detection of leukoplakia.

Important colposcopic signs of precancerous diseases of the cervix are certain markers, which can be used to judge the high probability of dysplasia of the multilayer squamous epithelium. As a rule, their appearance is associated with an increase in the concentration of DNA in cells (acetobellum epithelium) or the formation of atypical vascularization. The atypical transformation zone was detected in 31.5% of patients and was mainly associated with the presence of inflammatory changes in the cervix, leukoplakia, and dysplasia. The results of our study confirmed the high informative value of colposcopy in the diagnosis of background and precancerous diseases of the cervix. Many researchers have proven the role of infectious agents in the development of background and precancerous diseases of the cervix [1, 3, 6, 7]. In this regard, we pay great attention to the identification of infectious agents by bacterioscopic, bacteriological examination and diagnosis by PCR. Bacterioscopic examination revealed the 2nd and 3rd degrees of vaginal purity in the majority of patients (46.9 % and 37.8%, respectively), and the 1st and IV degrees of vaginal purity were less common (5.8% and 6.9%, respectively).

Thus, among 21 patients with colposcopic signs of leukoplakia, 8 did not have cytological signs characteristic of leukoplakia. The cytogram of inflammation was noted in 39.9% of patients. Cytological signs of dysplasia against the background of ectopia, leukoplakia and concomitant inflammation were detected in 18.2% of patients. After a course of anti-inflammatory and antibacterial therapy, these patients underwent a cervical biopsy followed by histological examination, which confirmed the presence of dysplasia in 9.2% of patients with colposcopic ectopia and leukoplakia in combination with an atypical transformation zone.

Dysplasia of the I-II degree was detected in 7 patients, of which 1 - against the background of chronic cervicitis and ectopia, 4-against the background of ectopia in combination with viral lesions, 1-in combination with leukoplakia and viral lesions of the squamous epithelium, 1-with leukoplakia and concomitant chronic inflammation of the cervix.

Histological examination was performed in 25 patients with abnormal colposcopic pattern and cytological confirmed dysplasia, which allowed to make a final diagnosis.

Signs of leukoplakia in the form of acanthosis, hyperkeratosis, parakeratosis, without atypia were found in 16 patients. Of these, chronic cervicitis was detected in 7 patients. The presence of ectopia on the background of chronic cervicitis was revealed in 9 patients. Of these, 3 had a viral lesion of the squamous epithelium.

To conduct an objective comparative study, depending on the treatment methods used, the patients were divided into two groups, group I included 82 patients with background and precancerous diseases of the cervix at the age of 21 to 55 years (average age 36.32 ± 0.3 years), who underwent PDT.

The comparison group (group II) consisted of 30 patients with background cervical diseases aged 21 to 65 (mean age 44.2 ± 0.3 years), who were treated with diathermosurgical (DH) treatment. Depending on the method of DH treatment, this group was randomly divided into two subgroups: group 1 included 15 patients who underwent diathermocoagulation, group II consisted of 15 patients who underwent diathermoconization. In both groups, the duration of

epithelization after various methods of exposure was evaluated, the beginning, end, and total duration of epithelization were evaluated. As can be seen from the data presented in Figure 1, the epithelization time was significantly shorter in the group of patients who underwent PDT (26.5 ± 2.7 days), whereas after DH treatment, the average time for completion of epithelization was 41.5 ± 0.9 days ($p < 0.001$).

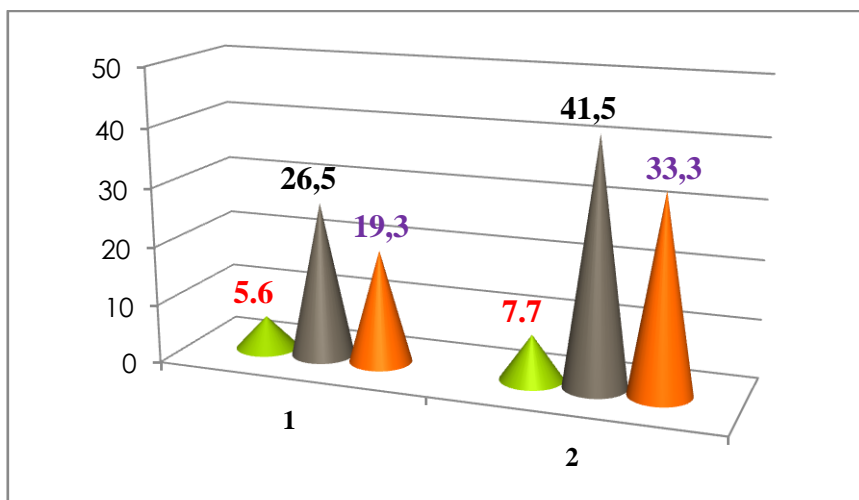


Chart 1. Dynamics of the process of epithelialization of the cervical mucosa in various types of treatment (1-FTD, 2-DH (conization and coagulation)).

It was found that the duration of epithelization of the cervical mucosa in the main group was almost 15 days shorter than in women after DH (26.5 ± 2.7 and 41.3 ± 0.9 days, respectively).

We have shown that PDT is characterized by shorter epithelialization times compared to the DH method. At the same time, when comparing the two methods of DH treatment, it can be seen that the beginning and end of epithelization occur significantly later in conization than in coagulation ($p < 0.05$), and the total duration of the epithelization process was almost the same ($p > 0.1$).

The analysis of the immediate results of treatment showed that the frequency of complications significantly depends on the type of treatment used: Thus, in 4.1% of patients of the main group, postoperative complications were presented in the form of incomplete epithelization. At the same time, patients after DH treatment had a significantly high rate of postoperative complications: 88.8% of patients were concerned about pain in the lower abdomen ($p < 0.01$), 5.1%-bleeding ($p < 0.05$), 8.2%-exacerbation of chronic salpingitis ($p < 0.5$), 28.2%-colpitis ($p < 0.001$), 22.3%-incomplete epithelialization ($p < 0.001$). A comparison of both methods of DH treatment showed that the frequency of such postoperative complications as exacerbation of chronic salpingoophoritis ($p < 0.1$), pain ($p < 0.001$), bleeding ($p < 0.1$) after diathermoconization was significantly higher than after diathermocoagulation.

It is known that after DH intervention, a deep necrosis zone is formed on the cervix, accompanied by pronounced leukocyte infiltration in the wound surface [2,3,5,7,8]. In this regard, along with clinical observations, we conducted bacterioscopic and cytological studies in dynamics 12 and 30 days after treatment.

We found that in patients after PDT, the cytogram of inflammation after 12 and 30 days was detected in 7.1% and 1.2% of patients, respectively, while the cytogram of inflammation after

DH treatment after 12 days was detected in 55% of cases, and after 30 days it was preserved in 25% of patients ($p < 0.001$).

Similar results were found when analyzing the results of bacterioscopy taken 12 and 30 days after PDT and DH treatment ($p < 0.001$).

Thus, the results of our observation showed the inexpediency of using diathermocoagulation in the treatment of extensive, long-existing pathology of the cervix, especially in nulliparous women due to the high percentage of side effects that violate the reproductive function.

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DOI: **10.5958/2249-7137.2021.00882.X**

POSITIVE EFFECTS OF FORMATION OF KNOWLEDGE, SKILLS AND SKILLS ON THE BASIS OF INTERDISCIPLINARY RELATIONS

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ABSTRACT

This article analyzes the natural, scientific, neurophysiological, psychological and pedagogical approaches to the nature of interdisciplinary connections in special education. Interdisciplinary links ensure the establishment of a unified system of teaching, education and work in a special school, which significantly affects the level of generalization, robustness, completeness and differentiation of the formed concepts. This has a positive effect on the acquisition of the concepts that make up the content of the subject. The positive effects of developing knowledge, skills and competencies based on interdisciplinary connections are highlighted.

KEYWORDS: *Interdisciplinary connection, Based on the formation of knowledge, Skills, special Education, Process, Interdisciplinary communication, Natural, Scientific, Neurophysiological, Psychological, Pedagogical approaches, Labor activity, Integration, Psychological and Pedagogical bases.*

INTRODUCTION

The study of the nature of interdisciplinary links and the search for ways to implement them as a condition that significantly affects the effectiveness and practical significance of the educational process has long been in the focus of researchers and remains relevant today. the emergence of the concept of making interdisciplinary connections in the process of giving is related to the understanding in the minds of students of the obligation to reflect the world around them in a single and holistic way.

Attempts to explain the need to create a learning process based on the study of connections between objects and events, as well as to determine the role of interdisciplinary links in ensuring the successful development of children's mental development Ya.A. Komensky, IG Pestalotsy, Russian thinkers and educators AI Gersen, N.G. Chernyshevskiy, K.D. Ushinskiy, pedagogues-

experimenters V.Ya. The result of the methodological development of the theory of interdisciplinary communication, carried out by Stoyunin, NFBunakov, VIVodovozov and others, is that the unity of emotional, practical and logical aspects of learning is the interaction of emotion, perception and thinking, attention and memory. It is necessary to form an integral system of knowledge at the same time with the development of mental abilities. Long-term study of the nature and role of interdisciplinary links in the educational process Natural scientific (neurophysiological), psychological and pedagogical formed approaches. Modern interdisciplinary theory of relations is based on materialist epistemology, the doctrine of the general relationship of events and processes in nature and society, the transitions of forms of action, and the interrelationships of branches of science. From a philosophical point of view, interdisciplinary connections are seen as a didactic form of the general principle of coherence. This principle is one of the methodological principles that form the basis of knowledge in science. It requires the illumination of any object under study as a whole, which has different types of connections between the object and the objective reality within the object. An important task of the educational process based on this principle is to integrate the diversity of connections to a single abstract image.

Interdisciplinary connections are designed to create a single methodological basis for the subject organization of education in the modern school. The ability to provide a natural-scientific basis for the physiological nature of the relationship between the various features of the subject or phenomenon. It arose as a result of the development of Pavlov's theory of the reflexive nature of spiritual activity. A series of brain reflexes, combined with connections that occur under certain conditions, form a "whole association." This is the result of the reflection of the nervous system on the objective relationships of the properties and characteristics of the object. The more often and in many ways objects are viewed, the more complete and sufficient the resulting associations will be [3,p.45].

IP Pavlov reveals the neurodynamic basis of the process of formation of associations and distinguishes systematics as its characteristic feature. The reflection of the interrelationships of objectively existing objects and events in the brain leads to the emergence of a complex system of permanent and temporary connections that ensure the consistency of knowledge about the world. The systemic principle of brain activity is manifested not only in the specific stimulus, but also in the ability to interact, to form an integral association for the complex of stimuli. The strength of the nervous system's influence on the perceived object depends not only on its character, but also on the readiness of the actions of previous stimuli [2, p. 78].

This fact underlies the process of transferring previously developed associations to new drivers if these associations are in the same relationship with each other as with the generated drivers. . This is the essence of the process of transferring previously acquired knowledge about the object obtained in the study of various disciplines to a new situation in the review of other subjects [2, p. 25].

As for the problem of interdisciplinary communication, this rule can be illustrated as follows: the acquisition of existing knowledge about this object obtained in the study of other sciences in the acquaintance with new materials is related to the activity of acquiring new knowledge is an "additional stimulus" that has a positive effect on the functional state of the shell parts. By combining knowledge of the properties of the object in the process of making connections, the teacher seeks to form a high level of associative communication. The properties of reality-related

objects are similarly reinforced in the imagination. Therefore, the implementation of interdisciplinary connections in the learning process is based on the existing functional mechanisms of the cerebral cortex.

The neuropsychological substantiation of interdisciplinary communication mechanisms has been the basis for explaining psychological processes in the study on this basis.

From a psychological point of view, association is the connection between all forms of reflection of objective reality, which is based on emotions.

Psychological and pedagogical substantiation of the conditionality of the implementation of interdisciplinary connections in the learning process with the objective laws of higher nervous activity was proposed by LS Vygotsky. He experimentally determined that the activity of thinking, as a basic stage in the formation of previously emerging concepts, enters the new activity of thought by generalizing it. At the same time, he concludes that there is a clear sequence in the formation of such a generalization: the new stage of generalization appears only on the basis of the previous ones [5, p. 55]

Therefore, the highest form of generalization of knowledge about an object - concepts, should be formed by combining the previous stages - the concepts derived from different disciplines about the properties of the object.

LSVygotsky's concepts, along with a natural-scientific understanding of the nature of high nervous activity, were applied to DNBogoyavlensky, Y.N. Kabanova-Meller, A.Alyublinskaya, NAMenchinskaya, KKPlatonov, Yu.A. Samarin, AASmirnov, DBElkonin and other researchers. When the data were combined with previously learned knowledge and previous work experience in different areas, it was concluded that all the lessons play a role in the formation of new connections, associations.

Research shows that connections in the learning process are the most important means of fulfilling the functions of education, upbringing and development.

The basis for studying the mental activity that occurs when using interdisciplinary connections is associative connections. In separate lessons in the primary grades, the initial perceptions of objects and events ("local associations") that children acquire when they become acquainted with them are integrated and interdependent in the learning process, making them more complete and diverse. reflection is the next stage of generalization leading to "partial system connections". The use of interdisciplinary links to unite local associations provides the level of generalization needed to further shape concepts based on them.

One of the consequences of these rules is the requirement to combine this knowledge with its application. Learning and applying knowledge are two sides of the same coin. Applying knowledge to solve real-world problems requires children to make analytical choices from a range of disciplines.

The concepts included in each subject include knowledge of a number of disciplines. They are the source of interdisciplinary connections. The teacher has a special role to play in the implementation of this concept, because his correct explanation of the interrelationships of the disciplines helps to form the most complete, accurate picture. According to BG Ananov and

Yu.A. Samarin, interdisciplinary connections are a necessary condition for the formation of integral systemic knowledge [6, p. 56]

One of the important tasks in solving the problem of establishing interdisciplinary links is to develop the ability to transfer existing knowledge to different conditions of activity. Implementing them, according to P.G. Kulagin, will create opportunities for the development of advanced reflection. The developed skills of knowledge transfer allow to predict some features of a new object in the mind. To successfully solve practical problems of life, taking into account the real connections of science and events, it is necessary to use interconnected knowledge in a comprehensive manner. The implementation of interdisciplinary teaching of academic disciplines is the basis for the organization of efforts to solve new problems due to the expectation of their results in the transfer of knowledge and the formation of the ability to implement them in accordance with the purpose. the transfer of knowledge contributes to the growth of their generalization. Research by LS Vygotsky, VV Davydov, AN Leontev shows that mastering the methods of movement with the material studied by children helps to understand and strengthen knowledge[5,b.76].

Special application of knowledge on a topic previously acquired by children in different lessons will not only help them to better understand and comprehend the new material, but also to better remember and systematize it. According to AA Smirnov, the spiritual grouping of educational material, the separation of general concepts in it and the establishment of connections between new knowledge and acquired knowledge help to strengthen memorization, the stability of formed concepts and their clarity. This, in turn, helps to make the images more differentiated. Mastering the ways of transferring knowledge and skills from one subject to another leads to a more goal-oriented movement in the analytical-synthetic activity of students, increases activity and independence, life-practical helps to master the methods and logic of effective problem solving.

The purpose of reasoning is to identify important connections between science and events through synthesis and analysis. The fact that analysis goes beyond a single subject deepens and expands it to a higher level. As S.L. Rubinstein points out, making connections within a material is a specific method of mental activity that is a system of synthesis and generalization in solving knowledge problems.

Recognition of the associative-reflex nature of thinking and its systemic nature defined the understanding of the process of knowledge acquisition as the formation of a complex system of associations that reflects the relationship between science and events. Interdisciplinary links ensure the establishment of a unified system of teaching, education and work, which significantly affects the generalization, robustness, completeness and degree of differentiation of the formed concepts. This has a positive effect on the understanding of the concepts that make up the content of the subject.

In a study conducted by a number of scientists led by BG Ananov, interdisciplinary connections and their use in the learning process are considered as one of the ways to increase the activity and organization of students' learning, taking into account the psychological laws of formation of concepts and notions. The attraction of knowledge from different fields of science ensures the completeness and accuracy of the concepts on the subject under study, a holistic reflection of its properties and objective connections in accordance with the principle of consistency.

The pedagogical understanding of the nature and functions of interdisciplinary connections is based on the understanding of the natural-scientific basis and the psychological mechanisms of their functioning. It should be noted that there is still no single position in defining the essence of interdisciplinary links as a pedagogical category.

Interdisciplinary connections affect the nature of teacher-student interactions in the pedagogical process. It is determined by the logic of the sciences and the connections between them.

The purpose of interdisciplinary links is to meet the following requirements for the learning process: 1) to eliminate duplication in the study of educational material; 2) the possibility of time to study specific issues; 3) consistency and originality in the definitions and characteristics of scientific concepts; 4) to combine the efforts of teachers of different disciplines in the formation of scientific concepts and notions of students, to instill in them practical skills and competencies; 5) use by teachers of scientific and technical information received by students in various subjects in the educational process; 6) the solution of other pedagogical problems connected with peculiarities of educational disciplines and the relations between them.

The results of the research have become a system of teaching disciplines in which interdisciplinary connections are made based on the integration and coordination of complementary knowledge.

Interdisciplinary coordination requires a special structure and content of the lesson, the main features of which should be: 1) the spiritual interdependence of the content of teaching several disciplines; 2) unity of forms and methods of teaching; 3) integrated use of knowledge and skills in solving practical problems. At the same time, it is necessary to identify the main directions of systematization of teaching materials in different disciplines, reflecting the interrelationships between programs and textbooks.

Coordination of knowledge is achieved through the coordination of curricula of related disciplines in terms of a general interpretation of the concepts, processes, events and time of their study. It's about understanding science in a narrow sense. Coordination helps to combine knowledge, that is, to combine elements of different disciplines in a single integrated synthetic course.

Interdependence should apply not only to knowledge in different disciplines, but also to the operational aspects of teaching different disciplines (a system of actions aimed at solving educational or other practical problems). Particular attention should be paid to the operational aspects of student activities. Solving practical problems requires combining knowledge and transferring it to a new situation. At the same time, the logic of creating such combinations of knowledge differs significantly from the logic of presenting and mastering their components in the linear study of individual disciplines.

GVVorobev believes that a system of interconnected knowledge capable of dynamic change should ensure their success in their application in practice. Establishing the right relationships in the teaching of various disciplines is interdisciplinary (speech, measurement, calculation) is necessary to master the types of activities that can be included in the type. The role of generalized directed action in the formation of activities such as solving spatial-projection problems specific to the lessons of geometry, drawing, geography was identified. According to VM Kosataya, the impact of interdisciplinary links on the education and overall development of

students is achieved through the reconstruction and improvement of the internal logical structure of teaching methods.

Based on the study of the possibilities of interdisciplinary connections in the learning process, conclusions were drawn about their impact on the learning process of students.

At each stage of the acquisition of knowledge, the implementation of interdisciplinary links has a certain impact on its progress. Thus, in the early stages, as they prepare to become acquainted with new material, they help children to actively understand unfamiliar things, to communicate, and to move from what is known to what is unknown. This will allow you to determine the purpose of the lesson. All of this is due to the fact that interdisciplinary connections contribute to the formation of reflection. At this stage, they are often carried out by students through the use of questions and assignments based on interdisciplinary material, methodical acceptance of recall and recall based on intra-topic and inter-topic connections.

When reviewing new material, it is compared with data from different disciplines, analyzed, improved, enriched. In this way, the introduction of new material into the knowledge system is ensured. In the next stage of knowledge acquisition - the process of understanding and consolidation, interdisciplinary links continue to play an activating role. They are made, according to GISHukina, temporary connections - due to the involvement of past experience, which contributes to the formation and strengthening of traces. 'allows you to increase flexibility. Thus, the generalized profession (formed as a result of mastering the connections between the methods of learning activities used in different disciplines). Interdisciplinary coordination in the educational process helps to develop and intensify the learning activities of schoolchildren, to optimize the learning process.

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DOI: **10.5958/2249-7137.2021.00907.1**

RELATIONS OF BUKHARA SHAYBANIYS WITH SCIENTISTS AND CREATIVES

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ABSTRACT

This article covers the relations of Muhammad Shaibanikhan and the rulers and princes of Bukhara Shaybani with the people of science and art, the support of scientists and poets, the provision of financial assistance to them, scientific considerations based on historical sources and research results.

KEYWORDS: Bukhara, Samarkand, Shaybanis, Ruler, Prince, Muhammad Shaybanikhan, Kochkunchikhan, Ubaydullah, Abdullah II, Abu Said, Kokaldosh, Ulama, Poetry, Scholars, Qasida, Madrasa, Mudarris.

INTRODUCTION

The period of cultural upheaval in history is associated with the formation of centralized and powerful states. At the same time, factors such as the reforms of the rulers in these countries in the field of science, personal aspirations, patronage of representatives of science and culture also contributed to cultural development. Although the political history of Muhammad Shaibanikhan and his descendants, the first representative of the Shaybanid dynasty that ruled in the history of Uzbek statehood for a century, has been sufficiently studied, the scientific and literary activities of this dynasty, its relations with science and creativity unexplored.

The enlightenment of the representatives of this dynasty and their high devotion to science, art and poetry played an important role in the development of science, culture and poetry during the Shaybanid period. They sponsored the development of science, the free activity of poets and artists, and supported them materially and spiritually. For example, Muhammad Shaibanikhan (1451-1510), Kochkunchikhan (1452-1529), Abu Saidkhan (1481-1533), Ubaydullah (1487-1540), Abdulazizkhan (d. 1551), Abdullah II (1534-1598), Abdumo Representatives of the

Shaybanid dynasty, such as Minkhan (1567-1598), Abdol Sultan (d. 1578), Abulkhair Sultan (d. 1578), Muzaffar Sultan (d. 1578), Dostum Sultan (d. 1583), were honored poets and scholars. they put their respect in place, treated them warmly, invited them to their palaces, and enjoyed their creations. Also, during the Shaybani period, this group of people had more privileges than others.

MAIN PART

First of all, the founder of the dynasty, Muhammad Shaibanikhan, was a wise, educated, enterprising and creative man of his time. He was "aware of the virtues of science and, more precisely, a person who fully possessed them, and had a great deal of faith in the field of poetry and poets." [1] Herman Vamberi writes that Shaybanikhan had great respect for the clergy of the time, even as a child, and carried with him a small beautiful library on all his travels, and, like Timur, took part in religious debates with the scholars of Damascus and Aleppo. Judge Ikhtiyar and Muhammad Yusuf, the leading commentators on Herat, were challenged about some verses of the Qur'an. ... After the death of Sultan Hussein Mirza, many scholars who needed a handful of grain took refuge in Shaybanikhan. He recruited scribes and gave them worthy assignments. He was also surrounded by a number of scholars during the military campaigns, who treated him with respect and devotion. [2]

Muhammad Shaibanikhan attracted many scholars and poets to his palace. Kamoliddin Bina'i, Muhammad Salih, Mullo Shadi, Fazlullah ibn Rozbehan and others took refuge in his palace and finished their works.

In addition, Muhammad Shaibanikhan held discussions on various issues on the agenda. They were attended by the great scholars of Movarounnahr and expressed their views. At one such meeting in Konigil, near Samarkand, a decision was made to use the lands that had become neglected as a result of wars and disputes. Also, during his reign, the role of the Uzbek language in historical and literary literature increased. By order of the khan, works written in Persian and Mongolian were translated into Turkish.

After the death of Shaibanikhan, Kochkunchikhan, who was transferred to the khanate throne due to his age, was close to culture and art in terms of military-political sphere. According to Ziyodulla Mukimov, a Shaybani scholar of statehood and law, he was a Sharia lawmaker, a hermit, and a defender of scholars and scholars. During his reign and reign, he undertook the task of blessing and bowing down to scholars and nobles. [5]

Mutribi Samarkandi (1558-1632), a Tazkiranavist writer of the Shaybanid period, also narrates a story about the khan's remoteness, simplicity and humility. According to him, from the first days of his accession to the throne, the khan often visited madrassas in Samarkand, talked to students and gave them gifts. Seeing the level of knowledge of the students, he said with satisfaction that "all the learned people of the world are gathered only in Samarkand" [6].

RESULTS

Ubaydullah, another enlightened ruler of the Shaybani dynasty, was educated by the leading scholars of his time (Amir Abdullah Yamani, Khoja Muhammad Sadr, Khoja Mullo Isfahani, Mawlana Mahmud Azizon, Mawlana Yormuhammadqori and others). Reads Arabic and Persian diligently. Mirza Muhammad Haydar (1501-1556), a statesman and cultural figure of the 16th century, described the khan's scientific achievements in his famous work "Tarihi Rashidi": "He

was adorned with all the virtues from his youth." [7] . For example, he studied hadith from the leader of modern muhaddiths, Khoja Mawlana Isfahani, jurisprudence from the leader of faqihs, Mawlana Mahmud Azizon, and recitation of the Qur'an from the famous hafiz Yormuhammad. Ubaydullah's faith and respect for the Emir Abdullah Yemeni, also known as Mir Arab, was high. It was his mentor, Mir Arab, who not only provided him with spiritual guidance, but also gave him close advice on public affairs and military matters.

Ubaydullah invited various poets and scholars and held literary talks. According to Zayniddin Wasifi (1486-1566), in February 1514, when Wasifi and his friends were sitting in the Ulugbek madrasa, a khan's official came in and said, "The khan is asking for Mawlana Wasifi." Then, when Zayniddin Wasifi went to Ubaydullah, the khan asked him for a problem and told him not to say his name. Then two problems are read in the name of the khan, and Ubaydullah considers both problems to be nameless. Then another 79 problems are written, 65 of which are considered anonymous by the enlightened ruler. This shows Ubaydullah's quick wit and ingenuity, his mastery of problem solving, and his ability to debate with poets.

He was a great statesman, a skilful politician, a creative ruler, a king and poet Abdullah II, who wrote poems in Uzbek and Persian under the pseudonym "Khan". This Shaybani ruler, like his ancestors, had a warm relationship with poets, representatives of culture and art, and did not withhold his generosity and generosity from them. In his time, scholars and poets had more privileges than anyone else. Many artists have also written poems, poems, works of art, music treatises, and melodies dedicated to Abdullah II.

One day, the poet and literary critic Mutribi Samarkandi will have the honor of meeting Abdullah II at the Khoja Guzor Fauna and Flora Preservation Center in the Aliabad district of Samarkand. The khan then asks him 3 questions in the field of poetry. Mutribi Samarkandi answers all the questions correctly and clearly. Abdullah II was pleased with the poet's knowledge and ingenuity, praised him and rewarded him with a mawut chakman and gold coins.

It should be noted that Abdullah II also had great respect for the people of the sect. He considered Sufis such as Khoja Islam Joybari, Qasim Sheikh Karminagi and Khoja Kalonkhoja as his piri. He listened to their advice in governing the country. He attracted famous scholars of his time, such as Mirzajon Sherozi [12], Poyanda Muhammad Akhsavi, Sadriddin Muhammad Bukhari, to the field of education, that is, to active social life. He appoints them as teachers at a large military madrasa he has built. It sets a sufficient salary for them to live without excessive worries [13].

Historian A.Zamonov in his article "The Price of a Poem" also cites the fact that one of the Shaybani princes was a martyr of poetry and Qasida, which shows that the representatives of the Shaybani dynasty had a positive attitude to science and creativity. [14]. According to this article, the winter of 1512 in Movarounnahr was very severe, which led to a famine. This famine, like that of the entire population of Samarkand, aggravated the plight of madrasa students.

Mawlana Abdulali Balkhi and Zayniddin Wasifi, the students of the madrasah, who are not indifferent to the state of science, are thinking of a way to bring the scholars out of the winter famine: their praise of poetry, qasida, and medieval rulers. He wrote a poem dedicated to the prince of the Shaybanis, Abu Said Sultan (the eldest son of Kochkunchikhan, who was the khan of Movarounnahr at that time. Abu Said sultan was the khan of Movarounnahr in 1530-1533)

and was awarded the prize. a spending plan will be drawn up to support the madrassa students [16].

The two writers wrote a poem dedicated to Sultan Abu Said overnight and brought it to the attention of the sultan, who was currently wintering in Konigil, outside Samarkand. The qasida was written in Persian, but Abu Said, the sultan, did not know Persian well, so his munshi (Imam Khatifi) translated the meaning of the qasida. Satisfied with this, the prince, realizing the real purpose of the mourners, gave them ten fat sheep, twenty man flour (different units of measurement in different periods, one man in Samarkand - about 20-25 kg), a hundred the khan ordered a silver (silver coin) money and four trees for firewood. Thus, the people of the madrasah, which had this supply, spent the winter of 1512 to 1513 as they wished and reached the spring. It is true that this incident means that the prince is not indifferent to the verse, although he praises the praise given to him here, and shows a certain indifference, focusing only on the praisers. It is obvious that not only the rulers, but also the princes supported the scholars, the people of creation, and did not withhold their material and spiritual support from them if they knew they needed help.

DISCUSSION

At the same time, not only the rulers and princes, but also their subordinates supported the people of science and creativity. For example, during the reign of Abdullah II, the servant Kokaldosh highly valued and guided the people of science and literature. He listened to their wishes and delivered them to the khan, helping them to ease their difficulties. From time to time he gathered poets and held poetry readings in the palace. The winners were awarded. [18]

Mirzajon Sherozi, the mentor of the famous philosopher and scholar Yusuf Karabaghi, came to Bukhara with his blessing and kindness. Hafiz Tanish Bukhari writes: "He first came to Balkh province by Sheroz and met with His Holiness through the mediation of Kulbobo Kokaldosh. At that meeting, His Majesty sent him to Bukhara with honors and pleased him with the news that he would become a teacher at his high school. "[19]

According to the scholars, Abdullah ordered Kulbobo Kokaldosh to discuss Surat al-Fath in the presence of this scholar in the palace. This event will be completed as planned. In other words, there will be a very interesting debate between Mirzajan Sherozi and the scholar Sadriddin Muhammad Bukhari on Surat al-Fath. The scholars enjoyed this discussion and felt a sense of satisfaction, and as mentioned above, Mirzajan Sherozi became a teacher at the Abdullah Madrasa. [20]

CONCLUSION

In short, Muhammad Shaybanikhan and the Shaybanid dynasty always supported the scholars, artists and poets, treated them well, and raised their status in society above other categories. He never withheld material support from the people of science and creativity when he realized that their situation was difficult. In this way, they sought to develop science and literature in their country to a certain extent. Nevertheless, science and literature did not flourish during the Shaybanid period as they did during the Timurid period.

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DOI: **10.5958/2249-7137.2021.00896.X**

PLACEMENT OF PRISONERS OF WAR INTURKESTAN MILITARY CAMPS

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ABSTRACT

This article gives information about the prisoners of war in Turkestan and how the military camps were established to disperse the captives in the region. It also highlights data concerning POWs' living conditions in Turkestan. Most of them were sent to Tashkent. Initially, it was not difficult to place them in military camps. The barracks of the Turkestan Military District (TurkVO) were given to the captives. The Slavs were sent near the border with Kazakhstan, not far from Omsk in south-central Russia. The Hungarians and Germans became prisoners of war in the Siberian camps. The location of the camps also played an important role in the difficult lives of political prisoners.

KEYWORDS: Barracks, Prisoners, Established

INTRODUCTION

In 1914, Austro-Hungarians, Germans, Slavs, and Romanians captured in Russia, by order of the General Staff, began to be resettled in the Urals, Siberia, Turkestan, and the Far East [3]. More than 400 military camps were set up in Russia during World War I [5]. Russia had planned to place prisoners of war only in remote areas far from major cities. They were mainly sent to the areas where the railway lines reached. Because they knew that rail transport would be a great help in placing prisoners of war in military camps. But suddenly, the Russians' plans to relocate the prisoners changed. This, in turn, is due to the growing number of prisoners of war in Russia.

Prisoners of war, initially housed in military camps in Kiev, Penza, Kazan, and Turkestan, were later dispersed to different regions according to their ethnic origin. The Slavs were sent near the border with Kazakhstan, not far from Omsk in south-central Russia. The Hungarians and Germans became prisoners of war in the Siberian camps. The location of the camps also played

an important role in the difficult lives of political prisoners. For example, in Murmansk, in the far northwest of Russia, the situation of soldiers forced to serve in captivity was much worse and sadder than in the southern parts of the empire.

METHODS AND MATERIALS

According to the plan, the territory of Turkestan was not pre-designated for prisoners of war, but, as noted above, the increase in the number of prisoners led to their relocation to the territory of Turkestan. In the telegram No. 6158 of August 30, 1914 of the Chief of the General Staff to the Chief of the General Staff of the Turkestan District, it was announced that Turkestan was designated as a permanent place of detention of prisoners of war [11]. First, as early as September 1914, a stream of prisoners of war was placed in the urban areas of Turkestan.

Initially, it was planned to place about 10,000 prisoners of war in Turkestan. However, by the end of 1914, the number of prisoners of war planned to be placed in Turkestan had grown significantly. As of July 21, 1915, there were about 150,000 people in the Turkestan military district. Prisoners of war from Austria-Hungary and Germany began arriving in Tashkent in September 1914.

More than 50,000 prisoners of war of various nationalities have been relocated to Turkestan since the start of hostilities. Most of them were sent to Tashkent. Initially, it was not difficult to place them in military camps. The barracks of the Turkestan Military District (TurkVO) were given to the captives. Prisoners of war were sometimes forced to move from one camp to another. For example, a prisoner of war named Ferdinand Effenberg was brought to Peremishl on March 22, 1915, and then with other prisoners of war was sent first to Kiev, then to Moscow, in April to Tashkent, in July to Samarkand, and finally to Siberia [13].

By June 1915, the number of prisoners of war in Turkestan exceeded 148,000 [7]. They were placed in 37 specially built military camps, barracks and other places at the disposal of the Turkestan Military District. There was a shortage of space for prisoners of war in camps in the Turkestan military district. The reason was that the number of prisoners of war was increasing day by day. For example, the special zones in Kattakurgan were intended to house only 600 prisoners of war, but in practice doubled the number to 1,200. In Samarkand, the figures were 1,000 instead of 500. Under these circumstances, to solve this problem, two bunk beds were brought and installed in military camps. This event was the only way to accommodate the capacity of the captives mentioned above. About 600 prisoners of war to be housed in the camp at Charjoi were sent to barges in the Amudaryaflotilla. In the Syrdarya region, a university building in Kazalinsk was donated to 100 prisoners of war. Similar cases were reported in Perovsk [6].

According to Sterling, the head of the U.S. mission, in 1915 there were 82,425 Austro-Hungarian and 3,812 German prisoners of war in Turkestan [14]. By March 1916, the number of prisoners of war in the country had reached 200,000 [8]. They outnumbered the population of the cities where they lived. Even the Turkestan government was concerned about the areas where these prisoners of war were being held, because in the event of various riots, of course, the prisoners of war and the local population were a great force together.

In addition to prisoners of war, Austrian-Hungarian and German "civilian prisoners" - Germans, Poles, and other centuries-old tsarist troops - were brought to Turkestan. Refugees evacuated

from the western regions began to appear in Central Asia in June 1915, and by the end of the year there were about 70,000 people. Among them were about 8,000-10,000 Poles and Jews, 1,500 Baltic, and about 4,000 Germans from the Volyn and Kiev regions. Due to the influx of refugees, the Turkestan administration requested their expulsion. Beginning in May 1916, refugees began to be expelled, mainly from the Samara and Saratov regions. The remaining 8,000-10,000 people joined the ranks of Europeans in Turkestan.

Most of the refugees were from Poland, the Baltics and other parts of the empire [8]. It should be noted that in late 1915, the military governor of the Sirdarya region, Lieutenant General A. Galkin, appealed to the Catholic priest Justin Pranaytis to provide asylum for refugees from the church. Pranaytis immediately agreed, and in 1916 he granted them asylum. Initially, 63 refugees took refuge in Kostel's dormitory. They were provided with food, clothing, and other necessities. The refugees were funded by a Roman Catholic charity. Medicines and foodstuffs were also sent by Poland as humanitarian aid. In particular, in the spring of 1916, a special central committee of the Kingdom of Poland sent a group of health and food supplies to help sick refugees in Turkestan[9]. It is clear that the Polish government has not spared any assistance to its citizens, no matter where they are.

According to the Refugee Assistance Committee, as of May 1, 1916, there were 59,400 prisoners of war in Turkestan, up from June 1, 1916. ra 15,900. After the evacuation, which began in late April 1916, there were about 7,000 to 8,000 refugees left in the country [1]. The growing focus on the issue of prisoners of war and refugees in Turkestan, in turn, has worsened the financial situation of the local population, and the process has led to an economic crisis over food and livelihoods.

The reasons for the resettlement of many prisoners of war and refugees in Turkestan include:

- It is too far from the location and as a result there is no possibility of escape;
- The availability and cheapness of food in this country.

All military camps in the Russian Empire are subordinated to the Ministry of Defense under the General Staff (GUGSh). The issue of prisoners of war was initially dealt with by the 7th Division of the Evacuation Department of the GUGSh. By the fall of 1916, the GUGSh had set up a separate evacuation unit for prisoners of war. At the same time, in all military districts, units for the issue of prisoners of war, accountable to the GUGSh, began to be established [2].

The captured military officers, doctors, priests and officials were placed in Tashkent, Perovsk, Kazalinsk, Turkestan, Namangan, Kokand, Samarkand, New Bukhara (Kogon), Jizzakh and Khojand.

The military camps in the Russian Empire differed in function, as in all the countries of the First World War. Prisoners of war were sent to collective, transport, filtration, and labor camps for a period of time. Concentration camps were not set up to carry out fascist extremist activities, as in World War II, but were organized to constantly monitor the movement of prisoners of war. The decision to establish the first concentration camp was made in April 1915 by TurkVO. They planned to house 50,000 prisoners of war in this camp. Initially, two such camps were set up in Troitsk, near Tashkent, for 6,500 prisoners of war and in Samarkand for 3,500 prisoners of war [6].

The tsarist government realized that captives were a valuable resource for the wartime economy. As a result, many prisoners were forced to work on farms and mines, to participate in the construction of canals, and 70,000 were involved in the construction of railways. Many prisoners were killed during the construction of the Murmansk railway. Captives also died of malaria, vitamin C deficiency due to malnutrition and fruit and food malnutrition. The death toll totaled about 25,000. Due to the appeals and pressures of the German and Habsburg governments on the use of the labor of prisoners of war, their forced labor was much more limited.

There was a "class stratification" of prisoners in the Habib camps. Captive military officers were required by Article 190, Chapter II, Section 17 of the 1907 Hague Convention [15], to receive the same salary as soldiers received during their service in their home country during captivity. As a result, military officers received a salary of 50 to 75 rubles a month [12]. However, the remaining 1,500,000 non-commissioned officers were not paid a single salary. However, after the events of February 1917, prisoners of war were officially recruited and paid a monthly salary.

In the spring of 1915, the TurkVO command began building new camps using the labor of prisoners of war. These camps were set up along the railway line in major cities such as Kazalinsk, Perovsk, Turkestan, Chernyaev, Avliya-Ota, Khojand, Kattakurgan, Namangan, and Kokand. As construction continued, the prisoners lived in camps. The total capacity of all barracks (old and new camps) was eventually increased to 200,000 [8].

In mid-1915, prisoners of war from Turkestan were sent to work in Russia's European territory. A total of 68,000 people were evacuated, eliminating the issue of overcrowding. It should be noted that in Turkestan, as well as in the neighboring Emirate of Bukhara, the labor of prisoners of war was actively used. Thus, 138 people worked in private individuals, in the Zemstvo and municipal institutions - 551, in the military unit (on the territory of TurkVO) - 765; in the Ministry of Railways (within TurkVO) - 288; in trade enterprises - 272; in the institutions of the Ministry of Agriculture and Land Management - 209 people worked [8].

In the process of registering prisoners, Russian military officials first registered them based on which of their hostile armies and religions they belonged to. Therefore, it was very difficult to create a clear national composition of prisoners in Turkestan. For example, the national composition of the prisoners of war of the Habsburg monarchy was as diverse as the empire itself. According to the data, during the First World War, 25% of the Austrian-Hungarian armed forces were Austrians and Germans, 23% - Hungarians, 13% - Czechs, 4% - Slovaks, 9% - Serbs and Croats, 2% - Slovenians, 3% - Ukrainians, 7% - Romanians and 1% - Italians who served in the military and participated in World War I [4].

The principle of national and civilian placement of prisoners was established at the beginning of the war and was of great national importance. From 1914 to 1915, the camps in Turkestan were "mixed", meaning that they had different nationalities. Researchers have reported that since 1916, there has been a practice of division in national camps. Thus, while the camps in Tashkent were predominantly Slavic (Croatians, Slovenians, Czechs, etc.), the Germans, Austrians, and Hungarians settled in Skobelev and Fergana. If the camps were of a mixed type, the Slavs were appointed to senior positions in the internal administration of the prisoners [13].

Many citizens of the Habsburg monarchy were taken prisoner of war in 1914 (at the Battle of Galicia) or in 1916 (Brusilovsky's victory). Some were arrested while injured, others surrendered voluntarily. Each prisoner's biography is unique. In particular, these are autobiographies of

subgroups (mostly Slavs) called "friendly nations." Attitudes toward the Slavs were friendly until the Russian Revolution of 1917. Not surprisingly, they were closer to the Russians than the captured officers. In addition, the captives of the lower classes of the Slavs had more opportunities to establish human relations with the common people.

In 1915, a branch of the Union of Czech and Slovak Societies of Russian Societies was opened in Tashkent. It was soon transformed into a representative office of the Czech-Slovak National Council and operated for several years. As of January 15, 1917, there were 10,489 registered soldiers and 617 officers of West Slavic descent in Turkestan.

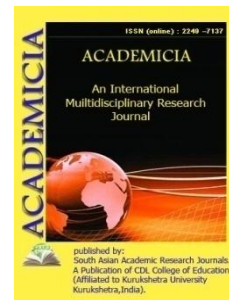
CONCLUSION

Thus, the issue of prisoners of war during the First World War was a process that lasted for 8 years on the Eastern Front, from August 1914 to the summer of 1922 until the release of the last group of prisoners of war from Vladivostok. Many prisoners of war spent 3-4 years of their lives in captivity in various parts of Russia from 1918-1919 until their release. Of the estimated 8.5 million prisoners of war, about 750,000 were reported to have died in military camps. About 430,000 Austro-Hungarian, German, and Turkish prisoners of war were resettled in Siberia and Turkestan during the Civil War [12], and were forced to link their lives with these countries until their return to their homeland in 1921-1922.

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DOI: **10.5958/2249-7137.2021.00897.1**

DESIGNING COMMUNICATIVE ACTIVITIES ON GRAMMAR TO YOUNG LEARNERS

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ABSTRACT

This article has focused on the importance of communicative tasks for young learners in teaching grammar indirectly through grammar tasks, activities and games as well as on recommendations on how to design these tasks. Teaching grammar and designing communicative tasks or activities play an important role in language teaching process for young learners. Thus this paper also pointed out beneficial results of children's attitudes and motivation toward communicative tasks for teaching grammar in language learning.

KEYWORDS: *Communication, Activity, Design, Young Learners, Grammar, Children's Capacity, Task, Creative*

INTRODUCTION

Learning a language is something that should be done naturally. Children learn to use their first language to communicate with people around them. They do not need any stationery to learn the language. But when they learn other or foreign language, they have such a kind of difficulty like: many things needed as learning media. This means that the process of learning a particular language should be as natural as possible to achieve the purpose: to communicate receptively. As well as adults, children even spend more than 45% of communication to listen. This can be a starting consideration for teachers that the beginning activities should make the children listen and become interested in the English. Naturally, they will try to recognize

the meaning and also the pattern. In recognizing the pattern, there will be an automatic process of grammar realization related to form and meaning of some particular expressions stated by the teacher. Children's language learning stages consist the things in which they should experience based on their psychological development. Playful stage is one of the characteristics of their life activities that cannot be ignored, especially in foreign language learning.

The communicative grammar tasks or activities designed for the present research work were created as production tasks. As the designers, we exercised a certain control over the language to be used, in order to make the targeted grammatical structures, if not essential, at least useful. In addition, they were designed as communicative tasks, so that there is place for negotiation and provision of feedback.

MATERIALS AND METHODS

Grammar is helpful for effective language learning. It can be taught through different methods of second language teaching. Although the principles are different from one another, there is always a focus on grammar, whether explicit or implicit. [9:p.12-88]

In 1622 a certain Joseph Webbe, schoolmaster and textbook writer, wrote:

'No man can run speedily to the mark of language that is shackled... with grammar precepts.' He maintained that grammar could be picked up through simply communicating: 'by exercise of reading, writing, and speaking ... all things belonging to Grammar, will without labor, and whether we will or no, thrust themselves upon us.'

The important grammar purpose is to make a meaningful communication. When the students communicate meaningfully, it means that they already use correct and appropriate grammar. The performance of forming children's good communication can include the combinations of their social skill, skill of thinking critically, physical activities, and creativity. This valuable combination can make a complete set of learning activities in which the purpose is to make the students "busy" of doing their "games", however they are learning something out of their consciousness.

These activities can be adapted and modified according to the language level, the number and the needs of the students. The suggested activities and procedures can be carried out with different topics or grammar items as well. The presented activities exploit the children's capacity for interaction and talk; they build on their capacity and need for movement and play.

•Animal description

The teacher draws the following chart on the board.

Animal	Size	Colour	Touch
frog	small	green	cool
elephant	long	black	wet
fish	big	brown	hard
snake	short	grey, gold, blue	smooth

Children choose an animal from the given list and they are asked to describe the selected animal by combining the characteristic features in the above chart. The teacher demonstrates the activity by providing an example.

E.g. The frog. It is small. It is green and smooth.

After children have written their definitions, they read it to the rest of the class and the others have to find out which animal they are reading about.

The above list can be extended by several other animals and also by abilities of animals e.g. what the animal can do (e.g. jump, run fast, climb trees, etc.)

•Animal movements

Each student chooses an animal and an activity or movement that the animal can do. E.g. I am a fish and I can swim. I am a monkey and I can climb trees. I am a lion and I can run fast. I am a dog and I can bark. I am a cat and I can catch mice. I am a bear and I can eat a lot of honey. etc. The teacher helps learners choose animals and form correct sentences. As soon as everyone has it correct, learners stand in a circle and the first student says or reads his or her sentence aloud. The student next to him repeats, e.g. You are a fish and you can swim. I am a monkey and I can climb trees. The third student repeats the previous two sentences and adds his or her own. In large classes, students should be divided into two circles. An alternative of the activity can be that instead of saying You are a fish and you can swim, children say: He is a fish and he can swim. In this case children have to pay attention to using the right personal pronoun he/she.

Fruit salad

Children are sitting in a circle with no spare chairs. The teacher stands in the middle of the circle and assigns a fruit to each child going round the circle, e.g. apple, strawberry, banana, peach. Children are asked to remember their fruit. Then the teacher says one fruit, e.g. banana, all the children assigned the name banana have to stand up and change chairs immediately.

When the teacher says Fruit salad!, everyone should change chairs. The teacher plays a few rounds until the children get familiar with the game, and then sits down on one chair while the children are changing chairs so that one child remains in the middle of the circle and takes over as the leader and the game starts again.

This game can be used for practicing specific vocabulary and does not necessarily need to be limited to fruit names only. Any lexical set e.g. animals, food, vehicles, etc. can be used as an alternative. In case the teacher uses another lexical set, an alternative instruction to Fruit salad should be used, e.g. if the game is based on wild animals, the teacher can say Safari, if the game is based on food, the instruction could be Dinner time.

Grab the word and run

Students work in groups of three or four, each group occupying one corner or part of the classroom. In the middle of the class, there are different words placed on a desk or a chair, each written on a piece of paper. Every group gets a particular category of words and must get those words that fit into the category, certain words fit into more categories, so the group that is the most skilful gets them. Each student can go to the desk and grab only one word. Then, another

student takes over. The activity involves word distribution and can be used for both revising and introducing new parts of speech.

The categories can be: adverbs (e.g. cloudy, sunny, windy, foggy, hot, warm, etc.), adjectives (e.g. hot, warm, fat, slim, tall, short, tired, happy, sad, etc.), ing forms s (e.g. swimming, windsurfing, playing football, running, playing golf, etc.) or nouns p(e.g. head, hair, season, weather arm, leg, neck, hand, eyes, etc.).

Listening

Children get the text of the song **Twinkle, Twinkle Little Star!** (prepared and printed in advance)

Learners listen to the song and answer the following questions:

1. What is a Karakalpak for Little Star?
2. What is twinkling referred to?
3. What about the song?
4. Let's sing a song together

Sentence scramble

Children work in pairs or groups of three. Each pair/group receives a numbered envelope containing word cards. Children work with their partners and arrange the cards from the envelope on their desk to make a sentence. Each group receives a different set of words.

Possible sentences:

If it rains tomorrow, I will stay at home.

I went to play football with my friends yesterday afternoon.

Look at those clouds, it is going to rain.

We were having dinner when the taxi arrived.

I usually go to school by bus at 7 o'clock.

Toys

Students work in pairs, where one of them gets worksheet A and the other worksheet B. For this activity, the structure of 'has got' and 'have got' must be pre-taught. Students take turns and ask questions from their partner in order to complete the chart, e.g. Student A: Has Anvar got a ball? Student B: Yes, he has. Student A: Has Barno got a balloon? Student B: No, she hasn't.

In order to gather quantitative data, we developed a questionnaire with a total of 10 questions. The questionnaire consisted of 2 sections. The first section of the questionnaire included five motivation related questions with multichoice format. The main aim was to measure learners likes, dislikes toward communicative grammar tasks, and their reason to learn English. In the third section, the remaining ten attitude-related questions made use of a four point Likert style. The items in this section aimed to measure young learners' views regarding their English class communicative grammar tasks teaching inductively, their English book, their English teacher, their parents' views about kids' learning English, and learning English in general. This Likert-type range was specifically designed for this age

group including 'yes', 'a little', 'no', and 'I don't know'. The format of the paper was made suitable for the age group as well supported by several different colorful pictures. In order to attract young learners' attention, rather than just marking, they were required to paint the boxes or smiles suitable for them. Students' classroom teachers and their English teachers were consulted during the questionnaire development process as well. All the questions were written in Karakalpak. The questions used in the personal interviews were similar to the items in the questionnaire. However, compared to the questionnaire data, it was possible to elaborate the answers to get deeper understandings of the young participants.

The quantitative data were gathered with the help of two different teachers responsible for teaching English in participants' classes. Kids were instructed to color smiles for their answers.. Quantitative data were analyzed using descriptive statistics . Three flows of activities were followed for the analysis of the qualitative data: data reduction, data display, and conclusion drawing/verification¹ .

RESULTS AND DISCUSSION

TABLE 1 DESCRIPTIVE STATISTICS OF YOUNG LEARNERS' ATTITUDES TOWARD LEARNING ENGLISH BY COMMUNICATIVE TASKS

Expressions	Yes		A little		No		I don't know	
	%	F	%	F	%	f	%	F
1. I would like to continue learning English.	87.5	35	8.9	3	3.6	2	0	0
2. It is fun to learn English by communicative tasks such as games and singing songs	84.4	33	12.0	4	2.6	2	1.0	1
3. My parents say that learning English is important.	82.4	33	10.9	3	2.6	2	2.6	2
4. I like my English teacher	82.0	32	6.3	2	9.9	3	9.5	3
5. Our English book is fun.	80.2		13.5		3.6		1.0	
6. My parents are happy that I learn English.	79.7		11.5		4.7		4.2	
7. I like English.	79.6		16.2		3.7		5	
8. I'm looking forward to English classes.	73.4		15.1		9.9		1.6	
9. I am good at English.	56.8		35.9		6.3		1	
10. English is easy to learn.	42.9		47.6		9.4		0	0

Firstly, it was obvious that young learners had quite positive attitudes toward learning English by communicative tasks such as games and singing songs. Over 85% of these learners wanted to continue learning it and they found it fun to learn English by communicative tasks in a friendly

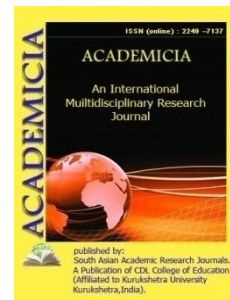
atmosphere. Concerning the wish to continue learning English, F8 stated that: 'yes, I want to continue learning English, because I want to be an English teacher.' It was also obvious that learners' parents supported them in having positive attitudes because they were both pleased that their kids learned English and they explicitly stated that learning English was important for young learners. Except for 10% of the participants, all young learners liked their English teachers and for most of them their English book was fun. Regarding young learners' perceptions of English language learning and instruction, they had various ideas. To start with, when this research was conducted, learners could sing the song of alphabet, introduce themselves, meet someone, and say colors and numbers with their current English knowledge.

CONCLUSION

Teaching a foreign language to young learners is one of the most demanding, yet at the same time most challenging and rewarding tasks. The teacher needs to be a highly skilled professional who has to combine theoretical assumptions and background with practical experiences and the practical needs and circumstances of the foreign language classroom. The main aim of this work was designing communicative tasks or activities and to introduce and discuss theoretical assumptions and key issues that directly relate to foreign language teaching to young learners and to provide several strategies, techniques and concrete applicable activities for the practice of teaching young learners based on this theoretical background. Wherever possible, we have included concrete practical examples, tips and guidelines to illustrate and support our point.

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DOI: **10.5958/2249-7137.2021.00898.3**

IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS USING THE EXAMPLE OF GEOMETRY

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ABSTRACT

The modernization of education in Uzbekistan actualizes the problem of training a teacher who knows the methodology of an integral pedagogical process, its laws and contradictions. This presupposes the development of a teacher, in particular of an elementary school teacher, of a methodological culture (MC) in the process of geometric preparation for professional activity.

KEYWORDS: *Methodological Culture, Geometric Transformation, Geometric Information, Polyhedral, Geometric Content, Visual Geometric*

INTRODUCTION

In the conducted theoretical and experimental research, an effective technology of geometric training of a future primary school teacher, focused on the development of his MC, was revealed and tested. The conceptual basis of this technology consists in disclosing the methods used to study the geometric properties of figures, highlighting the affine, metric and topological properties of figures, disclosing the main elements, creating conditions for the development of MC in a future elementary school mathematics teacher.

The methodological basis of the technology is formed by the systemic, integrative, personal and functional-activity approaches.

The content of the technology includes an educational and professional program in geometry. The program includes the following sections: movements, similarities and affine transformations of space and plane; polyhedra; convex polyhedra and their properties; regular, semi-regular and star-shaped polyhedra, modeling of polyhedra; symmetry of polyhedra; crystals are natural polyhedrons.

The fixing manifestations of MC components in relation to geometric transformations (GT) in future teachers are: the ability to operate with a generalized approach to studying specific types of movements, similarities, affine transformations; possession of generalized techniques for solving geometric problems by the GT method; possession of the technology of teaching elementary school students to the practical use of GT; understanding of the methodology for constructing technologies for teaching students to solve problems of practical content using GT.

The peculiarity of the program is that the GT planes are studied in connection with the GT space.

The pedagogical experiment showed that the developed technology is focused on the development of MC in the subjects of the educational process.

Geometric preparation of students should be aimed at mastering geometric material in such a way that the acquired knowledge is effective and personally significant. The first is connected with the possibilities of their use in various, including educational, situations, the second - with their meaningfulness.

The means of such assimilation of knowledge is the work of understanding. The essence of understanding lies in the cognitive interaction of the system of our knowledge, experience and incoming information, the assessment of its significance for the subject.

This interaction can be carried out in the process of solving geometric problems by students. In this case, the tasks should perform the following functions:

- be a means of assimilation of different levels of activity - practical and theoretical - at the stages of analysis of the condition, search for a solution, justification, research;
- be a means of forming the ability to translate from one language describing reality to another (in the process of working on a task, texts describing geometric figures are reformulated or converted into texts describing real objects, and vice versa; translation into different "languages", the role of which is played by methods - analytical, vector, etc.);
- be a means of realizing the relationship of subject and methodological training (work on the task includes consideration of objects and situations described in the task from the point of view of their use in teaching younger students, in particular, reformulation or transformation of the conditions of tasks with the aim of using them in elementary course in mathematics).

The implementation of the named functions of geometric problems in the process of teaching students is aimed at creating an understanding of geometric objects by students, and therefore can improve the quality of professional training of future primary school teachers [7].

The emergence of a unified geometry course based on set theory in the mathematical specialties of pedagogical universities in the early 1970s was undoubtedly a progressive phenomenon. Substantial generalizations on a set-theoretical basis and the formalization of expressive means caused by them made it possible to create a new generation of university geometry textbooks. One of the distinguishing characteristics of these textbooks is the combination of geometric content that is largely traditional for pedagogical universities and new forms of its presentation. The past thirty years have convincingly shown which of the methodological findings and acquisitions really turned out to be valuable, which look dubious. The time has long come for rethinking and reassessing values, universities have long been waiting for the next generation of textbooks. I would like to hope that in them we will meet with the "denial of negation"[8].

As the practice of organizing independent work of students with educational literature shows, one of the dubious acquisitions is the abundance of analytical definitions found in it. We will give only one example - the presentation of the theory of curves in the textbook by L.S. Atanasyan and V.T. Bazyleva. The fundamental concepts of the theory “curvature” and “torsion” are defined as follows. “The vector $n = d\tau / ds$ is called the curvature vector of the line γ at the point M, and its length $|n| = k$ is the curvature of the line γ at this point”. The number v in the formula $d\beta / ds = -vv$ is called the torsion of the line γ at point M “. Despite the fact that in the future the geometric meaning of the introduced concepts is revealed, this does not give the effect that the use of genetic definitions of the named concepts gives. There is no description in the textbook of where the names of the coordinate planes of the Freinet frame came from. The fact that such an approach makes it possible to significantly “squeeze” the presentation cannot be a serious justification. We must not forget that genetic definitions clearly indicate the way of formation (or the way of origin) of the concept being defined, and this is undoubtedly more valuable for a future teacher. With this approach, geometry breaks away from its visual geometric fundamental principle[9].

At the same time, the experience of teaching a unified geometry course convincingly shows that the new level of formalization can be perfectly combined with the original content depth of the material being studied[10].

For a long time, geometry was considered synonymous with mathematics. Recently, geometry in school teaching has been losing ground. It is more and more difficult for the teacher to introduce students to geometry, to arouse interest in it, to teach them to perceive the space in which the student lives, to explore it[11].

In order for students to form clear geometric ideas, it is necessary to begin the study of geometry as early as possible. In elementary grades, students get an idea of some geometric objects (point, segment, line, polygon, etc.). Gradually clarifying and expanding ideas about them, improving the skills and abilities of working with geometric material, during the first four years, students receive a stock of geometric representations, which allows them to start studying a systematic geometry course from the 5th grade[12].

Geometers and methodologists of the Department of Algebra and Geometry of the Kolomna Pedagogical Institute, with the active participation of teachers from some schools in the city, have created a geometry program for grades 5-6. The unifying principle here is the formation of the initial and at the same time fundamental ideas about geometric transformations. The figure is represented as a set of points, although this is not explicitly stated. In the learning process, geometric abstractions are developed, and students receive geometric knowledge based on logical conclusions, and not only through specific observations.

Geometric information is repeated from class to class with some changes, meaningful enrichment occurs, an increase in the volume of geometric information. This gives the teaching of geometry an educational character. The formation of skills and abilities in operating with geometric objects depends on the content of the material provided for assimilation and the tools that students should use.

One of the main goals of modern education is the formation of a comprehensively developed personality. Geometry, connecting logical and imaginative thinking, plays an important role in this. However, for example, the reduction of hours for subjects in the physics and mathematics

cycle is the reason for insufficient attention to geometry in the mathematics course for 5-6 grades. Teaching individual courses in planimetry and stereometric sometimes causes problems in the formation of spatial representations among students. One of the possible ways to correct these shortcomings is to use the opportunities of additional education.

For example, to organize a mathematical circle for the study of geometric material in grades 5-6. In the classroom of such a circle, students: get acquainted with the basic geometric shapes, including stereometric ones; solve geometric problems "for cutting" and folding; learn to use geometric instruments (ruler, protractor, compass), perform constructions with their help. Tasks and theoretical material should be entertaining, contribute to the development of certain qualities of thinking. This age is very favorable for the development of "smart hands". The development of not only individual thought processes, but also the entire intellect of a developing personality depends on the characteristics of manual labor. The use of modeling in circle classes contributes to the formation and development of abilities: to perform logical operations of analysis and synthesis, predict the result, make its assessment and check its correctness.

Thus, in the circle classes, solid knowledge of the simplest geometric shapes, some of their properties (for example, symmetry), visual and graphic skills, methods of constructive activity are formed; develop: spatial imagination, geometric intuition and creativity.

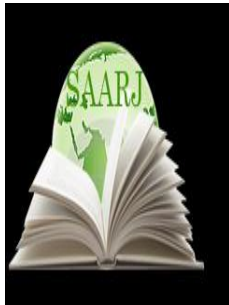
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DOI: **10.5958/2249-7137.2021.00899.5**

A FAIRY TALE AS A REFLECTION OF THE NATIONAL CULTURE OF THE PEOPLE

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ABSTRACT

The fairy tale, which is the leading genre of Korean folklore, is the most valuable monument of the spiritual and poetic culture of the Korean people and is of great educational value. The fairy tale has long been loved by the people. In the recent past, it was a fairy tale that nourished the spiritual culture of ordinary Koreans.

KEYWORDS: *Fairy Tales, Tales, Fables, Once Upon A Time, Storyteller, Devil, Hero, Enmal, Eniyagi, Laborer – Mosymkun, Commoner – Chongmin.*

INTRODUCTION

Located at the very edge of East Asia, Korea is renowned for its amazing beauty and diversity of nature. It is no coincidence that its inhabitants called their country so poetically: Choson - the land of morning fresh. A talented and hardworking people live here. Working for thousands of years on the land mastered by the Chosong ancestors, the Korean people have created a rich, distinctive culture. An integral part of this culture is oral folk art: fairy tales, traditions, legends, myths, proverbs, sayings and songs marked with the seal of wisdom.

On summer sultry evenings, old storytellers - Iyagikuns told fairy tales to children. More than one generation of Korean children listened with delight about miracles and wizards, about the cunning tricks of devils - tokkebi, about the spirits of deceased ancestors and relatives. In the rare hours of rest, adults also listened to iyagikunu, sitting in a shabby shack on a reed mat laid over a warm cana-ondori, on a blizzard winter night, when a cold, piercing wind raged behind a paper-covered window, or on a hot afternoon, perched in the shade of weeping willows in the rice field. Adults, like children, believed in the almighty hero - zhangsu, who is able to save them from the earthly hardships and oppression of the yangbans. They believed in a "happy" grave, for which they were looking for and could not find a single place on the "only" happy mountain. As a

reward for the search, they expected happiness and blessings from their grateful ancestors, who had long gone to chosin - another world. They also believed in prophetic dreams, in which the hero appears as a seer in the guise of a gray-bearded old man-hermit, a Taoist giving wise advice, or in the guise of a heavenly fairy - a dream that tells how to find happiness. But in real life, everything was completely different: the desired happiness did not come, life took revenge on naive people for their gullibility, mercilessly crushing ghostly hopes.

Fairy tale has always been a favorite form of oral creativity among Koreans. Some call it "enmal" - a word about antiquity, others - "enniyagi" - a story about antiquity. The roots of the Korean fairy tale go back to the hoary antiquity, and it originated somewhere at the dawn of the emergence of Korean culture. It is as difficult to determine the exact time of its appearance as it is impossible to imagine when it was: "in ancient times ...", "when the tiger was still smoking a pipe, and the buffalo spoke in human language ..." the imprint of the earliest era in the history of the emergence of Korean society. In a peculiar form, inherent only in fairy tales, they reflected the way of thinking of primitive people, their naive and sometimes distorted ideas about the world around them, the origins of customs and beliefs. It is here that the roots of many elements of fairytale fiction are hidden, images and plots widely known in Korean folklore originate from here. Korean fairy tales are an invaluable source for studying the way of life, customs, traditions and customs of the country, "for the fairy tales of any nation bear the imprint of the spirit of the people" [1]. Like the folklore of other peoples, Korean fairy tales are organically linked to real life. To a greater extent, fairy tales embody the realities of the subsequent stages of development of the feudal world with its characteristic social attributes and collisions. Thus, in the artistic form, the fairy tales reflected the characteristic features of the Korean people at different stages of its history.

Over the centuries, a natural selection of folklore material took place: subjects and style were polished. The memory of the people retained only what the soul of the people lived with, its aspirations. This is how the Russian writer and the first collector of Korean folklore N. Garin-Mikhailovsky wrote about the intrinsic value of Korean fairy tales: not only nature, but also the life-loving Koreans themselves, are fabulous, according to N. Garin- Mikhailovsky. The poetry of a fairy tale has so merged with life itself that both the fairy tale and the life of the Korean are inseparable.

"You become infected with their mood: life for them is the same fairy tale, and everything here is fabulous, and poetic, and terribly fabulous. And nature is the same" [*]. Shocked by the impression that one Korean storyteller made on him, the writer notes: "It seems ... some kind of dream, charm, in which we all were suddenly transported into the unknown depths of the rushed millennia" [2].

This collection presents the main genres of Korean oral prose. They are arranged in the traditional order of myths and legends, fairy tales, everyday tales, animal tales, folk anecdotes about the cunning and clever Kim Son Dal,

The legends, legends and myths included in the book are widespread in Korea both in the oral performance of storytellers and in the records of historical works "SamgukSagi" ("Historical Records of Three States", 1145) by Kim Busik, later chronicles of "Kore sa" ("History of Korea", 1454).

Korean legends and myths have a close connection with fairy tales; sometimes it is even difficult to determine where the legend ends and the fairy tale begins. And the fabulous plot is difficult to separate from the real history of the country. That is why there are many stories in Korean folklore about the ancestors, the founders of the ancient Korean states of Joseon, Kogur, Silla ("The Li Dynasty", "The Second Legend of the Dynasty Reigning in Korea", "The Legend of Tang Gong," which is the founder of Ancient Joseon). The mythical characters are presented as semi-historical-semi-legendary rulers or heroes of Korea.

The traditional hero of Korean fairy tales is often the sage magician Henin in the form of a gray-bearded old man. This image is probably inspired by the patriarchal-Confucian veneration of old age.

There are many tales where the character is a monk. The Korean monk bears little resemblance to his Russian counterpart. He is not attached to the temple, but walks through the villages, collecting alms, doing good, punishing evil ("Temple on Mount Baekjoksan", "How Seoul Became the Capital").

The age-old dream of the Korean people was embodied in the image of a hero - zhangsu, capable of performing miracles, making people happy ("Bloody Tears of a Hero", "Lake of a Bogatyr").

Among Koreans, as well as other peoples of the world, tales about a stepdaughter and an evil stepmother are very popular ("How Yonnie Escaped From Her Stepmother", "Rose and Lotus"). "The story of the virtuous Khonchi and the wicked stepmother and her daughter Phatchi" is notable for its realism: the heroine, Khonchi, loses not a gold, but a cloth shoe, fording a river, and marries not a prince, but a provincial governor[14].

And here is another, also very common story about two brothers: the elder and the younger, rich and poor, evil and good ("The Tale of the Soothsayer and His Three Sons"). The most famous is the tale of the malevolent elder brother Nolbu and younger brother Hinbu[15]. In Korea, where strict Confucian ethical norms have prevailed for a long time, requiring unquestioning respect for the elder in the family, the conflict between the younger and the elder acquires particular acuteness. In fairy tales of this kind, the younger brother is humiliated by the elder in every possible way, deprives him of the inheritance, or even kicks him out of the house[16]. The younger brother is in poverty, but suddenly a miracle happens - the diligence, honesty, meekness of the younger brother are rewarded. The stories of such fairy tales are very popular among Koreans. And therefore, at the mere mention of the name of the heroes of the tale, visible images appear in the mind of a Korean. Any Korean understands the meaning of the phrase, an allegory like: "Neighbor Kim is true Nolbu, and Pak is Heungbu." These and similar names have become common nouns[17].

The favorite hero of Koreans is a fisherman, in whose image the generosity of the soul of a simple Korean is embodied. He usually releases the fish caught by him to the wild, which in reality turns out to be the son of the king of the sea[18]. A young fisherman finds himself in the underwater kingdom and is rewarded for his kindness. Another hero of fairy tales is a poor lumberjack ("The Lumberjack and His Son"), who makes his living by collecting brushwood and selling it to the rich. The woodcutter goes to the mountains for brushwood, and miraculous events take place there, which form the basis of a whole cycle of fairy tales ("Fairies from the Diamond Mountains", "The Legend of the Cheonnyu Rock", "How the young man Moon Hyesong got the root of life")[19].

The hero of fairy tales is often a simple youth without any specific name. The action in these tales takes place not in the ghostly "thirtieth kingdom of the thirtieth state", but in some province, district of Korea, and the scene of the action is described very accurately, which aims to give the tale as much authenticity as possible[20].

The richest idea about life and aspirations, about the joys and sorrows of the Korean people, about their way of life and traditions are given by everyday tales. The heroes of everyday fairy tales are, as a rule, ordinary people[21]. They achieve success not with the help of sages or heavenly fairies, but thanks to hard work, intelligence, ingenuity, dexterity. Most often these are peasants or farm laborers - mosymkun or commoners - chongmin. The tales of this cycle sparkle with humor, they ridicule such human vices as stupidity, greed and envy. The plot is usually built on a disagreement between the hero and his ill-wishers. The poor man who is downtrodden and oppressed in life is completely transformed in a fairy tale and emerges victorious in a kind of duel ("A grain of millet", "The son of a butcher", "A tale about a dog, a miracle tree and a hunting horn")[22].

The hero of many everyday fairy tales is the noble Yangban ("Yangban full of coins", "How the Yangban saved a girl with friends"). But it is necessary to emphasize the originality of the Korean yangban. If in European fairy tales the "poorest" landowner had land, an estate, a servant, then the yangban in old Korea was often naked like a falcon[23]. Many representatives of the Yangban estate vegetated in want and even beggarly. The Yangbans often fed off their wealthy relatives while living in their home. Chasing the yangban was not allowed by strict kinship laws. In Korea, such impoverished yangbans were called mungeks, or hangers-on. In a number of tales, the arrogance and arrogance of the Mungek-Yanban are caustically ridiculed[24].

In old Korea, scholarship inaccessible to the common people was highly revered. A person who learned a thousand or two hieroglyphs and read several Confucian books was considered an educated scientist. The Confucian scientist in Korean fairy tales is a peculiar figure. Confucian teaching, which came from China, was elevated in Korea to the rank of state ethical and religious norm. Knowledge of Confucian dogmas was necessary to pass exams and enter an official position[25]. All the education of such "scientists" was reduced to the canonical books memorized by heart in the ancient Chinese language. Usually these "scientists" were poorly versed in the simplest life questions. It is not for nothing that the people said about them: "A Confucian scientist, but he cannot draw up a receipt for the payment of tax on a bull." Koreans have put together many tales about such would-be scholars, where their ignorance and complete ignorance of real life is ridiculed ("The cunning farm laborer Tolsve", "How the sunbi deceived a monk", "How a young man outwitted the minister")[26].

A curious feature of Korean groom tales is that the hero wants to marry not a young girl, but a young widow. Confucian morality preached the wife's reckless loyalty to the memory of her deceased husband ("The Widow's Fortress in Sunchkhan County", "To Mi and His Wife"). Even the bride was not supposed to marry another if the groom chosen by her parents died. And so the fairytale hero, in spite of the Confucian prohibitions, takes care of the widow ("Profitable Turnover"). This probably expressed a kind of protest against the disenfranchised position of women in old Korea[28].

Korean animal tales have a lot in common with other peoples' tales. Only the animals are acting in them. So, the place of the wolf in Korean fairy tales is taken by the tiger. In the eyes of

Koreans, the tiger not only symbolized strength and power, but was also the object of superstitious worship. It is no coincidence that in the old days his image was adorned with military banners and banners ("White-Eared Tiger", "Monk-Tiger", "Tiger Hunters"). But at the same time, the tiger is a sorcerer and wizard ("The Tiger and the Pipe", "The Beautiful Tigress") [29].

The deer is invariably present in animal tales. Folk fantasy associates him with heavenly fairies ("The Deer and the Snake", "How the Girl Saved the Deer"). The deer often helps the heroes as a token of gratitude for saving them from imminent death. The motive of gratitude is especially common in Korean fairy tales. The role of grateful animals is also played by a dog ("How a puppy saved the owner"), a pheasant ("A grateful pheasant") and a toad ("How a toad overpowered a cruel snake") [30].

An important influence on the formation of the image of an animal - a character in Korean fairy tales, apparently, was exerted by the existence of a belief among Koreans that if an animal lives for a hundred years, it changes the color of its fur and becomes white, and after living for a thousand years, it becomes black. Such long-lived animals are considered werewolves, capable of assuming human form. That is why Koreans have so many tales of centennial tigers, millennial werewolf foxes [31].

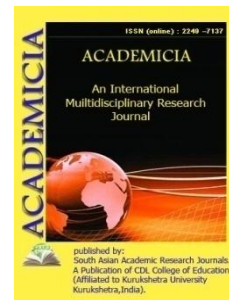
In the folklore of the peoples of the East, there are many fairy tales united by a single hero - the defender of ordinary people [32]. For some it is Khoja Nasreddin, for others it is Aldar Kose. For Koreans, such a hero is Kim Sung Dal. A defender of the disadvantaged, a merry fellow, a master at clever tricks, sharp-tongued, Kim Son Dal is inexhaustible on fantasies and tricks in order to teach a lesson to a swaggering, arrogant and stupid rich or stingy man. The collection presents a cycle of stories "How Kim Sung Dal sold the Taedong River".

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DOI: **10.5958/2249-7137.2021.00900.9**

THEORETICAL AND METHODOLOGICAL BASIS OF ATTRACTING FOREIGN INVESTMENT TO THE NATIONAL ECONOMY

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ABSTRACT

The article highlights the objective role of foreign investment in ensuring economic development in modern conditions. The types of foreign investments and the peculiarities of their attraction are described. The article also outlines the priorities for economic development by attracting foreign investment.

KEYWORDS: *National Economy, Development, Investment, Foreign Investment, Capital, Competitiveness, Investment Policy, Investment Climate.*

INTRODUCTION

Reliable legal protection and guarantees are provided for foreign investors for attraction of foreign direct investment in the implementation of programs to further improve the investment climate in the country, modernization, technical re-equipment and reconstruction of production, creation of new jobs in the regions of the country with surplus labor force. In addition, investments are used as a regulatory tool to ensure the priorities and strategic objectives of sustainable development of certain sectors and regions of the economy.

An important factor in the development of the country's economy is the investment in it and its effectiveness, which is mentioned in a number of textbooks and sources published by domestic and foreign economists. It should be noted that today investment is one of the most talked issues. This is because investment, especially the inflow of foreign investment into the country's economy and thus the development of sectors of the economy, is becoming one of the most pressing issues today. It is noteworthy that the direction in which investments are directed, determines its development, as well as the timely elimination of a number of problems that hinder the development of the country. Investment (Latin: investio-wrapping) is a long-term investment in various sectors, socio-economic programs, innovations, business projects in the

country or abroad for the development of the economy. Traditionally, an investment is the implementation of specific economic projects in order to generate future income. Such an approach to describing the nature of investment is the primary focus of national as well as foreign economic literature. It should be noted that many economists have conducted research on the content of foreign investment. Theoretical view of local economist, D. Gozibekov about foreign investment is the following: "Foreign investment is the binding of the capital of one economic entity to another economy for a certain period of time, differing from domestic investment in the breadth of risks, characterized by changes in the legal environment, the investment climate, resulting in capital movements across countries and regions". From these considerations, it can be concluded that foreign investment is capital that moves from one country's economy to another's economy, which differs from domestic investment in the breadth of its risks. He added that "while foreign investment is a necessary and important source of external financing for countries, it also includes a lot of tangible and intangible assets, various technological, information, financial flows, management skills, work in world markets, experiences and more. They are characterized by cross-border movement, ie migration, change of legal conditions of operation, confrontation with additional risks and specific goals". N. Kuzieva, Uzbek economist in her scientific works states that: "Foreign countries exporting capital for the purpose of future profit, legal entities and individuals to the countries receiving capital in various forms of wealth (migration, real estate, intellectual property, etc.) and income from them (profits, interest, dividends, license and commission fees, royalties, maintenance and other rewards) are called foreign investments. 10 She thoughts, the classification of foreign investments on the basis of various characteristics further clarifies their economic nature.

One of the economists, K. Khoshimov, in his research work described foreign investment as: "Foreign investment - all that foreign owners mobilize a certain amount of capital from one economy to another for a certain period of time in order to achieve a relatively high level of efficiency, taking into account the obvious and uncertain risks to various sectors of the economy of another country that are not prohibited by law? property, financial, intellectual wealth" 11.

In our view, foreign investment means the outflow of capital from one economy to another, with the goal of placing wealth on more favorable terms and ensuring the flow of capital over a relatively long period of time until the investment returns to the foreign owner. They are characterized by cross-border migration, in which foreign investment essentially replaces their national investment climate. In addition to security, profitability, capitalization and liquidity, foreign investment is an important feature of a specific goal. The economy, which attracts their attention, is also trying to achieve its goals. These goals can be as efficiency, productivity growth and market penetration. Therefore, mutual interests, trusting relationships, taking into account the conditions of entry are the basis for the transfer of investment from one country to another. Foreign investment, unlike domestic investment, is subject to additional risks, such as country, currency, nationalization, requisition. This means that their range of risks is much wider.

It is advisable to classify foreign investments into private, public, foreign and mixed investments according to the form of ownership. Depending on the object of direction, foreign investment can be divided into financial and real investments. In developed countries, the main place in the structure of financial investments is occupied by private property owners. The structure of foreign investment can be grouped as follows (Figure 1.1).

Foreign direct investment in the structure of foreign investment is important for the development of sectors of the economy, they accumulate more capital than the level of domestic savings, support the balance of payments and can have a positive impact on economic development by expanding import opportunities.

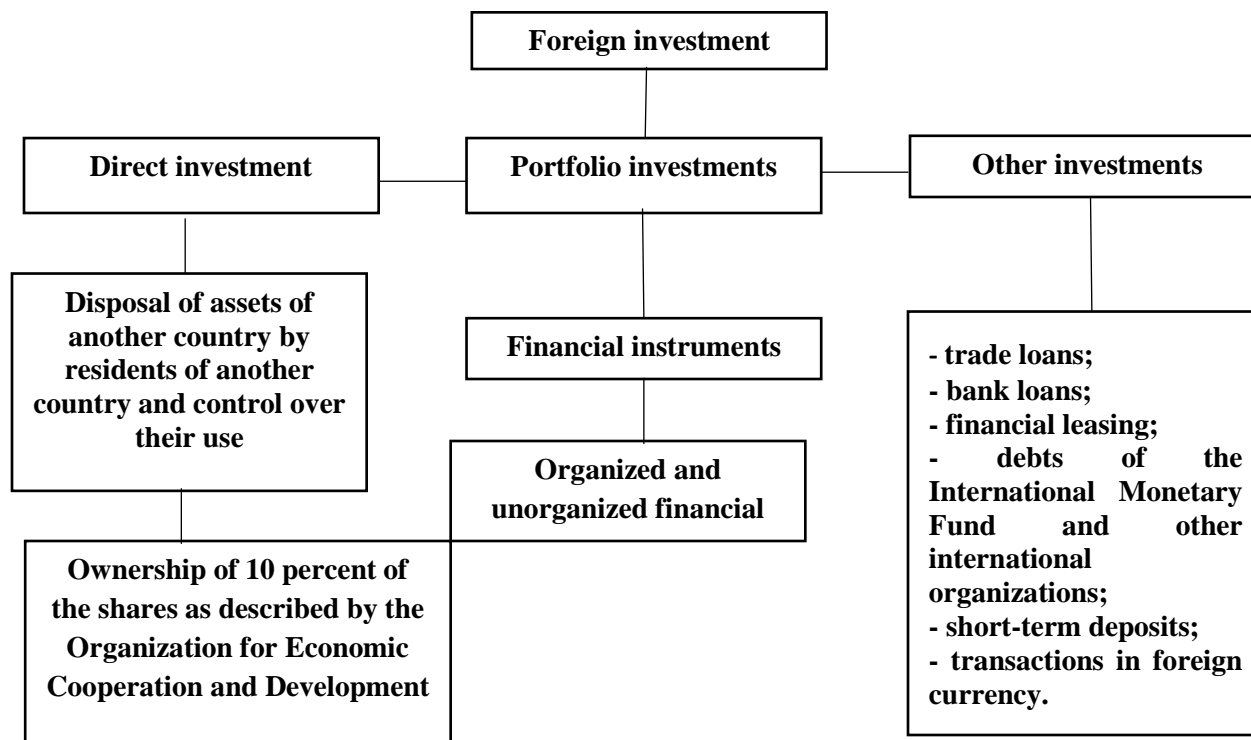


Figure 1.1. Classification of foreign investments

Foreign direct investment plays an important role in improving the operations, production and capital efficiency of individual enterprises, the introduction of new technologies and the improvement of the management system. These processes help to develop the internal market, increase the skills and practical experience of workers by indirectly influencing suppliers, customers and competitors of products and services. The above types of foreign investment have their own characteristics.

1.1-TABLE DISTINCTIVE FEATURES OF FOREIGN INVESTMENT

Signs	Foreign direct investment	Portfolio investments
The main purpose of entry	Control of a foreign firm	High profitability
Ways to achieve the goal	Organization and conduct of production abroad	Buying foreign securities
Methods to achieve the goal	<ul style="list-style-type: none"> – full ownership of a foreign company; – acquisition of a controlling stake (from 25% of the company's share capital as recommended by the 	Acquisition of at least 25% of the share capital of a foreign company (in the USA, Japan and Germany - 10%)

	International Monetary Fund) should not be less);	
Forms of income	Entrepreneurial profits, dividends	Dividends, interest

Particular attention is paid to the work on attracting investment for the implementation of projects on restructuring the economy, modernization of industries, technical and technological renewal. Investment opportunities and real volumes are closely linked to the situation in domestic and foreign markets. Despite the negative changes in foreign markets as a result of the financial crisis, the domestic market of our country continues to grow steadily. This is the most important condition for strengthening the investment climate. It is known that the policy of stimulating the domestic market has been implemented in recent years. The steady increase in the number of jobs and wages, the rapid expansion of income from entrepreneurship through the development of small business are the factors that ensure the stability of demand in the domestic market. The way to expand the benefits and preferences for large-scale, far-sighted free enterprise, which will continue in 2018, is to increase the volume of investments, especially foreign investment, and to ensure the sustainable growth of our economy and its macroeconomic balance. This has had a positive effect on mining.

Large-scale liberalization and stabilization factors play an important role in improving the economic situation in all countries in transition. Liberalization requires free pricing, the abolition of state control over trade, and the creation of new companies without hindrance. Stabilization means reducing inflation, eliminating imbalances in the economy and foreign economic spheres.

These two factors, which are closely linked to reform, can be addressed in the early stages of the transition. Foreign investment plays an important role in international economic relations and is an important source of capital for many countries. In the context of modernization of the economy, it is possible to increase the competitiveness of products only on the basis of investment, renewal of fixed capital and on this basis to reduce production costs and improve quality. Therefore, the President of the Republic of Uzbekistan Shavkat Mirziyoyev said that ensuring the growth of investments from year to year, the launch of new modern enterprises producing high value-added, deeply processed products - to ensure sustainable economic growth, first of all, is one of the most important factors in further improving the living standards and welfare of the population.

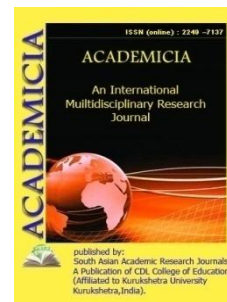
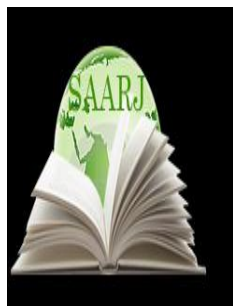
Investment policy is a set of targeted measures aimed at revitalizing investment activities, boosting the economy, increasing production efficiency and creating favorable economic conditions for economic entities in order to solve social problems. The state's foreign investment policy is a system of measures to regulate foreign investment flows by the state. Investment policy is one of the most important permanent means of goal-oriented activity of the state in terms of socio-economic development. Such a policy is the core of the entire political sphere of the state, or in other words, it is the basis of the political activity of the whole state. The growth of the country's production capacity, economic growth, increase in the volume and quality of production of material and spiritual goods, the development of the overall infrastructure will largely depend on investment and investment policy.

Investment policy is a function of the state to mobilize investment funds to organize the reproduction of material goods in society. From the organizational and legal point of view, this area of public policy consists of the activities of its relevant bodies to define the goals and objectives of such a policy, to seek funding for its implementation. The development of prudent investment policy plays a leading role in economic growth. For the effective implementation of investment policy, it is necessary to establish a number of institutions that will serve to create a favorable investment climate. The model that works effectively in the world economy relies on a market system and takes full advantage of the national economy. We have every reason to say that Uzbekistan has created a unique investment climate, a system of privileges and preferences for investors.

This is evidenced by the fact that the volume of foreign investment in our economy is growing from year to year. The role of foreign investment, especially direct investment, in the further deepening of structural changes in the economy, the acceleration of investment activity of enterprises, modernization of production, technical and technological re-equipment is invaluable. This will create opportunities for the introduction of advanced technologies, the creation of new jobs and, on this basis, to ensure the sustainable and balanced development of the country's economy. The experience of developed countries shows that the attraction of foreign investment has been one of the decisive factors in the high level of development of these countries. Further deepening of structural reforms in the economy, further revitalization of investment activity of enterprises, wide attraction and effective use of foreign investment, especially foreign direct investment, modernization of production, technical and technological in order to re-equip, create new jobs and on this basis to ensure the sustainable and rapid development of our national economy, a large amount of funds is allocated from the national budget. At the current stage of modernization of the Uzbek economy further improvement of investment activities is required.

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DOI: **10.5958/2249-7137.2021.00901.0**

DIDACTIC GAMES IN TEACHING MATHEMATICS

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ABSTRACT

This article focuses on the usage of didactic games in teaching of mathematics in schools. Entertaining elements of mathematics lessons favor increasing interest to the subject as well as the development of logical thinking. A lesson containing elements of the game is a form of interaction between the teacher and the students. Through the system of game actions, educational opportunities are realized inherent in the content of educational material. Play is creativity, play is labor.

KEYWORDS: *Didactics, Technology, Crosswords, Screen Tools, Entertaining Texts, Oral Methods, Math Quizzes, Thinking.*

INTRODUCTION

The school course of mathematics is acquiring an increasingly important role in the system of general education of students. The math teacher has to solve problems every day how to make the most productive use of every minute of the lesson. It is necessary to look for effective ways to solve this problem. At each lesson, the teacher faces a number of tasks: how to bring all the necessary information to the consciousness of each student, how to achieve the assimilation of theoretical and practical material, how to form and maintain students' interest in the study of mathematics. This task is one of the most difficult. After all, mathematics is a science that requires a lot of mental stress, the development of logical thinking and creative abilities. Therefore, to arouse students' interest in mathematics, to keep them active throughout the lesson, it is useful for the teacher not to miss an opportunity to make the lesson more entertaining. The elements of entertainment are also conducive to the development of students' creativity. The

growth of interest in knowledge, the activity of students in the classroom, the formation of positive motives for learning, an increase in the effectiveness of the learning process is facilitated by the use of didactic games, fairy tales, crosswords, mathematical quizzes, tests, elements of historicism, tables, posters, as well as the use of tasks - drawings, mathematical dictations, on-screen teaching aids, handouts, signal cards, various types of frontal polling, etc. etc. Computer technologies can play a special role the formation of positive motives for learning, an increase in the effectiveness of the learning process is facilitated by the use of didactic games, fairy tales, crosswords, mathematical quizzes, tests, elements of historicism, tables, posters, as well as the use of tasks - drawings, mathematical dictations, on-screen teaching aids, handouts, signal cards, various types of frontal survey, etc. etc. Computer technologies can play a special role the formation of positive motives for learning, an increase in the effectiveness of the learning process is facilitated by the use of didactic games, fairy tales, crosswords, mathematical quizzes, tests, elements of historicism, tables, posters, as well as the use of tasks - drawings, mathematical dictations, on-screen teaching aids, handouts, signal cards, various types of frontal survey, etc. etc. Computer technologies can play a special role...

In order for teaching to be effective, it is necessary to use in a complex all the variety of techniques and teaching methods, which we tried to do when developing lessons on the topic "Quadrangles".

About didactic games. An important role is given by us to didactic games in mathematics lessons - a modern and recognized method of teaching and upbringing...

We use the following considerations. A lesson containing elements of the game is a form of interaction between the teacher and the students. Through the system of game actions, educational opportunities are realized inherent in the content of educational material. Play is creativity, play is labor. During the game, students develop attention, a desire for knowledge. Carried away, children do not notice that they are learning: they learn, remember new things, orient themselves in unusual situations, replenish their stock of ideas, concepts, and develop imagination. Even the most passive students are included in the game, making every effort not to let down their playmates. Children tend to be alert, focused and disciplined during play.

We have developed games "The third extra", "Who - who lives in the little house", "Silence".

The game "The third extra" is convenient to use when consolidating the studied material. Students are offered three figures (quadrangles), two of which have common properties (at least one), and the third figure does not have this property, therefore it turns out to be "superfluous". The student's task is to determine the "extra" figure. The use of such a game does not lead to simple memorization of the textbook material, but to the development of students' ability to analyze facts and think logically. This game can be used to study other topics in geometry and other subjects.

Information about the quality of assimilation of theoretical material can be obtained by using the game "Who - who lives in the little house". And to quickly receive feedback from all classes - the game "Silence" using signal cards (red, yellow, green), it helps the teacher to save time in the lesson, discipline students and at the same time receive information about the assimilation of the material by all students in the class. For example, when questioning, if a student at a desk agrees with the answer of the responding student, then he raises a green card, and if not, a red one. Thus, each student has the opportunity to "speak out". (Let's agree that the green card

corresponds to the statements "yes", "true"; red - "no", "not true"; yellow - "there is an addition"). This game can be used not only for interviewing students, but also for oral exercises.

Crosswords... The use of crosswords helps not only to arouse students' interest in mathematics, but also contributes to the development of their creative abilities, develops ingenuity. It is often difficult for a teacher to achieve this, so that students thoughtfully repeat this or that material and, especially, their active participation during the participation of repetition in the lesson. And here crosswords can help the teacher. In order to compose or solve a crossword puzzle, a student must work with a textbook, learn to highlight the main thing in definitions, concepts, theorems.

Screen tools. The mathematics teacher has at his disposal a lot of teaching methods and means, including on-screen ones. Along with tables, handout cards can be considered the most promising slides - specially prepared separate frames for demonstration using a computer.

Entertaining texts. Sometimes, to enhance the impression on an important topic, you can tell or invite students to write a fairy tale. This is exactly the case presented to us in the first lesson, where the definition of a quadrangle is introduced. We decided to introduce students to the classification of quadrangles using a fairy tale.

Elements of historicism. The use of elements of historicism in teaching mathematics is also a very effective and efficient tool. The history of mathematics shows that mathematics by its origin is not the product of "pure reason", but originated from the practical needs of man and was formed as a result of the mental and practical activities of people for many centuries. It is necessary to reveal to students that mathematical concepts change and develop on the basis of practice, i.e. to reveal the dialectical path of development of mathematics. Therefore, we decided to include a historical minute in the lessons, during which we acquaint students with the history of the origin of the concept in question.

Testing... One of the modern methods of testing students' knowledge is testing. We directly use tests in the development of lessons and therefore the control work on the topic was carried out using tests.

Oral methods. Oral work in the lesson also has great educational value, developing the mental activity of students, it brings revitalizing variety to the course of the lesson. The use of oral exercises in the lesson allows you to productively and economically put the work on deepening and consolidating knowledge. We included in the lessons oral work with a table - an assignment, oral work on ready-made drawings in the form of a frontal survey, a mathematical quiz.

An ordinary survey does not arouse proper interest among students, therefore, during the frontal survey, we also use special exercises that require students to be able to apply definitions, theorems in various situations, and the ability to quickly navigate in the conditions of a problem.

The task table allows you to quickly and efficiently carry out work to consolidate the material under study, organize a repetition of the passed. The work carried out using this table, activates the attention of students, is at the same time a change in the types of activities in the lesson¹...

Also, ready-made drawings, figures drawn in bright colors on a poster and used during oral work are good at concentrating the attention of students. They help to highlight equal, proportional elements (the teacher and students agree to indicate equal elements in one color with a smooth line, and proportional elements with a dotted line). In addition, such exercises educate students

aesthetically, which arouses interest in the subject. Psychologists noted that when depicting diagrams, drawings, figures and their elements in different colors, it is best to use no more than three colors at the same time. Usually, the main elements are depicted in red, and minor ones, for example, in green and blue.

Math quizzes... Attention, observation, intelligence of students also develop math quizzes. Conducting quizzes enriches and enlivens the lesson. We conduct a math quiz in one of the lessons, where we use practical tasks on the topic "Quadrangles". Solving these problems, students analyze facts, see the relationship between science and practice. The proposed tasks are brought to the students by clearly reading the text of the exercise once or twice. The participants of the quiz are warned that a personal-team championship is being played. To identify the winner of the quiz, a certain number of points is assigned for solving each problem, determined by the degree of difficulty of the proposed problem. The winning team is determined by the total of the points scored.

About tasks... We also paid much attention to solving problems. Problem solving is used to solve educational goals: to form motivation and interest in the educational activities of students, to illustrate and concretize the material studied, to develop special skills and abilities in students, to monitor and evaluate the results of their educational work, etc. Repetition is also carried out through a system of tasks - the systematic and purposeful formation of those operations that make up the solution process. Geometric calculation problems are characterized by the following operations: identification of the relationship (relationship) between the elements of a certain figure; direct search for the sought-after from relations containing one unknown; the selection of an auxiliary task (subtask), which consists in finding some unknown; drawing up an equation or systems of equations.

One example that contributes to the development of students' thinking is the method of auxiliary tasks. Its essence is as follows: a given task, if it encounters difficulties for a student, is initially replaced by an auxiliary task (tasks) prepared in advance by the teacher, which in some elements of the solution is similar to the main task, or is part of the main task, or the solution to one of them follows from solutions are different. An auxiliary problem is offered to students before solving a complex problem or in the middle of a solution, but the students are not told that it is an auxiliary problem. Then the main task is solved. Using the example of one lesson on the topic "rectangle", we will try to show the use of dialectical games in teaching mathematics.

The purpose of the lesson: repeat the concept of "rectangle" with the students, familiarize with the new definition and study its properties.

Equipment: computer, projector.

The lesson uses a didactic game.

During the classes:

1. Conducting a lesson in the form of a didactic game.

Teacher: Today in the lesson, guys, we will play. The game will consist of several stages, which I will introduce you to during the lesson. Let's break up into three teams (each row is a team). Each of the teams will earn points for themselves at each stage.

Stage I - updating basic knowledge.

Now we will choose the captains of the teams as follows: you must reproduce in notebooks for

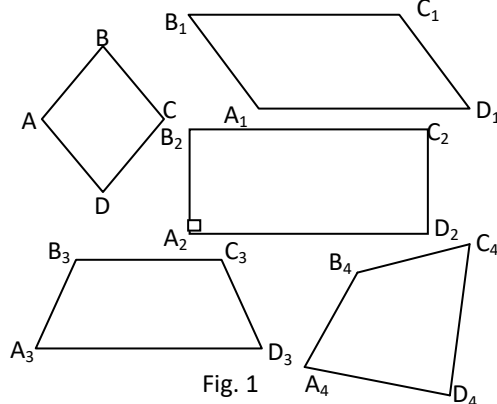


Fig. 1

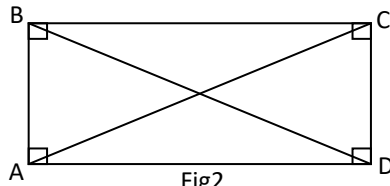


Fig2

independent work the reference notes based on the material of the previous lesson on the topic: "The rhombus and its properties." Writing key notes will take 4-5 minutes. The captain of each team will be the one who plays the keynote first. If the team does not have time to complete the work in 5 minutes, then it loses 2 points for every extra minute; if she completes the task in less than 5 minutes, she will receive 2 points for each saved minute. I'll keep an eye on this. Those who need advice can raise their hand and the captain will advise him. But each consultation deprives the team of 2 points. The number of consultations in all teams and the scores will be written on the board. (Notebooks of teams are reviewed by the teacher during consultations and independent work of students,

Stage II - consultation.

Guys, now each team should hold a consultation on the issues written on the board. It is allowed to use the textbook during the consultation. The consultation takes

5-6 minutes.

Questions:

1. What quadrangle is called a parallelogram?
2. What is a rhombus?
3. Formulate the properties and attributes of a parallelogram.
4. Formulate the properties of the rhombus.
5. Which straight lines are called perpendicular?
6. Formulate a criterion for parallelism of straight lines and a consequence of it.
7. Formulate the property of the angles formed at the intersection of parallel secant lines and the consequences from it.
8. Formulate a criterion for equality of right-angled triangles.
9. Stage III - learning new material.

The following pictures and questions are projected onto the screen using an overhead scope.

1. Select rectangles from among the quadrangles proposed in Fig. 1.
2. Can it be argued that a rectangle is a parallelogram?
3. What can you say about the degree of each corner of the rectangle?

4. Give the definition of a rectangle.
5. Prove that rectangle $A_2B_2C_2D_2$ has sides C_2D_2 and A_2B_2 ; A_2D_2 and B_2C_2 are parallel.
6. In fig. 2 name all right-angled triangles.
7. Find Equal Rectangular triangles and justify their equality.
8. What conclusion can be drawn about the diagonals of the rectangle?
9. Formulate properties that apply to both the parallelogram and rectangle and rectangle-only properties.

Teacher: Now, one by one, the team captains will call their rivals to answer the questions presented to you on the screen. Each team will answer three questions, 9 questions in total. 10-12 minutes are allotted for the study of new material.

Stage II - drawing up a reference outline.

So, guys, you and I considered a rectangle as a particular type of a parallelogram, got acquainted with its properties. Now you read the tutorial material we've covered. (Students read the "Rectangle"). Now close the textbooks and write a pivotal synopsis in your workbooks. At this stage of the lesson, we will take up to 8 minutes. Again, as in the first stage, the team will receive points for a job well done. When drawing up a synopsis, you can use this drawing.

Stage V - problem solving.

Each team must solve a problem.

The tasks for the three teams are written on the board.

1. Prove that if a parallelogram has all angles, then it is a rectangle.
2. Prove that if a parallelogram has equal diagonals, then it is a rectangle.
5. Prove that if the parallelogram has at least one corner of a straight line, then it is a rectangle.

Weak students are called in to answer these tasks. Each team gets points for solving the problem.

Stage VI - summing up the results of the game.

Today in the lesson during the game, we guys got acquainted with a new type of quadrangle - a rectangle, as a particular type of parallelogram, which has all its properties. In addition, we have expanded the property that applies only to the rectangle: the diagonals of the rectangle are equal. When solving problems, we got acquainted with the features of a rectangle, i.e. those of its properties that make it possible to establish that the parallelogram is a rectangle:

If in a parallelogram: 1) the diagonals are equal; or 2) all angles are equal; or 5) at least one corner of a straight line.

Here the winning team is named, individual students are given a grade in the magazine.

The usage of didactic games in mathematics lessons will allow students to show interest in the subject under study, and also contribute to the development of logical thinking and increase the activity of students in general education schools.

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DOI: **10.5958/2249-7137.2021.00902.2**

FORMATION OF THE CONTENT OF THE EDUCATIONAL-METHODOLOGICAL COMPLEX "INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION" IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT

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Abstract

The article deals with the formation of the content of the educational and methodological complex in the direction of innovative activities in the process of professional development of public educators. The content of practical training in the organization of the educational process in accordance with the working curriculum, the principles of "simple to complex, practical application of theoretical knowledge" were followed.

KEYWORDS: Educational-Methodical Complex, Educational Program, Interactive Educational Methods, Innovation, Theoretical And Practical Training

INTRODUCTION

The widespread introduction of advanced pedagogical and information and communication technologies in the educational process, as well as innovations in the education system are one of the main criteria for increasing the effectiveness of education. This makes it necessary to update the educational and methodological complexes used in the system of self-training, as well as to form them in accordance with modern requirements.

Educational-methodical complexes mean a concept that represents a set of didactic tools used in the educational process [1].

What is the content of teaching training modules in the field of information technology in the system of professional development today, what are the pedagogical problems in the creation of educational and methodological complexes in this area. The following issues are analyzed from a scientific and pedagogical point of view.

Main part:Currently, the regional centers for retraining and advanced training of public educators are working effectively to create educational and methodological complexes aimed at the formation of innovative pedagogical activities of listeners, combining the latest achievements of information and communication technologies. In particular, educational and methodological complexes, which are important in improving the quality of education and the formation of innovative pedagogical activity of listeners, are created in accordance with the requirements of the time based on the needs of listeners [2-5].

These educational-methodical complexes were formed as a result of the study of the needs of listeners in the process of professional development on the basis of surveys, educational-practical seminars in basic schools and cooperation with mentors in the field of science.

Here we consider the content of the educational-methodical complex "Information and communication technologies in education."

The working curriculum is based on the basic curriculum of the in-service training course for public educators and teachers, which describes the goals, objectives and requirements for the knowledge, skills, competencies and competencies of the trainees in the module. The curriculum takes into account the organic sequence of topics and the existing knowledge of the audience on information technology in the creation of educational and methodological complex. Therefore, the program is given not only basic concepts about information technology, but also provides for a complete acquaintance with its technical tools and the formation of skills for working in them.

Interactive learning techniques used in teaching the module. One of the main criteria for directing listeners to innovative pedagogical activity in the teaching of this educational module is the appropriate and effective use of interactive educational methods in the teaching of training. The educational-methodical complex includes the proposed interactive teaching methods and their descriptions in the teaching of the educational module.

Useful interactive teaching methods in teaching the module. One of the main criteria for directing listeners to innovative pedagogical activities in the teaching of this training module is the ability to use interactive teaching methods in the classroom. The educational-methodical complex contains the recommended interactive teaching methods and their descriptions in teaching the module.

Theoretical training materials (2 hours). The educational-methodical complex is created in a methodologically coherent sequence, ie the content of the theoretical material is presented in a logical sequence and the essence of the topic is revealed through the basic concepts and theses.

It fully covers the knowledge and skills that need to be conveyed to the audience on the topic. The topic of the training module is "Modern information and communication technologies in education" for 2 hours.

Practical training materials (6 hours). The practical training of this educational module consists in the development of competencies of the listener to effectively use information and communication technologies in their professional work and the preparation of electronic and didactic materials in innovative pedagogical job. The content of practical training In the organization of the educational process in accordance with the working curriculum, the principles of "simple to complex, practical application of theoretical knowledge" were followed. It is advisable to perform tasks based on the direction and characteristics of the profession in the

conduct of practical training. Therefore, the main focus is on the formation of practical skills. The following is the content of the practical training: In the educational-methodical complex the theme "Creation of educational materials with the help of practical programs" is designed for 2 hours, the main purpose of which is to develop the skills and abilities of listeners to create educational materials using practical programs. The theme "Use of multimedia technologies in education" is also designed for 2 hours, and the purpose of the lesson is to develop listeners' skills and abilities to use multimedia technologies. In addition to developing the knowledge of multimedia tools needed in their professional activities in the process of professional development of personnel of public education, it is also necessary to develop students' skills and abilities to use the Internet, its capabilities and Internet educational resources in the educational process. The theme of the Internet and its services is to develop students' skills and abilities to use Internet resources and their services.

Bank of Cases. In the course of the practical training, the tasks of the listeners to study the situation, analyze it and solve the problem using the case study method are presented in tabular form.

Independent study topics. Topics of independent study are presented in order to further develop the knowledge of listeners on the training module, the independent use of Internet resources in their professional work and the formation of qualification paper, as well as the preparation of presentations. These independent learning topics almost covered the materials in the training module.

Glossary. In the materials of the training module there are Uzbek and English explanations of terms, which are used a lot and come as a base phrase.

The list of used literature contains a list of used and recommended literature and electronic resources for this module.

CONCLUSION

In ensuring the quality of the educational-methodological complex, it is recommended to take into account the relevance of the topics, their compliance with the requirements of the state and the needs of the educational system, the ongoing socio-political and democratic changes in the country, priority issues of reforms in the areas of economic, legal and other spheres, as well as the latest achievements. This determines the position of the educational module in education to acquaint the audience with information and Communication Technology in education, its application in practice and thereby ensure the effectiveness of Education.

The following recommendations on the organization and conduct of training on the basis of the educational-methodological complex "Information and Communication technologies in education" in the process of qualification development of regional centers are referred to:

- carrying out in education in the form of theoretical and practical training of modern information and communication technologies module;
- to give information about modern information and communication technologies;
- to teach the use of technical tools and practical applications.

The following recommendations on the organization and conduct of training on the basis of the educational-methodical complex "Information and Communication Technologies in Education" in the process of professional development of regional centers are presented:

- Conducting modules of modern information and communication technologies in education in the form of theoretical and practical training;
- Providing information about modern information and communication technologies in education in theoretical training;
- To teach the use of technical means and practical programs in practical training.

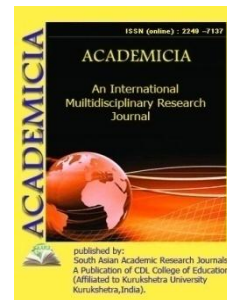
It is recommended to use the following forms of teaching in this educational-methodical complex:

- lectures, practical classes (understanding of information and technology, developing intellectual curiosity, strengthening theoretical knowledge);
- round tables (to increase the ability to make proposals on the solutions of the tasks under consideration, to hear, to perceive and to draw logical conclusions);
- discussions and discussions (provide evidence and substantive arguments on assignment solutions, develop the ability to hear and find solutions to problems).

The content of the educational-methodical complex is inextricably linked with the curriculum modules "Educational technologies and pedagogical skills", "Specialized disciplines" and "Pedagogical software in education" to increase the level of formation of innovative training of listeners in the training process.

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DOI: **10.5958/2249-7137.2021.00903.4**

STUDY OF FREQUENCY INDICATORS OF COMORBID STATES AT DIFFERENT FUNCTIONAL CLASSES OF HEART FAILURE

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ABSTRACT

In order to study comorbid conditions in patients with chronic heart failure (CHF) living in regions with a hot climate, 323 patients were examined, including 150 men (46.43%), 173 women (53.56%) aged up to and older 60 years. Analyzes showed in groups of patients with low hemoglobin albuminuria was detected in 35.6% of cases, in the absence of anemia 24.3% ($p < 0.05$). Blood creatinine indices in patients under 60 years old was 74.9 ± 17.7 and in 60 years old and older $98 \pm 21.9 \mu\text{mol} / \text{l}$, an increase in the indicator was noted depending on the FC of CHF, amounted to I-FC- 83.2 ± 2 , II-FC 101 ± 3.8 , III-FC 128 ± 5.4 , IV-FC $138.9 \pm 9.1 \mu\text{mol} / \text{L}$ ($p < 0.05$). Thus, in patients with CHF, the incidence of comorbidity increases in proportion to the age and functional class of chronic heart failure.

KEYWORDS: Comorbidity, Chronic Heart Failure, Ischemic Heart Disease, Chronic Kidney Disease, Functional Class, Fibrosis Markers, Anemia, Creatinine, Albuminuria.

INTRODUCTION

Experts from the World Health Organization consider the increase in the prevalence of chronic diseases as a global epidemic of the 21st century [6,15]. Among them, a special place is occupied by ischemic heart disease (IHD) and arterial hypertension (AH), as the causes most often leading to chronic heart failure (CHF). It is well known that due to the introduction of new modern therapeutic and prophylactic methods, as well as an increase in the proportion of elderly and older patients, the number of CHF patients is increasing [1,6,7,14,15]. It should be noted that with an improvement in the quality of life and its duration, the proportion of ischemic heart disease and hypertension and associated CHF will certainly increase. According to the American Heart Association (AHA), CHF was named the leading cause of death in 283,000 people in 2008 and represents a new epidemic of cardiovascular disease (CVD), affecting more than 23 million

citizens worldwide, and the economic costs associated with CHF are estimated at billions of dollars per year [5,9,18].

A characteristic feature of the modern diagnostic and treatment process for chronic diseases, which include CHF, is the presence of a combination of several pathological conditions in the patient, i.e. comorbidity, which has received special attention in recent years, while most often we are talking about comorbidity in a patient, and not with any disease [2, 8]. According to European studies, the risk of developing CHF is especially high in the presence of both coronary heart disease (CHD) and diabetes mellitus (DM) [5,18]. According to various researchers, the presence of high comorbidity leads to an increase in mortality in patients with chronic disease, a decrease in the quality of life and social maladjustment [6,11,13]

Initially, the term "comorbidity" (Latin co - "together" and morbus "disease") was proposed by Feinstein A.R. This concept characterizes the presence of an additional clinical picture that already exists or has appeared independently, in addition to the current disease and is always different from it [3,12,16].

The prevalence of comorbidity varies significantly and significantly depends on the parameters of the sample (patients, doctors and clinics, sex of patients, age, adherence of researchers to different classifications of diseases), but in general there is an increase in the frequency of comorbidity with age, mostly in women [1,9,17 ,20]. According to M. Fortin's data, based on the analysis of 980 case histories taken from the daily practice of a family doctor, the prevalence of comorbidity ranges from 69% in young patients (18-44 years old) to 93% among middle-aged people (45-64 years old) and up to 98% - in patients of the older age group (over 65 years old). Moreover, the number of chronic diseases in one patient varies from 2.8 in young patients to 6.4 in older people [4, 15].

The most significant (92%) proportion of patients with comorbidity is found among patients with CHF, and the most common combinations of diseases include diabetes mellitus, ischemic heart disease, anemia, as well as hypertension, obesity and hyperlipidemia. At the same time, comorbidity cannot be described using several simple combinations of diseases, which also do not reflect differences in the severity of the condition, the effect on the level of physiological and mental functions, and disability [10, 14].

The aim of the study. To study comorbid conditions in patients with CHF living in regions with a hot climate.

MATERIAL AND METHODS

We examined 323 patients who were inpatient treatment in the cardiology department of a multidisciplinary hospital in Bukhara. Among the examined patients there were 150 men (46.43%), 173 women (53.56%). All patients had CHF and were divided by age into 2 groups up to 59 years old - 161 people and the second group - 162 people over 60 years old. The average age in group 1 was 52.55 ± 6.42 years, in group 2 - 67.56 ± 6.7 years ($p < 0.01$). CHF was diagnosed and assessed in accordance with the recommendation of the Heart Society of New York. All patients underwent general clinical and laboratory examinations, ECG and the results were processed according to the standard method. In addition, patients were interviewed using the Minnesota Questionnaire.

RESEARCH RESULTS AND DISCUSSION

According to the functional class (FC), the patients were distributed: I FC-26.93%; II FC-50.51%; III FC-22.29%; IV-0.26%. Body mass index on average in the first group under 60 years old was 29.4 ± 4.9 , in the second group over 60 years old - 28.1 ± 4.5 .

All patients had comorbid conditions. Thus, there were 43 patients with one concomitant diagnosis - this amounted to 13.31% of patients, with two concomitant diagnoses - 214 patients, which amounted to 66.25%. With three comorbidities - 56 patients, which amounted to 17.33% of patients. In 9 patients, there were 4 or more concomitant pathologies, accounting for 2.78%. On average, the general comorbidity averaged 2.1 ± 0.67 , in the group under 60 years old 1.9 ± 0.53 , over 60 years old - 2.2 ± 0.75 ($p < 0.01$).

When evaluating comorbidity by functional classes, it was found that in patients with 1 FC among 87 people, the comorbidity was 1.74 ± 0.61 , in patients with 2 FC in 164 patients it was 2.1 ± 0.57 in patients with 3 FC among 72 patients comorbidity was 2.54 ± 0.65 . The analysis showed that with age and an increase in CHF FC, the frequency of comorbid conditions increases in parallel and is most often diagnosed in older age groups with III-FC CHF.

The patients were divided into two groups depending on the parameters of blood hemoglobin. In the first group, hemoglobin indices were 112.4 ± 10.2 , in the second group, hemoglobin was 134.9 ± 8.9 ($p < 0.05$). The average age of patients with anemia was 64 ± 10.1 years, and those with normal hemoglobin values were 57.9 ± 9.1 years ($p < 0.05$). The study of hemoglobin indices depending on the FC of CHF showed the following: with I-FC - 139.9 ± 16.8 , with II-FC - 118.5 ± 19.7 , with III-FC - 112.2 ± 14.5 , with IV-FC - 102.5 ± 10.2 ($p < 0.05$). The analysis showed that anemia is often diagnosed in older patients with CHF and the frequency increases depending on the FC of the disease.

Therefore, in order to study renal dysfunction in patients with CHF, we analyzed the number of patients with albuminuria and blood creatinine levels. We studied the incidence of albuminuria in the examined patients with CHF, depending on age, FC, the presence of anemia.

If albuminuria was detected in 24.8% of patients under the age of 60, then in older age categories it occurs in 35.1% of patients ($p < 0.01$). This confirms that renal dysfunction in patients with CHF increases with age. In 323 patients with CHF, the incidence of albuminuria was studied based on FC and age. It was revealed that the age of patients with I-FC 54.8 ± 9.3 , II-FC 54.4 ± 10.3 and III-FC 64.5 ± 9.9 years.

Analyses showed the presence of albuminuria in patients with I-FC 12.3% of cases, II-FC 18.5% of cases, III-FC 29.1% of cases.

In patients with CHF, with an increase in FC, the number of patients with albuminuria increases in parallel, which corresponds to the literature data.

Also, in the observed group of patients, the incidence of albuminuria was studied depending on the hemoglobin parameters. Analysis of data in groups of patients with low hemoglobin albuminuria in 35.6% of cases, in the absence of anemia 24.3% ($p < 0.05$). The blood creatinine indices in patients under 60 years old were 74.9 ± 17.7 and in 60 years old and older - 98 ± 21.9 $\mu\text{mol} / \text{l}$ ($p < 0.05$).

A comparative analysis of this biochemical indicator, depending on the presence of anemia, revealed the following: with hemoglobin 112.43 ± 12.0 g / l, creatinine was 119.64 ± 13.7 μ mol / l and with hemoglobin 134 ± 9 g / l, this indicator was 89.6 ± 8.5 μ mol / l ($p < 0.01$).

Based on the FC, when comparing the creatinine indices, it was in patients with FC I- 83.2 ± 2.8 , FC II- 101 ± 3.8 , FC III- 128 ± 5.4 , FC-IV 138.9 ± 9 , 1 μ mol / L.

Analyzes of patients with CHF showed that with increasing age and FC, creatinine levels in the blood increase, the process is aggravated in the presence of comorbid pathology, which confirms the presence of impaired renal function in a certain number of patients we observed.

CONCLUSION

CHF often occurs with comorbid conditions, among which anemia, dysfunction with an increase in chronic kidney disease are most often diagnosed.

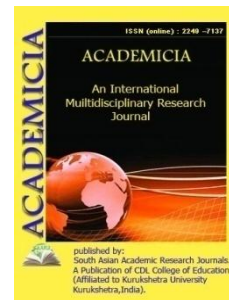
The presence of renal dysfunction is confirmed by a large number of patients with proteinuria and high blood creatinine levels.

The incidence of comorbidity increases in proportion to the age and functional class of chronic heart failure.

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DOI: **10.5958/2249-7137.2021.00904.6**

MORPHOFUNCTIONAL CHARACTERISTICS OF THYMUS UNDER EXPOSURE TO VARIOUS ENVIRONMENTAL FACTORS

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ABSTRACT

In the presented article, devoted to the features of the structure and function, morph metric parameters of the main structures of the thymus {thymus}, the patterns of development of this organ at the stages of postnatal ontogenesis are revealed. An increase in the number of luminescent granular cells of the cortico-medullary and subcapsular zones is revealed after 1 and 14 days. After 14 days, the cells of both the cortico-medullary and subcapsular zones become larger and more densely filled with granules.

KEYWORDS: Morphology, Organs Of The Immune System, Thymus, Action Of Environmental Factors

INTRODUCTION

The immune system of humans and animals is one of the most reactive systems of the body, reacting quickly to the effects of damaging factors at the earliest stages. The immune system is formed by a complex of organs and tissues that create protection against foreign endo- and exogenous influences.

It arose in the early stages of evolution and its activity is based on the recognition of foreign antigens, their destruction and removal, which is absolutely necessary for the survival of the organism. {1}

At present, convincing data have been accumulated indicating that the immune system largely determines the body's resistance to the effects of chemical factors. The central organs of immunogenesis in mammals are the thymus, where the formation and reproduction of T-lymphocytes takes place, as well as the red bone marrow, where B-lymphocytes are formed and multiply. Peripheral lymphoid organs are lymph nodes, spleen, tonsils, intestinal lymphoid follicles. The immune system of humans and animals is one of the most reactive systems of the

body, reacting quickly to the effects of damaging factors at the earliest stages. The immune system is formed by a complex of organs and tissues that create protection against foreign endo- and exogenous influences.

It arose in the early stages of evolution and its activity is based on the recognition of foreign antigens, their destruction and removal, which is absolutely necessary for the survival of the organism. {1}

Also immobilization stress induces adrenal hypertrophy, thymic involution and the appearance of destructive lesions in the gastric mucosa of white rats, correlating in terms of potency with the duration of stress exposure. Pathomorphological changes in the adrenal glands were characterized by hypertrophy, predominantly of the fascicular zone of the cortex. Also, under immobilization stress, there was a massive death of T-lymphocytes and their release into the cardiac bed, which was accompanied by involution of the thymus. {10}

During a stress reaction, T-lymphocytes are released into the blood and massive death of lymphocytes in the organ itself, especially in the cortex. Thus, with a 6-hour stress exposure, a 1.3-fold decrease in the thickness of the thymus cortex of white rats compared with that in animals of the intact group, the value of this indicator was 260 μm , with a range of fluctuations from 200 to 290 μm . On the contrary, the area of the medulla in the thymus of rats after stress exposure increased by 1.2 times (Fig. 2) and amounted to 940 μm , the oscillation range varied from 840 to 1020 μm . {11,12}

Lymphoid tissue, being the main site for the development of specific immunological reactions, contains numerous cell populations involved in ensuring the genetic constancy of the internal environment of the body. {2}

The thymus is considered as an immune organ in which acquired and natural immunity is formed with the help of biologically active peptides through the production of thymic hormones and the formation of progenitor cells of T-lymphocytes.

In the structure of the immune system, the thymus provides the maturation and differentiation of T-lymphocytes, including in the peripheral immune organs, stimulates the integration of various populations of T-lymphocytes and macrophages for the implementation of immune responses.

Until the end of the 20th century, the theory of involution of the thymus of humans and animals was considered indisputable. According to the theory of thymus involution in adolescents 14–15 years old and animals aged 8–9 months. upon reaching the period of puberty, the organ under study undergoes complete involution in the body and loses its functional purpose. The founders of this development and age-related changes in the organ before the onset of biological death. In a 4-week-old embryo, the reticuloepithelial complex and its cellular elements are formed. The thymus reaches its maximum functional development in newborns. However, there are substantiations for the morphofunctional significance of this gland in northern animals throughout all periods of the individual Thymus is a combination of epithelial and mesenchymal reticules and, together with the capillary network, form a reticulo-epithelial complex.

Epithelioreticulocytes differentiate and various cellular immunities appear in the body and form thymus-dependent zones (in the spleen, lymph nodes, etc.). The epithelial islets of the thymus of young adult animals secrete into the blood a secret that contains hormones of the thymosin family. These hormones regulate humoral immunity in the body of animals and humans. {3}

The development of T-lymphocytes is the result of the interaction of progenitor cells and immature thymocytes with components of the thymic stroma, which contains several types of cells that create a supporting framework and form a microenvironment for developing thymocytes. {4}

Autopsy studies of the thymus of people of different age groups made it possible to verify the expression of serotonin in human thymus cells at all stages of ontogenesis. A significant increase in the number of cells containing serotonin in humans has been established.

living age and the preservation of this hormone in people of old age and long-livers at the same level as at the initial stages of ontogenesis. The intensity of serotonin synthesis does not change during ontogenesis. The data obtained convincingly indicate the preservation of the endocrine function of the gland during aging {5}.

A comprehensive assessment of the immunoarchitectonics of the thymus revealed some important trends regarding the development of stress-induced immunomodulation in the growing organism of experimental animals. under the action of various types of stressors (physical and psychoemotional). According to quantitative immunohistochemistry data

According to the analysis, among the mechanisms of thymus involution under chronic stress in a growing organism, excessive apoptosis of double positive T-lymphocytes of the cortical substance and inhibition of the proliferation of cortical thymocytes are of great importance {8}.

It has been shown that under chronic stress there is a decrease in the number of T-lymphocyte precursors in the red bone marrow and a decrease in the level of their chemoattractants in the thymus, which contributes to organ hypoplasia {9}.

MATERIAL AND METHODS

The regenerative potential of the thymus of adults (54 people) who underwent chemotherapy for 12 months for lymphoma was investigated. The dynamics of thymic activity was analyzed by assessing structural changes in the thymus using sequential computed tomography, correlating them with the results of studying the thymus by simultaneous analysis of T-cell receptor excision circles (sjTREC) and CD31 (+) recently emigrated from the thymus (recent thymic emigrants - RTE) in peripheral blood. In addition, the regeneration processes in the thymus were assessed based on the recovery of peripheral CD4 (+) T cells after chemotherapy. An enlargement of the studied organ after chemotherapy compared with the baseline level, called recurrent thymic hyperplasia, was detected in 20 patients aged 18–53 years (average 33 years).

Using general linear models of mathematical analysis, it was found that patients with hyperplasia had a faster recovery of TREC and CD31 (+) RTE levels after chemotherapy than patients of the same age, sex, diagnosis, stage of disease, and thymic function at baseline. but without hyperplasia.

These data suggest that the adult thymus retains its ability to regenerate after chemotherapy, especially in young adults. The presence of hyperplasia may promote the renewal of thymopoiesis and replenishment of the peripheral CD4 (+) T-cell pool after chemotherapy in adults {6}. The role of cytokines produced in the thymus is mainly to maintain the main processes in the thymus, that is, T-lymphopoiesis. Cytokines also coordinate cell-cell relationships.

In an experiment on white outbred male rats who were injected intramuscularly with cyclophosphamide, imunofan and their combinations, it was found that the course administration of imunofan leads to changes in the morphology of the thymus and the functioning of its bioamine-containing structures. Imunofan significantly increases the width of the cortical, diameter and area of the medulla of the thymus with a corresponding increase in the mass of the organ 7 and 14 days after the end of the course of injections. An increase in the number of luminescent granular cells of the cortico-medullary and subcapsular zones is revealed after 1 and 14 days. After 14 days, the cells of both the cortico-medullary and subcapsular zones become larger and more densely filled with granules. It has been shown that the use of Imunofan against the background of the administration of cyclophosphamide promotes an increase in the mass of the thymus, the size of the cortex and medulla of the lobules, and the acceleration of the restoration of the cytoarchitectonics of the thymus. Recovery processes occur within 1 day after the combined course. After 7 days, the weight of the thymus and the size of the cortex and medulla in rats with isolated administration of cyclophosphamide and in the group with combined administration of cyclophosphamide and imunofan differ little, but there is a tendency towards normalization of the thymus structure. After the combined administration of imunofan and cyclophosphamide, the thymus structure and bioamine supply of cells differ significantly from those with the isolated administration of both drugs. It was found that an increase in the size of the cortical and medullary substance of the lobules with the introduction of imunofan occurs due to the activation of proliferation and differentiation of thymocytes, which can be mediated by the inclusion of the production of factors that control the growth and development of lymphocytes. Imunofan reduces the destruction of lymphocytes, because it has the ability to protect their DNA from damage caused by cyclophosphamide. {7}

Increased migration of thymocytes from the thymus to the blood and peripheral immune organs is believed to be the cause of accidental involution.

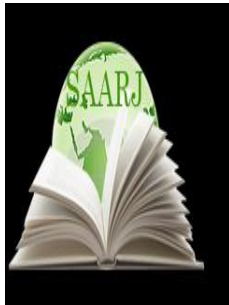
CONCLUSION

Morphological studies of the thymus {thymus gland} make it possible to assess age-related changes in the functioning of the immune system in response to the action of factors of various nature. Modern immunohistochemical research methods create opportunities for elucidating stromal relationships in the thymus. Further study of the morphofunctional organization of the organ will make it possible to identify and analyze the patterns of its structural and functional changes under the action of factors of various origins on the body.

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DOI: **10.5958/2249-7137.2021.00905.8**

EFFICIENCY OF PDT IN SEVERE CERVICAL DYSPLASIA

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ABSTRACT

One of the most promising and high-tech methods of treating severe dysplasia and cervical cancer today is photodynamic therapy (PDT), based on the principle of selective destruction of pathologically altered cells. This is achieved due to the effect of photo-radiation on cells, in which a special chemical substance accumulates. The essence of the method lies in the application or introduction of a certain chemical compound into the affected area and further exposure, for example, with a laser. Selectivity or selectivity is a necessary property of all drugs and substances, methods of exposure used to treat cancer and precancer. Selectivity assumes that the introduced substance or effect aimed at destroying cancer cells will not act on healthy tissues, otherwise all destructive methods of treatment will be harmful or fatal to the whole organism. Cervical cancer has the same signs of living tissue, therefore, the main difficulty in creating a selective effect is to study the properties and differences of malignant structures from normal ones. Initially, PDT in gynecology was used to treat early forms of malignant neoplasms, or was used in the complex treatment of severe widespread processes. At present, the technique, due to the achievement of high selectivity, can be prescribed for the treatment of background and precancerous diseases of the cervix, including severe dysplasias. To date, the experience of treating women with cervical pathology using the method of photodynamic therapy shows its high therapeutic activity, a minimum number of complications and side effects.

KEYWORDS: *PDT, Dysplasia, Cancer, Cervix, Precancer.*

INTRODUCTION

Photodynamic therapy (PDT) and diagnostics (PDD) have become recognized therapy and diagnostic tools for cancer treatment. This method requires at least three agents to coexist. A photosensitizer (PS), at the correct energy density and wavelength, converts chemical compounds (such as molecular oxygen O₂) into free radicals that directly cause local toxicity.

Nevertheless, the effectiveness of the treatment procedure is a complex dependence of the energy density of the activating light, the initial concentration of the photosensitizer, and the PS filling factor. Porphyrin derivatives and some other sensitizers require an appropriate oxygen concentration. In addition, these amounts and conditions may change during treatment due to photobleaching of the sensitizer, oxygen consumption, changes in PS concentration, and other factors. Effectiveness can also vary by patient and drug. In gynecological PDT, the menstrual cycle influences fluorescence spectroscopy as a monitoring tool for dosimetry and diagnostics¹ There are several aspects to consider when calculating the dose of excitation light. Higher illumination can cause thermal effects in the tissue, as well as rapid oxygen consumption, leading to photobleaching and phototransformation of the photosensitizer.^{2,3} This can reduce the effective concentration of the sensitizer, so a higher treatment efficacy is needed. either by increasing the treatment time (decreasing illumination) or by excitation with a fractionated light source.^{4,5} Photochemical modification PS and oxygen consumption should also be taken into account during prolonged exposure to light.

There is also a need for the development of sensitizers that absorb longer wavelengths due to deeper penetration of light into tissues that are not affected by hemoglobin uptake.

Moreover, the radiation dose absorbed by photosensitizers is highly dependent on the illumination configuration and the uniformity of light emitted directly from the source⁶ or from the light applicator ^{7,8}, as well as on the structure and morphology of the surface. As we show, the complex shape of the organ can also seriously affect the efficiency of light penetration into the tissue, affecting all successive stages of the treatment procedure due to the inhomogeneous delivery of the light dose. There have been few attempts to consider the effect of organ shape on PDT performance.^{9,10}

The aim of this work is to develop an approach to PDT in patients with early stages of malignant neoplasms and severe dysplasia.

The following research tasks :

1. Influence of the shape of the cervix on the effectiveness of photodynamic therapy
2. To determine the advantages of PDT over other methods.
3. Determine which drugs are most effective in PDT patients.

Methods

1. The effectiveness of PDT in different positions in manipulating patients with severe dysplasia and cervical cancer will be studied.
2. The effectiveness of all methods of treatment will be studied and the advantages of PDT will be determined.
3. Individually acting drugs that will be used in PDT treatment will be studied.

RESEARCH RESULTS AND DISCUSSION

We will be able to find a more effective treatment for PDT by changing the position of the cervix.

Studying the effectiveness of all methods in the treatment of severe dysplasia or early stage cervical cancer, selectively change the tactics of PDT treatment.

We will be able to find out what drugs will help with this method of PDT treatment in combination therapy.

Conclusion. PDT of patients will allow to solve problems with many complications that arise with other methods in the treatment of severe dysplasia of the cervix and cervical cancer. Higher rates of eradication of oncogenic HPV types in comparison with therapeutic, surgical and physical methods of influencing HPV and the absence of reinfection over a long period of observation, most likely indicate sanitation of the basal layer of the scaly integument, where the virus replicates, and also indicate cell destruction with an integrated form of HPV, when antiviral drugs become ineffective. PDT improves the prognostic factors of the clinical picture of precancerous diseases and early cervical cancer. The obtained results of antiviral efficacy demonstrate the effect of PDT, the purpose of which is to prevent the recurrence of the disease. Preservation of menstrual and reproductive functions gives a woman the opportunity for full reproductive function. Summing up, we can say that PDT is an alternative regimen of organ-preserving treatment, which affects not only the pathological epithelium, but also the etiological factors of cervical cancer carcinogenesis, which allows not only to cure the patient, but also leads to the complete medical and social realization of the woman.

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DOI: **10.5958/2249-7137.2021.00906.X**

FEATURES OF THE COURSE OF PREGNANCY IN WOMEN OF DIFFERENT SOMATOTYPES

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ABSTRACT

The examined women were divided into somatotypes as follows: 35 (23,5%) pregnant women had asthenic somatotype, 71 (47,7 %) - normosthenic somatotype and 43 (28,8%) - picnical somatotype. To correctly assess the indicators of ultrasound data and reduce diagnostic errors, it is necessary to use the standards of fetometric indicators developed for a specific region. The average age of the examined women was $25,2 \pm 0,3$ years. All pregnant women had a single pregnancy and were in the age group from 21 to 35 years, weighing from 65 kg to 95 kg and height from 151 to 182 cm. Thus, a direct correlation was established between a woman's somatotype and the following complications of pregnancy: the threat of termination of pregnancy, anemia, preeclampsia, intrauterine infection, fetoplacental insufficiency.

KEYWORDS: *Somatotypes, Examined, Gynecological*

INTRODUCTION

The most important task of the obstetric and gynecological service is to improve the quality and efficiency of prenatal diagnostics of fetal growth and development. A modern component of this process is screening ultrasound fetometry []. To correctly assess the indicators of ultrasound data and reduce diagnostic errors, it is necessary to use the standards of fetometric indicators developed for a specific region. The development of personalized medicine, the formation of individual approaches to the assessment of the physical condition of the mother and fetus and their adaptive potential [], forces us to pay attention to the constitutional features of mothers, which undoubtedly have an impact on the process of fetal development. Populations of different somatotypes have different anatomical and physiological characteristics of the body and its components, but the same reactivity within their group []. Separate studies []. clearly indicate the features of intrauterine development and functional state of fetuses in women with different

somatotypes. Mishchenko N. A. et al. (2006), L. I. Kondakova, A. I. Krayushkin (2009) provide data on the features of the placenta morphology in women of different physiques []. However, there are no systematic studies in the available literature to identify the relationship between the anthropometric parameters of pregnant women and the fetometric parameters of the developing fetus.

The purpose of the study: to establish the features of fetometric parameters in pregnant fetuses of different height and build at the stages of ultrasound screening examinations.

RESEARCH MATERIALS AND METHODS

To solve the tasks set in the work, 149 pregnant women were examined, belonging to the dispensary groups of healthy or practically healthy, who first applied to a women's consultation and registered for pregnancy at a period of 8-10 weeks. The examination was carried out once upon admission to the obstetric hospital during pregnancy at 38-40 weeks. The average age of the examined women was $25,2 \pm 0,3$ years. All pregnant women had a single pregnancy and were in the age group from 21 to 35 years, weighing from 65 kg to 95 kg and height from 151 to 182 cm. All women were expected to give birth for the first time (pregnant women with a history of dysmenorrhea, with antenatal fetal death, with developmental abnormalities, and with intrauterine development delay were excluded).

In addition to grading by somatotype, all women were also divided into growth groups: short – from 151 to 160 cm, medium – sized – 161-170 cm and tall-171 cm and above. The selection of growth groups is due to the fact that the anthropometric indices are calculated without taking into account the body length of the subjects and they will be different in different growth groups [].

Ultrasound examinations were performed in all women Three times in the dynamics of pregnancy (in the first trimester at 10-14 weeks, in the second trimester at 20-24 weeks, in the third trimester at 30-34 weeks). In the first trimester of pregnancy, the exact period of pregnancy was determined by the size of the coccygeal-parietal size (CTD) of the fetus .In the second trimester of pregnancy, extended fetometry of the fetus was performed. At the same stage, visible fetal malformations were detected, placentography was performed, and the amount of amniotic fluid was evaluated.

The analysis of the data of the anthropometric examination of women conducted at the time of 38-40 weeks gestation showed that the average values of the length and body weight of the examined women were $159,2 \pm 4,8$ cm and $65,5 \pm 8,5$ kg, respectively. The somatotype was determined by the index in Rees, Eyshenck. The index assessment according to Rees, Eyshenck provides for the allocation, taking into account anthropometric indicators and the component composition of the body, of three somatotypes: asthenic, normosthenic and picnic.

The examined women were divided into somatotypes as follows: 35 (23,5%) pregnant women had asthenic somatotype, 71 (47,7 %)-normosthenic somatotype and 43 (28,8%)-picnic somatotype. According to our data, the course of the present pregnancy in 131 (87,9%) of the examined women was complicated. Iron deficiency anemia was the most common complication of pregnancy (78,5%).The frequency of iron deficiency anemia in the first half of pregnancy was higher in women of the asthenic somatotype, compared with women of the normosthenic and picnic somatotype.

At the same time, we found a positive correlation between the prevalence of iron deficiency anemia and the frequency of preeclampsia ($r=0,96$, $p<0,01$). It should be noted that the severity of iron deficiency anemia significantly correlated with the severity of preeclampsia ($p<0,01$, $g=0,94$).

The frequency of the threat of termination of pregnancy in women of the picnical somatotype remained high throughout the entire gestation period (41,5 %, $p<0,01$)

It was found that the frequency of infectious diseases (ARI, influenza) in women of the asthenic somatotype, registered in the first and second half of pregnancy, was 2 or more times higher than in women of the normosthenic and picnic somatotype.

Also noteworthy is the fact that in pregnant women of the asthenic somatotype, the rate of inflammatory diseases of the urogenital sphere was significantly higher than in women of the normosthenic and picnic somatotype both in the first half of pregnancy and in the second half of pregnancy. In 11,2% of women with asthenic somatotype, the gestational process was complicated by acute pyelonephritis.

A violation of adaptation in a normal pregnancy is the cause of many complications of the gestational process, the leading of which is preeclampsia. frequency of this complication was the highest in women of the picnic somatotype, compared with women of the asthenic and normosthenic somatotype. At the same time, as a consequence of the high frequency of preeclampsia in women of the picnic somatotype, chronic fetoplacental insufficiency was diagnosed in 82,9% of cases, which is significantly more frequent than in women of the asthenic and normosthenic somatotype (9,4% and 9,6%, respectively, $p<0,001$). In women of asthenic and normosthenic somatotypes, preeclampsia had a short-term monosymptomatic course in the form of edema that occurred at the gestational age of 37-38 weeks.

Thus, a direct correlation was established between a woman's somatotype and the following complications of pregnancy: the threat of termination of pregnancy, anemia, preeclampsia, intrauterine infection, fetoplacental insufficiency.

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DOI: **10.5958/2249-7137.2021.00882.X**

POSITIVE EFFECTS OF FORMATION OF KNOWLEDGE, SKILLS AND SKILLS ON THE BASIS OF INTERDISCIPLINARY RELATIONS

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ABSTRACT

This article analyzes the natural, scientific, neurophysiological, psychological and pedagogical approaches to the nature of interdisciplinary connections in special education. Interdisciplinary links ensure the establishment of a unified system of teaching, education and work in a special school, which significantly affects the level of generalization, robustness, completeness and differentiation of the formed concepts. This has a positive effect on the acquisition of the concepts that make up the content of the subject. The positive effects of developing knowledge, skills and competencies based on interdisciplinary connections are highlighted.

KEYWORDS: *Interdisciplinary connection, Based on the formation of knowledge, Skills, special Education, Process, Interdisciplinary communication, Natural, Scientific, Neurophysiological, Psychological, Pedagogical approaches, Labor activity, Integration, Psychological and Pedagogical bases.*

INTRODUCTION

The study of the nature of interdisciplinary links and the search for ways to implement them as a condition that significantly affects the effectiveness and practical significance of the educational process has long been in the focus of researchers and remains relevant today. the emergence of the concept of making interdisciplinary connections in the process of giving is related to the understanding in the minds of students of the obligation to reflect the world around them in a single and holistic way.

Attempts to explain the need to create a learning process based on the study of connections between objects and events, as well as to determine the role of interdisciplinary links in ensuring the successful development of children's mental development Ya.A. Komensky, IG Pestalotsy, Russian thinkers and educators AI Gersen, N.G. Chernyshevskiy, K.D. Ushinskiy, pedagogues-

experimenters V.Ya. The result of the methodological development of the theory of interdisciplinary communication, carried out by Stoyunin, NFBunakov, VIVodovozov and others, is that the unity of emotional, practical and logical aspects of learning is the interaction of emotion, perception and thinking, attention and memory. It is necessary to form an integral system of knowledge at the same time with the development of mental abilities. Long-term study of the nature and role of interdisciplinary links in the educational process Natural scientific (neurophysiological), psychological and pedagogical formed approaches. Modern interdisciplinary theory of relations is based on materialist epistemology, the doctrine of the general relationship of events and processes in nature and society, the transitions of forms of action, and the interrelationships of branches of science. From a philosophical point of view, interdisciplinary connections are seen as a didactic form of the general principle of coherence. This principle is one of the methodological principles that form the basis of knowledge in science. It requires the illumination of any object under study as a whole, which has different types of connections between the object and the objective reality within the object. An important task of the educational process based on this principle is to integrate the diversity of connections to a single abstract image.

Interdisciplinary connections are designed to create a single methodological basis for the subject organization of education in the modern school. The ability to provide a natural-scientific basis for the physiological nature of the relationship between the various features of the subject or phenomenon. It arose as a result of the development of Pavlov's theory of the reflexive nature of spiritual activity. A series of brain reflexes, combined with connections that occur under certain conditions, form a "whole association." This is the result of the reflection of the nervous system on the objective relationships of the properties and characteristics of the object. The more often and in many ways objects are viewed, the more complete and sufficient the resulting associations will be [3,p.45].

IP Pavlov reveals the neurodynamic basis of the process of formation of associations and distinguishes systematics as its characteristic feature. The reflection of the interrelationships of objectively existing objects and events in the brain leads to the emergence of a complex system of permanent and temporary connections that ensure the consistency of knowledge about the world. The systemic principle of brain activity is manifested not only in the specific stimulus, but also in the ability to interact, to form an integral association for the complex of stimuli. The strength of the nervous system's influence on the perceived object depends not only on its character, but also on the readiness of the actions of previous stimuli [2, p. 78].

This fact underlies the process of transferring previously developed associations to new drivers if these associations are in the same relationship with each other as with the generated drivers. . This is the essence of the process of transferring previously acquired knowledge about the object obtained in the study of various disciplines to a new situation in the review of other subjects [2, p. 25].

As for the problem of interdisciplinary communication, this rule can be illustrated as follows: the acquisition of existing knowledge about this object obtained in the study of other sciences in the acquaintance with new materials is related to the activity of acquiring new knowledge is an "additional stimulus" that has a positive effect on the functional state of the shell parts. By combining knowledge of the properties of the object in the process of making connections, the teacher seeks to form a high level of associative communication. The properties of reality-related

objects are similarly reinforced in the imagination. Therefore, the implementation of interdisciplinary connections in the learning process is based on the existing functional mechanisms of the cerebral cortex.

The neuropsychological substantiation of interdisciplinary communication mechanisms has been the basis for explaining psychological processes in the study on this basis.

From a psychological point of view, association is the connection between all forms of reflection of objective reality, which is based on emotions.

Psychological and pedagogical substantiation of the conditionality of the implementation of interdisciplinary connections in the learning process with the objective laws of higher nervous activity was proposed by LS Vygovsky. He experimentally determined that the activity of thinking, as a basic stage in the formation of previously emerging concepts, enters the new activity of thought by generalizing it. At the same time, he concludes that there is a clear sequence in the formation of such a generalization: the new stage of generalization appears only on the basis of the previous ones [5, p. 55]

Therefore, the highest form of generalization of knowledge about an object - concepts, should be formed by combining the previous stages - the concepts derived from different disciplines about the properties of the object.

LSVygotsky's concepts, along with a natural-scientific understanding of the nature of high nervous activity, were applied to DNBogoyavlensky, Y.N. Kabanova-Meller, A.Alyublinskaya, NAMenchinskaya, KKPlatonov, Yu.A. Samarin, AASmirnov, DBElkonin and other researchers. When the data were combined with previously learned knowledge and previous work experience in different areas, it was concluded that all the lessons play a role in the formation of new connections, associations.

Research shows that connections in the learning process are the most important means of fulfilling the functions of education, upbringing and development.

The basis for studying the mental activity that occurs when using interdisciplinary connections is associative connections. In separate lessons in the primary grades, the initial perceptions of objects and events ("local associations") that children acquire when they become acquainted with them are integrated and interdependent in the learning process, making them more complete and diverse. reflection is the next stage of generalization leading to "partial system connections". The use of interdisciplinary links to unite local associations provides the level of generalization needed to further shape concepts based on them.

One of the consequences of these rules is the requirement to combine this knowledge with its application. Learning and applying knowledge are two sides of the same coin. Applying knowledge to solve real-world problems requires children to make analytical choices from a range of disciplines.

The concepts included in each subject include knowledge of a number of disciplines. They are the source of interdisciplinary connections. The teacher has a special role to play in the implementation of this concept, because his correct explanation of the interrelationships of the disciplines helps to form the most complete, accurate picture. According to BG Ananov and

Yu.A. Samarin, interdisciplinary connections are a necessary condition for the formation of integral systemic knowledge [6, p. 56]]

One of the important tasks in solving the problem of establishing interdisciplinary links is to develop the ability to transfer existing knowledge to different conditions of activity. Implementing them, according to P.G. Kulagin, will create opportunities for the development of advanced reflection. The developed skills of knowledge transfer allow to predict some features of a new object in the mind. To successfully solve practical problems of life, taking into account the real connections of science and events, it is necessary to use interconnected knowledge in a comprehensive manner. The implementation of interdisciplinary teaching of academic disciplines is the basis for the organization of efforts to solve new problems due to the expectation of their results in the transfer of knowledge and the formation of the ability to implement them in accordance with the purpose. the transfer of knowledge contributes to the growth of their generalization. Research by LS Vygotsky, VV Davydov, AN Leontev shows that mastering the methods of movement with the material studied by children helps to understand and strengthen knowledge[5,b.76].

Special application of knowledge on a topic previously acquired by children in different lessons will not only help them to better understand and comprehend the new material, but also to better remember and systematize it. According to AA Smirnov, the spiritual grouping of educational material, the separation of general concepts in it and the establishment of connections between new knowledge and acquired knowledge help to strengthen memorization, the stability of formed concepts and their clarity. This, in turn, helps to make the images more differentiated. Mastering the ways of transferring knowledge and skills from one subject to another leads to a more goal-oriented movement in the analytical-synthetic activity of students, increases activity and independence, life-practical helps to master the methods and logic of effective problem solving.

The purpose of reasoning is to identify important connections between science and events through synthesis and analysis. The fact that analysis goes beyond a single subject deepens and expands it to a higher level. As S.L. Rubinstein points out, making connections within a material is a specific method of mental activity that is a system of synthesis and generalization in solving knowledge problems.

Recognition of the associative-reflex nature of thinking and its systemic nature defined the understanding of the process of knowledge acquisition as the formation of a complex system of associations that reflects the relationship between science and events. Interdisciplinary links ensure the establishment of a unified system of teaching, education and work, which significantly affects the generalization, robustness, completeness and degree of differentiation of the formed concepts. This has a positive effect on the understanding of the concepts that make up the content of the subject.

In a study conducted by a number of scientists led by BG Ananov, interdisciplinary connections and their use in the learning process are considered as one of the ways to increase the activity and organization of students' learning, taking into account the psychological laws of formation of concepts and notions. The attraction of knowledge from different fields of science ensures the completeness and accuracy of the concepts on the subject under study, a holistic reflection of its properties and objective connections in accordance with the principle of consistency.

The pedagogical understanding of the nature and functions of interdisciplinary connections is based on the understanding of the natural-scientific basis and the psychological mechanisms of their functioning. It should be noted that there is still no single position in defining the essence of interdisciplinary links as a pedagogical category.

Interdisciplinary connections affect the nature of teacher-student interactions in the pedagogical process. It is determined by the logic of the sciences and the connections between them.

The purpose of interdisciplinary links is to meet the following requirements for the learning process: 1) to eliminate duplication in the study of educational material; 2) the possibility of time to study specific issues; 3) consistency and originality in the definitions and characteristics of scientific concepts; 4) to combine the efforts of teachers of different disciplines in the formation of scientific concepts and notions of students, to instill in them practical skills and competencies; 5) use by teachers of scientific and technical information received by students in various subjects in the educational process; 6) the solution of other pedagogical problems connected with peculiarities of educational disciplines and the relations between them.

The results of the research have become a system of teaching disciplines in which interdisciplinary connections are made based on the integration and coordination of complementary knowledge.

Interdisciplinary coordination requires a special structure and content of the lesson, the main features of which should be: 1) the spiritual interdependence of the content of teaching several disciplines; 2) unity of forms and methods of teaching; 3) integrated use of knowledge and skills in solving practical problems. At the same time, it is necessary to identify the main directions of systematization of teaching materials in different disciplines, reflecting the interrelationships between programs and textbooks.

Coordination of knowledge is achieved through the coordination of curricula of related disciplines in terms of a general interpretation of the concepts, processes, events and time of their study. It's about understanding science in a narrow sense. Coordination helps to combine knowledge, that is, to combine elements of different disciplines in a single integrated synthetic course.

Interdependence should apply not only to knowledge in different disciplines, but also to the operational aspects of teaching different disciplines (a system of actions aimed at solving educational or other practical problems). Particular attention should be paid to the operational aspects of student activities. Solving practical problems requires combining knowledge and transferring it to a new situation. At the same time, the logic of creating such combinations of knowledge differs significantly from the logic of presenting and mastering their components in the linear study of individual disciplines.

GVVorobev believes that a system of interconnected knowledge capable of dynamic change should ensure their success in their application in practice. Establishing the right relationships in the teaching of various disciplines is interdisciplinary (speech, measurement, calculation) is necessary to master the types of activities that can be included in the type. The role of generalized directed action in the formation of activities such as solving spatial-projection problems specific to the lessons of geometry, drawing, geography was identified. According to VM Kosataya, the impact of interdisciplinary links on the education and overall development of

students is achieved through the reconstruction and improvement of the internal logical structure of teaching methods.

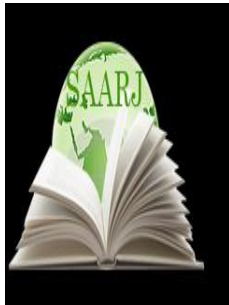
Based on the study of the possibilities of interdisciplinary connections in the learning process, conclusions were drawn about their impact on the learning process of students.

At each stage of the acquisition of knowledge, the implementation of interdisciplinary links has a certain impact on its progress. Thus, in the early stages, as they prepare to become acquainted with new material, they help children to actively understand unfamiliar things, to communicate, and to move from what is known to what is unknown. This will allow you to determine the purpose of the lesson. All of this is due to the fact that interdisciplinary connections contribute to the formation of reflection. At this stage, they are often carried out by students through the use of questions and assignments based on interdisciplinary material, methodical acceptance of recall and recall based on intra-topic and inter-topic connections.

When reviewing new material, it is compared with data from different disciplines, analyzed, improved, enriched. In this way, the introduction of new material into the knowledge system is ensured. In the next stage of knowledge acquisition - the process of understanding and consolidation, interdisciplinary links continue to play an activating role. They are made, according to GISHukina, temporary connections - due to the involvement of past experience, which contributes to the formation and strengthening of traces. 'allows you to increase flexibility. Thus, the generalized profession (formed as a result of mastering the connections between the methods of learning activities used in different disciplines). Interdisciplinary coordination in the educational process helps to develop and intensify the learning activities of schoolchildren, to optimize the learning process.

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DOI: **10.5958/2249-7137.2021.00907.1**

RELATIONS OF BUKHARA SHAYBANIYS WITH SCIENTISTS AND CREATIVES

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ABSTRACT

This article covers the relations of Muhammad Shaibanikhan and the rulers and princes of Bukhara Shaybani with the people of science and art, the support of scientists and poets, the provision of financial assistance to them, scientific considerations based on historical sources and research results.

KEYWORDS: *Bukhara, Samarkand, Shaybanis, Ruler, Prince, Muhammad Shaybanikhan, Kochkunchikhan, Ubaydullah, Abdullah II, Abu Said, Kokaldosh, Ulama, Poetry, Scholars, Qasida, Madrasa, Mudarris.*

INTRODUCTION

The period of cultural upheaval in history is associated with the formation of centralized and powerful states. At the same time, factors such as the reforms of the rulers in these countries in the field of science, personal aspirations, patronage of representatives of science and culture also contributed to cultural development. Although the political history of Muhammad Shaibanikhan and his descendants, the first representative of the Shaybanid dynasty that ruled in the history of Uzbek statehood for a century, has been sufficiently studied, the scientific and literary activities of this dynasty, its relations with science and creativity unexplored.

The enlightenment of the representatives of this dynasty and their high devotion to science, art and poetry played an important role in the development of science, culture and poetry during the Shaybanid period. They sponsored the development of science, the free activity of poets and artists, and supported them materially and spiritually. For example, Muhammad Shaibanikhan (1451-1510), Kochkunchikhan (1452-1529), Abu Saidkhan (1481-1533), Ubaydullah (1487-1540), Abdulazizkhan (d. 1551), Abdullah II (1534-1598), Abdumo Representatives of the

Shaybanid dynasty, such as Minkhan (1567-1598), Abdol Sultan (d. 1578), Abulkhair Sultan (d. 1578), Muzaffar Sultan (d. 1578), Dostum Sultan (d. 1583), were honored poets and scholars. they put their respect in place, treated them warmly, invited them to their palaces, and enjoyed their creations. Also, during the Shaybani period, this group of people had more privileges than others.

MAIN PART

First of all, the founder of the dynasty, Muhammad Shaibanikhan, was a wise, educated, enterprising and creative man of his time. He was "aware of the virtues of science and, more precisely, a person who fully possessed them, and had a great deal of faith in the field of poetry and poets." [1] Herman Vamberi writes that Shaybanikhan had great respect for the clergy of the time, even as a child, and carried with him a small beautiful library on all his travels, and, like Timur, took part in religious debates with the scholars of Damascus and Aleppo. Judge Ikhtiyar and Muhammad Yusuf, the leading commentators on Herat, were challenged about some verses of the Qur'an. ... After the death of Sultan Hussein Mirza, many scholars who needed a handful of grain took refuge in Shaybanikhan. He recruited scribes and gave them worthy assignments. He was also surrounded by a number of scholars during the military campaigns, who treated him with respect and devotion. [2]

Muhammad Shaibanikhan attracted many scholars and poets to his palace. Kamoliddin Bina'i, Muhammad Salih, Mullo Shadi, Fazlullah ibn Rozbehan and others took refuge in his palace and finished their works.

In addition, Muhammad Shaibanikhan held discussions on various issues on the agenda. They were attended by the great scholars of Movarounnahr and expressed their views. At one such meeting in Konigil, near Samarkand, a decision was made to use the lands that had become neglected as a result of wars and disputes. Also, during his reign, the role of the Uzbek language in historical and literary literature increased. By order of the khan, works written in Persian and Mongolian were translated into Turkish.

After the death of Shaibanikhan, Kochkunchikhan, who was transferred to the khanate throne due to his age, was close to culture and art in terms of military-political sphere. According to Ziyodulla Mukimov, a Shaybani scholar of statehood and law, he was a Sharia lawmaker, a hermit, and a defender of scholars and scholars. During his reign and reign, he undertook the task of blessing and bowing down to scholars and nobles. [5]

Mutribi Samarkandi (1558-1632), a Tazkiranavist writer of the Shaybanid period, also narrates a story about the khan's remoteness, simplicity and humility. According to him, from the first days of his accession to the throne, the khan often visited madrassas in Samarkand, talked to students and gave them gifts. Seeing the level of knowledge of the students, he said with satisfaction that "all the learned people of the world are gathered only in Samarkand" [6].

RESULTS

Ubaydullah, another enlightened ruler of the Shaybani dynasty, was educated by the leading scholars of his time (Amir Abdullah Yamani, Khoja Muhammad Sadr, Khoja Mullo Isfahani, Mawlana Mahmud Azizon, Mawlana Yormuhammadqori and others). Reads Arabic and Persian diligently. Mirza Muhammad Haydar (1501-1556), a statesman and cultural figure of the 16th century, described the khan's scientific achievements in his famous work "Tarihi Rashidi": "He

was adorned with all the virtues from his youth." [7] . For example, he studied hadith from the leader of modern muhaddiths, Khoja Mawlana Isfahani, jurisprudence from the leader of faqihs, Mawlana Mahmud Azizon, and recitation of the Qur'an from the famous hafiz Yormuhammad. Ubaydullah's faith and respect for the Emir Abdullah Yemeni, also known as Mir Arab, was high. It was his mentor, Mir Arab, who not only provided him with spiritual guidance, but also gave him close advice on public affairs and military matters.

Ubaydullah invited various poets and scholars and held literary talks. According to Zayniddin Wasifi (1486-1566), in February 1514, when Wasifi and his friends were sitting in the Ulugbek madrasa, a khan's official came in and said, "The khan is asking for Mawlana Wasifi." Then, when Zayniddin Wasifi went to Ubaydullah, the khan asked him for a problem and told him not to say his name. Then two problems are read in the name of the khan, and Ubaydullah considers both problems to be nameless. Then another 79 problems are written, 65 of which are considered anonymous by the enlightened ruler. This shows Ubaydullah's quick wit and ingenuity, his mastery of problem solving, and his ability to debate with poets.

He was a great statesman, a skilful politician, a creative ruler, a king and poet Abdullah II, who wrote poems in Uzbek and Persian under the pseudonym "Khan". This Shaybani ruler, like his ancestors, had a warm relationship with poets, representatives of culture and art, and did not withhold his generosity and generosity from them. In his time, scholars and poets had more privileges than anyone else. Many artists have also written poems, poems, works of art, music treatises, and melodies dedicated to Abdullah II.

One day, the poet and literary critic Mutribi Samarkandi will have the honor of meeting Abdullah II at the Khoja Guzor Fauna and Flora Preservation Center in the Aliabad district of Samarkand. The khan then asks him 3 questions in the field of poetry. Mutribi Samarkandi answers all the questions correctly and clearly. Abdullah II was pleased with the poet's knowledge and ingenuity, praised him and rewarded him with a mawut chakman and gold coins.

It should be noted that Abdullah II also had great respect for the people of the sect. He considered Sufis such as Khoja Islam Joybari, Qasim Sheikh Karminagi and Khoja Kalonkhoja as his piri. He listened to their advice in governing the country. He attracted famous scholars of his time, such as Mirzajon Sherozi [12], Poyanda Muhammad Akhsavi, Sadriddin Muhammad Bukhari, to the field of education, that is, to active social life. He appoints them as teachers at a large military madrasa he has built. It sets a sufficient salary for them to live without excessive worries [13].

Historian A.Zamonov in his article "The Price of a Poem" also cites the fact that one of the Shaybani princes was a martyr of poetry and Qasida, which shows that the representatives of the Shaybani dynasty had a positive attitude to science and creativity. [14]. According to this article, the winter of 1512 in Movarounnahr was very severe, which led to a famine. This famine, like that of the entire population of Samarkand, aggravated the plight of madrasa students.

Mawlana Abdulali Balkhi and Zayniddin Wasifi, the students of the madrasah, who are not indifferent to the state of science, are thinking of a way to bring the scholars out of the winter famine: their praise of poetry, qasida, and medieval rulers. He wrote a poem dedicated to the prince of the Shaybanis, Abu Said Sultan (the eldest son of Kochkunchikhan, who was the khan of Movarounnahr at that time. Abu Said sultan was the khan of Movarounnahr in 1530-1533)

and was awarded the prize. a spending plan will be drawn up to support the madrassa students [16].

The two writers wrote a poem dedicated to Sultan Abu Said overnight and brought it to the attention of the sultan, who was currently wintering in Konigil, outside Samarkand. The qasida was written in Persian, but Abu Said, the sultan, did not know Persian well, so his munshi (Imam Khatifi) translated the meaning of the qasida. Satisfied with this, the prince, realizing the real purpose of the mourners, gave them ten fat sheep, twenty man flour (different units of measurement in different periods, one man in Samarkand - about 20-25 kg), a hundred the khan ordered a silver (silver coin) money and four trees for firewood. Thus, the people of the madrasah, which had this supply, spent the winter of 1512 to 1513 as they wished and reached the spring. It is true that this incident means that the prince is not indifferent to the verse, although he praises the praise given to him here, and shows a certain indifference, focusing only on the praisers. It is obvious that not only the rulers, but also the princes supported the scholars, the people of creation, and did not withhold their material and spiritual support from them if they knew they needed help.

DISCUSSION

At the same time, not only the rulers and princes, but also their subordinates supported the people of science and creativity. For example, during the reign of Abdullah II, the servant Kokaldosh highly valued and guided the people of science and literature. He listened to their wishes and delivered them to the khan, helping them to ease their difficulties. From time to time he gathered poets and held poetry readings in the palace. The winners were awarded. [18]

Mirzajon Sherozi, the mentor of the famous philosopher and scholar Yusuf Karabaghi, came to Bukhara with his blessing and kindness. Hafiz Tanish Bukhari writes: "He first came to Balkh province by Sheroz and met with His Holiness through the mediation of Kulbobo Kokaldosh. At that meeting, His Majesty sent him to Bukhara with honors and pleased him with the news that he would become a teacher at his high school. "[19]

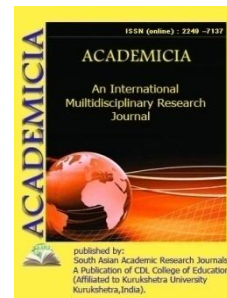
According to the scholars, Abdullah ordered Kulbobo Kokaldosh to discuss Surat al-Fath in the presence of this scholar in the palace. This event will be completed as planned. In other words, there will be a very interesting debate between Mirzajan Sherozi and the scholar Sadriddin Muhammad Bukhari on Surat al-Fath. The scholars enjoyed this discussion and felt a sense of satisfaction, and as mentioned above, Mirzajan Sherozi became a teacher at the Abdullah Madrasa. [20]

CONCLUSION

In short, Muhammad Shaybanikhan and the Shaybanid dynasty always supported the scholars, artists and poets, treated them well, and raised their status in society above other categories. He never withheld material support from the people of science and creativity when he realized that their situation was difficult. In this way, they sought to develop science and literature in their country to a certain extent. Nevertheless, science and literature did not flourish during the Shaybanid period as they did during the Timurid period.

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DOI: **10.5958/2249-7137.2021.00896.X**

PLACEMENT OF PRISONERS OF WAR INTURKESTAN MILITARY CAMPS

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ABSTRACT

This article gives information about the prisoners of war in Turkestan and how the military camps were established to disperse the captives in the region. It also highlights data concerning POWs' living conditions in Turkestan. Most of them were sent to Tashkent. Initially, it was not difficult to place them in military camps. The barracks of the Turkestan Military District (TurkVO) were given to the captives. The Slavs were sent near the border with Kazakhstan, not far from Omsk in south-central Russia. The Hungarians and Germans became prisoners of war in the Siberian camps. The location of the camps also played an important role in the difficult lives of political prisoners.

KEYWORDS: Barracks, Prisoners, Established

INTRODUCTION

In 1914, Austro-Hungarians, Germans, Slavs, and Romanians captured in Russia, by order of the General Staff, began to be resettled in the Urals, Siberia, Turkestan, and the Far East [3]. More than 400 military camps were set up in Russia during World War I [5]. Russia had planned to place prisoners of war only in remote areas far from major cities. They were mainly sent to the areas where the railway lines reached. Because they knew that rail transport would be a great help in placing prisoners of war in military camps. But suddenly, the Russians' plans to relocate the prisoners changed. This, in turn, is due to the growing number of prisoners of war in Russia.

Prisoners of war, initially housed in military camps in Kiev, Penza, Kazan, and Turkestan, were later dispersed to different regions according to their ethnic origin. The Slavs were sent near the border with Kazakhstan, not far from Omsk in south-central Russia. The Hungarians and Germans became prisoners of war in the Siberian camps. The location of the camps also played

an important role in the difficult lives of political prisoners. For example, in Murmansk, in the far northwest of Russia, the situation of soldiers forced to serve in captivity was much worse and sadder than in the southern parts of the empire.

METHODS AND MATERIALS

According to the plan, the territory of Turkestan was not pre-designated for prisoners of war, but, as noted above, the increase in the number of prisoners led to their relocation to the territory of Turkestan. In the telegram No. 6158 of August 30, 1914 of the Chief of the General Staff to the Chief of the General Staff of the Turkestan District, it was announced that Turkestan was designated as a permanent place of detention of prisoners of war [11]. First, as early as September 1914, a stream of prisoners of war was placed in the urban areas of Turkestan.

Initially, it was planned to place about 10,000 prisoners of war in Turkestan. However, by the end of 1914, the number of prisoners of war planned to be placed in Turkestan had grown significantly. As of July 21, 1915, there were about 150,000 people in the Turkestan military district. Prisoners of war from Austria-Hungary and Germany began arriving in Tashkent in September 1914.

More than 50,000 prisoners of war of various nationalities have been relocated to Turkestan since the start of hostilities. Most of them were sent to Tashkent. Initially, it was not difficult to place them in military camps. The barracks of the Turkestan Military District (TurkVO) were given to the captives. Prisoners of war were sometimes forced to move from one camp to another. For example, a prisoner of war named Ferdinand Effenberg was brought to Peremishl on March 22, 1915, and then with other prisoners of war was sent first to Kiev, then to Moscow, in April to Tashkent, in July to Samarkand, and finally to Siberia [13].

By June 1915, the number of prisoners of war in Turkestan exceeded 148,000 [7]. They were placed in 37 specially built military camps, barracks and other places at the disposal of the Turkestan Military District. There was a shortage of space for prisoners of war in camps in the Turkestan military district. The reason was that the number of prisoners of war was increasing day by day. For example, the special zones in Kattakurgan were intended to house only 600 prisoners of war, but in practice doubled the number to 1,200. In Samarkand, the figures were 1,000 instead of 500. Under these circumstances, to solve this problem, two bunk beds were brought and installed in military camps. This event was the only way to accommodate the capacity of the captives mentioned above. About 600 prisoners of war to be housed in the camp at Charjoi were sent to barges in the Amudaryafлотilla. In the Syrdarya region, a university building in Kazalinsk was donated to 100 prisoners of war. Similar cases were reported in Perovsk [6].

According to Sterling, the head of the U.S. mission, in 1915 there were 82,425 Austro-Hungarian and 3,812 German prisoners of war in Turkestan [14]. By March 1916, the number of prisoners of war in the country had reached 200,000 [8]. They outnumbered the population of the cities where they lived. Even the Turkestan government was concerned about the areas where these prisoners of war were being held, because in the event of various riots, of course, the prisoners of war and the local population were a great force together.

In addition to prisoners of war, Austrian-Hungarian and German "civilian prisoners" - Germans, Poles, and other centuries-old tsarist troops - were brought to Turkestan. Refugees evacuated

from the western regions began to appear in Central Asia in June 1915, and by the end of the year there were about 70,000 people. Among them were about 8,000-10,000 Poles and Jews, 1,500 Baltic, and about 4,000 Germans from the Volyn and Kiev regions. Due to the influx of refugees, the Turkestan administration requested their expulsion. Beginning in May 1916, refugees began to be expelled, mainly from the Samara and Saratov regions. The remaining 8,000-10,000 people joined the ranks of Europeans in Turkestan.

Most of the refugees were from Poland, the Baltics and other parts of the empire [8]. It should be noted that in late 1915, the military governor of the Sirdarya region, Lieutenant General A. Galkin, appealed to the Catholic priest Justin Pranaytis to provide asylum for refugees from the church. Pranaytis immediately agreed, and in 1916 he granted them asylum. Initially, 63 refugees took refuge in Kostel's dormitory. They were provided with food, clothing, and other necessities. The refugees were funded by a Roman Catholic charity. Medicines and foodstuffs were also sent by Poland as humanitarian aid. In particular, in the spring of 1916, a special central committee of the Kingdom of Poland sent a group of health and food supplies to help sick refugees in Turkestan[9]. It is clear that the Polish government has not spared any assistance to its citizens, no matter where they are.

According to the Refugee Assistance Committee, as of May 1, 1916, there were 59,400 prisoners of war in Turkestan, up from June 1, 1916. ra 15,900. After the evacuation, which began in late April 1916, there were about 7,000 to 8,000 refugees left in the country [1]. The growing focus on the issue of prisoners of war and refugees in Turkestan, in turn, has worsened the financial situation of the local population, and the process has led to an economic crisis over food and livelihoods.

The reasons for the resettlement of many prisoners of war and refugees in Turkestan include:

- It is too far from the location and as a result there is no possibility of escape;
- The availability and cheapness of food in this country.

All military camps in the Russian Empire are subordinated to the Ministry of Defense under the General Staff (GUGSh). The issue of prisoners of war was initially dealt with by the 7th Division of the Evacuation Department of the GUGSh. By the fall of 1916, the GUGSh had set up a separate evacuation unit for prisoners of war. At the same time, in all military districts, units for the issue of prisoners of war, accountable to the GUGSh, began to be established [2].

The captured military officers, doctors, priests and officials were placed in Tashkent, Perovsk, Kazalinsk, Turkestan, Namangan, Kokand, Samarkand, New Bukhara (Kogon), Jizzakh and Khojand.

The military camps in the Russian Empire differed in function, as in all the countries of the First World War. Prisoners of war were sent to collective, transport, filtration, and labor camps for a period of time. Concentration camps were not set up to carry out fascist extremist activities, as in World War II, but were organized to constantly monitor the movement of prisoners of war. The decision to establish the first concentration camp was made in April 1915 by TurkVO. They planned to house 50,000 prisoners of war in this camp. Initially, two such camps were set up in Troitsk, near Tashkent, for 6,500 prisoners of war and in Samarkand for 3,500 prisoners of war [6].

The tsarist government realized that captives were a valuable resource for the wartime economy. As a result, many prisoners were forced to work on farms and mines, to participate in the construction of canals, and 70,000 were involved in the construction of railways. Many prisoners were killed during the construction of the Murmansk railway. Captives also died of malaria, vitamin C deficiency due to malnutrition and fruit and food malnutrition. The death toll totaled about 25,000. Due to the appeals and pressures of the German and Habsburg governments on the use of the labor of prisoners of war, their forced labor was much more limited.

There was a "class stratification" of prisoners in the Habib camps. Captive military officers were required by Article 190, Chapter II, Section 17 of the 1907 Hague Convention [15], to receive the same salary as soldiers received during their service in their home country during captivity. As a result, military officers received a salary of 50 to 75 rubles a month [12]. However, the remaining 1,500,000 non-commissioned officers were not paid a single salary. However, after the events of February 1917, prisoners of war were officially recruited and paid a monthly salary.

In the spring of 1915, the TurkVO command began building new camps using the labor of prisoners of war. These camps were set up along the railway line in major cities such as Kazalinsk, Perovsk, Turkestan, Chernyaev, Avliya-Ota, Khojand, Kattakurgan, Namangan, and Kokand. As construction continued, the prisoners lived in camps. The total capacity of all barracks (old and new camps) was eventually increased to 200,000 [8].

In mid-1915, prisoners of war from Turkestan were sent to work in Russia's European territory. A total of 68,000 people were evacuated, eliminating the issue of overcrowding. It should be noted that in Turkestan, as well as in the neighboring Emirate of Bukhara, the labor of prisoners of war was actively used. Thus, 138 people worked in private individuals, in the Zemstvo and municipal institutions - 551, in the military unit (on the territory of TurkVO) - 765; in the Ministry of Railways (within TurkVO) - 288; in trade enterprises - 272; in the institutions of the Ministry of Agriculture and Land Management - 209 people worked [8].

In the process of registering prisoners, Russian military officials first registered them based on which of their hostile armies and religions they belonged to. Therefore, it was very difficult to create a clear national composition of prisoners in Turkestan. For example, the national composition of the prisoners of war of the Habsburg monarchy was as diverse as the empire itself. According to the data, during the First World War, 25% of the Austrian-Hungarian armed forces were Austrians and Germans, 23% - Hungarians, 13% - Czechs, 4% - Slovaks, 9% - Serbs and Croats, 2% - Slovenians, 3% - Ukrainians, 7% - Romanians and 1% - Italians who served in the military and participated in World War I [4].

The principle of national and civilian placement of prisoners was established at the beginning of the war and was of great national importance. From 1914 to 1915, the camps in Turkestan were "mixed", meaning that they had different nationalities. Researchers have reported that since 1916, there has been a practice of division in national camps. Thus, while the camps in Tashkent were predominantly Slavic (Croatians, Slovenians, Czechs, etc.), the Germans, Austrians, and Hungarians settled in Skobelev and Fergana. If the camps were of a mixed type, the Slavs were appointed to senior positions in the internal administration of the prisoners [13].

Many citizens of the Habsburg monarchy were taken prisoner of war in 1914 (at the Battle of Galicia) or in 1916 (Brusilovsky's victory). Some were arrested while injured, others surrendered voluntarily. Each prisoner's biography is unique. In particular, these are autobiographies of

subgroups (mostly Slavs) called "friendly nations." Attitudes toward the Slavs were friendly until the Russian Revolution of 1917. Not surprisingly, they were closer to the Russians than the captured officers. In addition, the captives of the lower classes of the Slavs had more opportunities to establish human relations with the common people.

In 1915, a branch of the Union of Czech and Slovak Societies of Russian Societies was opened in Tashkent. It was soon transformed into a representative office of the Czech-Slovak National Council and operated for several years. As of January 15, 1917, there were 10,489 registered soldiers and 617 officers of West Slavic descent in Turkestan.

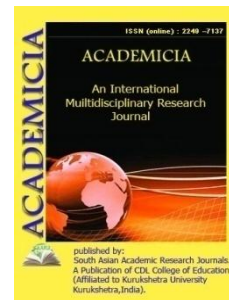
CONCLUSION

Thus, the issue of prisoners of war during the First World War was a process that lasted for 8 years on the Eastern Front, from August 1914 to the summer of 1922 until the release of the last group of prisoners of war from Vladivostok. Many prisoners of war spent 3-4 years of their lives in captivity in various parts of Russia from 1918-1919 until their release. Of the estimated 8.5 million prisoners of war, about 750,000 were reported to have died in military camps. About 430,000 Austro-Hungarian, German, and Turkish prisoners of war were resettled in Siberia and Turkestan during the Civil War [12], and were forced to link their lives with these countries until their return to their homeland in 1921-1922.

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DOI: **10.5958/2249-7137.2021.00897.1**

DESIGNING COMMUNICATIVE ACTIVITIES ON GRAMMAR TO YOUNG LEARNERS

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ABSTRACT

This article has focused on the importance of communicative tasks for young learners in teaching grammar indirectly through grammar tasks, activities and games as well as on recommendations on how to design these tasks. Teaching grammar and designing communicative tasks or activities play an important role in language teaching process for young learners. Thus this paper also pointed out beneficial results of children's attitudes and motivation toward communicative tasks for teaching grammar in language learning.

KEYWORDS: *Communication, Activity, Design, Young Learners, Grammar, Children's Capacity, Task, Creative*

INTRODUCTION

Learning a language is something that should be done naturally. Children learn to use their first language to communicate with people around them. They do not need any stationery to learn the language. But when they learn other or foreign language, they have such a kind of difficulty like: many things needed as learning media. This means that the process of learning a particular language should be as natural as possible to achieve the purpose: to communicate receptively. As well as adults, children even spend more than 45% of communication to listen. This can be a starting consideration for teachers that the beginning activities should make the children listen and become interested in the English. Naturally, they will try to recognize

the meaning and also the pattern. In recognizing the pattern, there will be an automatic process of grammar realization related to form and meaning of some particular expressions stated by the teacher. Children's language learning stages consist the things in which they should experience based on their psychological development. Playful stage is one of the characteristics of their life activities that cannot be ignored, especially in foreign language learning.

The communicative grammar tasks or activities designed for the present research work were created as production tasks. As the designers, we exercised a certain control over the language to be used, in order to make the targeted grammatical structures, if not essential, at least useful. In addition, they were designed as communicative tasks, so that there is place for negotiation and provision of feedback.

MATERIALS AND METHODS

Grammar is helpful for effective language learning. It can be taught through different methods of second language teaching. Although the principles are different from one another, there is always a focus on grammar, whether explicit or implicit. [9:p.12-88]

In 1622 a certain Joseph Webbe, schoolmaster and textbook writer, wrote:

'No man can run speedily to the mark of language that is shackled... with grammar precepts.' He maintained that grammar could be picked up through simply communicating: 'by exercise of reading, writing, and speaking ... all things belonging to Grammar, will without labor, and whether we will or no, thrust themselves upon us.'

The important grammar purpose is to make a meaningful communication. When the students communicate meaningfully, it means that they already use correct and appropriate grammar. The performance of forming children's good communication can include the combinations of their social skill, skill of thinking critically, physical activities, and creativity. This valuable combination can make a complete set of learning activities in which the purpose is to make the students "busy" of doing their "games", however they are learning something out of their consciousness.

These activities can be adapted and modified according to the language level, the number and the needs of the students. The suggested activities and procedures can be carried out with different topics or grammar items as well. The presented activities exploit the children's capacity for interaction and talk; they build on their capacity and need for movement and play.

•Animal description

The teacher draws the following chart on the board.

Animal	Size	Colour	Touch
frog	small	green	cool
elephant	long	black	wet
fish	big	brown	hard
snake	short	grey, gold, blue	smooth

Children choose an animal from the given list and they are asked to describe the selected animal by combining the characteristic features in the above chart. The teacher demonstrates the activity by providing an example.

E.g. The frog. It is small. It is green and smooth.

After children have written their definitions, they read it to the rest of the class and the others have to find out which animal they are reading about.

The above list can be extended by several other animals and also by abilities of animals e.g. what the animal can do (e.g. jump, run fast, climb trees, etc.)

•Animal movements

Each student chooses an animal and an activity or movement that the animal can do. E.g. I am a fish and I can swim. I am a monkey and I can climb trees. I am a lion and I can run fast. I am a dog and I can bark. I am a cat and I can catch mice. I am a bear and I can eat a lot of honey. etc. The teacher helps learners choose animals and form correct sentences. As soon as everyone has it correct, learners stand in a circle and the first student says or reads his or her sentence aloud. The student next to him repeats, e.g. You are a fish and you can swim. I am a monkey and I can climb trees. The third student repeats the previous two sentences and adds his or her own. In large classes, students should be divided into two circles. An alternative of the activity can be that instead of saying You are a fish and you can swim, children say: He is a fish and he can swim. In this case children have to pay attention to using the right personal pronoun he/she.

Fruit salad

Children are sitting in a circle with no spare chairs. The teacher stands in the middle of the circle and assigns a fruit to each child going round the circle, e.g. apple, strawberry, banana, peach. Children are asked to remember their fruit. Then the teacher says one fruit, e.g. banana, all the children assigned the name banana have to stand up and change chairs immediately.

When the teacher says Fruit salad!, everyone should change chairs. The teacher plays a few rounds until the children get familiar with the game, and then sits down on one chair while the children are changing chairs so that one child remains in the middle of the circle and takes over as the leader and the game starts again.

This game can be used for practicing specific vocabulary and does not necessarily need to be limited to fruit names only. Any lexical set e.g. animals, food, vehicles, etc. can be used as an alternative. In case the teacher uses another lexical set, an alternative instruction to Fruit salad should be used, e.g. if the game is based on wild animals, the teacher can say Safari, if the game is based on food, the instruction could be Dinner time.

Grab the word and run

Students work in groups of three or four, each group occupying one corner or part of the classroom. In the middle of the class, there are different words placed on a desk or a chair, each written on a piece of paper. Every group gets a particular category of words and must get those words that fit into the category, certain words fit into more categories, so the group that is the most skilful gets them. Each student can go to the desk and grab only one word. Then, another

student takes over. The activity involves word distribution and can be used for both revising and introducing new parts of speech.

The categories can be: adverbs (e.g. cloudy, sunny, windy, foggy, hot, warm, etc.), adjectives (e.g. hot, warm, fat, slim, tall, short, tired, happy, sad, etc.), ing forms s (e.g. swimming, windsurfing, playing football, running, playing golf, etc.) or nouns p(e.g. head, hair, season, weather arm, leg, neck, hand, eyes, etc.).

Listening

Children get the text of the song **Twinkle, Twinkle Little Star!** (prepared and printed in advance)

Learners listen to the song and answer the following questions:

1. What is a Karakalpak for Little Star?
2. What is twinkling referred to?
3. What about the song?
4. Let's sing a song together

Sentence scramble

Children work in pairs or groups of three. Each pair/group receives a numbered envelope containing word cards. Children work with their partners and arrange the cards from the envelope on their desk to make a sentence. Each group receives a different set of words.

Possible sentences:

If it rains tomorrow, I will stay at home.

I went to play football with my friends yesterday afternoon.

Look at those clouds, it is going to rain.

We were having dinner when the taxi arrived.

I usually go to school by bus at 7 o'clock.

Toys

Students work in pairs, where one of them gets worksheet A and the other worksheet B. For this activity, the structure of 'has got' and 'have got' must be pre-taught. Students take turns and ask questions from their partner in order to complete the chart, e.g. Student A: Has Anvar got a ball? Student B: Yes, he has. Student A: Has Barno got a balloon? Student B: No, she hasn't.

In order to gather quantitative data, we developed a questionnaire with a total of 10 questions. The questionnaire consisted of 2 sections. The first section of the questionnaire included five motivation related questions with multiple choice format. The main aim was to measure learners' likes, dislikes toward communicative grammar tasks, and their reason to learn English. In the third section, the remaining ten attitude-related questions made use of a four point Likert style. The items in this section aimed to measure young learners' views regarding their English class communicative grammar tasks teaching inductively, their English book, their English teacher, their parents' views about kids' learning English, and learning English in general. This Likert-type range was specifically designed for this age

group including 'yes', 'a little', 'no', and 'I don't know'. The format of the paper was made suitable for the age group as well supported by several different colorful pictures. In order to attract young learners' attention, rather than just marking, they were required to paint the boxes or smiles suitable for them. Students' classroom teachers and their English teachers were consulted during the questionnaire development process as well. All the questions were written in Karakalpak. The questions used in the personal interviews were similar to the items in the questionnaire. However, compared to the questionnaire data, it was possible to elaborate the answers to get deeper understandings of the young participants.

The quantitative data were gathered with the help of two different teachers responsible for teaching English in participants' classes. Kids were instructed to color smiles for their answers.. Quantitative data were analyzed using descriptive statistics . Three flows of activities were followed for the analysis of the qualitative data: data reduction, data display, and conclusion drawing/verification¹ .

RESULTS AND DISCUSSION

TABLE 1 DESCRIPTIVE STATISTICS OF YOUNG LEARNERS' ATTITUDES TOWARD LEARNING ENGLISH BY COMMUNICATIVE TASKS

Expressions	Yes		A little		No		I don't know	
	%	F	%	F	%	f	%	F
1. I would like to continue learning English.	87.5	35	8.9	3	3.6	2	0	0
2. It is fun to learn English by communicative tasks such as games and singing songs	84.4	33	12.0	4	2.6	2	1.0	1
3. My parents say that learning English is important.	82.4	33	10.9	3	2.6	2	2.6	2
4. I like my English teacher	82.0	32	6.3	2	9.9	3	9.5	3
5. Our English book is fun.	80.2		13.5		3.6		1.0	
6. My parents are happy that I learn English.	79.7		11.5		4.7		4.2	
7. I like English.	79.6		16.2		3.7		5	
8. I'm looking forward to English classes.	73.4		15.1		9.9		1.6	
9. I am good at English.	56.8		35.9		6.3		1	
10. English is easy to learn.	42.9		47.6		9.4		0	0

Firstly, it was obvious that young learners had quite positive attitudes toward learning English by communicative tasks such as games and singing songs. Over 85% of these learners wanted to continue learning it and they found it fun to learn English by communicative tasks in a friendly

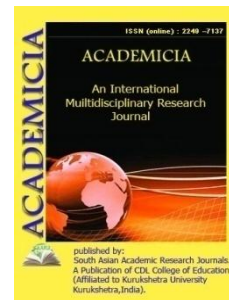
atmosphere. Concerning the wish to continue learning English, F8 stated that: 'yes, I want to continue learning English, because I want to be an English teacher.' It was also obvious that learners' parents supported them in having positive attitudes because they were both pleased that their kids learned English and they explicitly stated that learning English was important for young learners. Except for 10% of the participants, all young learners liked their English teachers and for most of them their English book was fun. Regarding young learners' perceptions of English language learning and instruction, they had various ideas. To start with, when this research was conducted, learners could sing the song of alphabet, introduce themselves, meet someone, and say colors and numbers with their current English knowledge.

CONCLUSION

Teaching a foreign language to young learners is one of the most demanding, yet at the same time most challenging and rewarding tasks. The teacher needs to be a highly skilled professional who has to combine theoretical assumptions and background with practical experiences and the practical needs and circumstances of the foreign language classroom. The main aim of this work was designing communicative tasks or activities and to introduce and discuss theoretical assumptions and key issues that directly relate to foreign language teaching to young learners and to provide several strategies, techniques and concrete applicable activities for the practice of teaching young learners based on this theoretical background. Wherever possible, we have included concrete practical examples, tips and guidelines to illustrate and support our point.

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DOI: **10.5958/2249-7137.2021.00898.3**

IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS USING THE EXAMPLE OF GEOMETRY

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ABSTRACT

The modernization of education in Uzbekistan actualizes the problem of training a teacher who knows the methodology of an integral pedagogical process, its laws and contradictions. This presupposes the development of a teacher, in particular of an elementary school teacher, of a methodological culture (MC) in the process of geometric preparation for professional activity.

KEYWORDS: *Methodological Culture, Geometric Transformation, Geometric Information, Polyhedral, Geometric Content, Visual Geometric*

INTRODUCTION

In the conducted theoretical and experimental research, an effective technology of geometric training of a future primary school teacher, focused on the development of his MC, was revealed and tested. The conceptual basis of this technology consists in disclosing the methods used to study the geometric properties of figures, highlighting the affine, metric and topological properties of figures, disclosing the main elements, creating conditions for the development of MC in a future elementary school mathematics teacher.

The methodological basis of the technology is formed by the systemic, integrative, personal and functional-activity approaches.

The content of the technology includes an educational and professional program in geometry. The program includes the following sections: movements, similarities and affine transformations of space and plane; polyhedra; convex polyhedra and their properties; regular, semi-regular and star-shaped polyhedra, modeling of polyhedra; symmetry of polyhedra; crystals are natural polyhedrons.

The fixing manifestations of MC components in relation to geometric transformations (GT) in future teachers are: the ability to operate with a generalized approach to studying specific types of movements, similarities, affine transformations; possession of generalized techniques for solving geometric problems by the GT method; possession of the technology of teaching elementary school students to the practical use of GT; understanding of the methodology for constructing technologies for teaching students to solve problems of practical content using GT.

The peculiarity of the program is that the GT planes are studied in connection with the GT space.

The pedagogical experiment showed that the developed technology is focused on the development of MC in the subjects of the educational process.

Geometric preparation of students should be aimed at mastering geometric material in such a way that the acquired knowledge is effective and personally significant. The first is connected with the possibilities of their use in various, including educational, situations, the second - with their meaningfulness.

The means of such assimilation of knowledge is the work of understanding. The essence of understanding lies in the cognitive interaction of the system of our knowledge, experience and incoming information, the assessment of its significance for the subject.

This interaction can be carried out in the process of solving geometric problems by students. In this case, the tasks should perform the following functions:

- be a means of assimilation of different levels of activity - practical and theoretical - at the stages of analysis of the condition, search for a solution, justification, research;
- be a means of forming the ability to translate from one language describing reality to another (in the process of working on a task, texts describing geometric figures are reformulated or converted into texts describing real objects, and vice versa; translation into different "languages", the role of which is played by methods - analytical, vector, etc.);
- be a means of realizing the relationship of subject and methodological training (work on the task includes consideration of objects and situations described in the task from the point of view of their use in teaching younger students, in particular, reformulation or transformation of the conditions of tasks with the aim of using them in elementary course in mathematics).

The implementation of the named functions of geometric problems in the process of teaching students is aimed at creating an understanding of geometric objects by students, and therefore can improve the quality of professional training of future primary school teachers [7].

The emergence of a unified geometry course based on set theory in the mathematical specialties of pedagogical universities in the early 1970s was undoubtedly a progressive phenomenon. Substantial generalizations on a set-theoretical basis and the formalization of expressive means caused by them made it possible to create a new generation of university geometry textbooks. One of the distinguishing characteristics of these textbooks is the combination of geometric content that is largely traditional for pedagogical universities and new forms of its presentation. The past thirty years have convincingly shown which of the methodological findings and acquisitions really turned out to be valuable, which look dubious. The time has long come for rethinking and reassessing values, universities have long been waiting for the next generation of textbooks. I would like to hope that in them we will meet with the "denial of negation"[8].

As the practice of organizing independent work of students with educational literature shows, one of the dubious acquisitions is the abundance of analytical definitions found in it. We will give only one example - the presentation of the theory of curves in the textbook by L.S. Atanasyan and V.T. Bazyleva. The fundamental concepts of the theory “curvature” and “torsion” are defined as follows. “The vector $n = d\tau / ds$ is called the curvature vector of the line γ at the point M, and its length $|n| = k$ is the curvature of the line γ at this point”. The number v in the formula $d\beta / ds = -vv$ is called the torsion of the line γ at point M “. Despite the fact that in the future the geometric meaning of the introduced concepts is revealed, this does not give the effect that the use of genetic definitions of the named concepts gives. There is no description in the textbook of where the names of the coordinate planes of the Freinet frame came from. The fact that such an approach makes it possible to significantly “squeeze” the presentation cannot be a serious justification. We must not forget that genetic definitions clearly indicate the way of formation (or the way of origin) of the concept being defined, and this is undoubtedly more valuable for a future teacher. With this approach, geometry breaks away from its visual geometric fundamental principle[9].

At the same time, the experience of teaching a unified geometry course convincingly shows that the new level of formalization can be perfectly combined with the original content depth of the material being studied[10].

For a long time, geometry was considered synonymous with mathematics. Recently, geometry in school teaching has been losing ground. It is more and more difficult for the teacher to introduce students to geometry, to arouse interest in it, to teach them to perceive the space in which the student lives, to explore it[11].

In order for students to form clear geometric ideas, it is necessary to begin the study of geometry as early as possible. In elementary grades, students get an idea of some geometric objects (point, segment, line, polygon, etc.). Gradually clarifying and expanding ideas about them, improving the skills and abilities of working with geometric material, during the first four years, students receive a stock of geometric representations, which allows them to start studying a systematic geometry course from the 5th grade[12].

Geometers and methodologists of the Department of Algebra and Geometry of the Kolomna Pedagogical Institute, with the active participation of teachers from some schools in the city, have created a geometry program for grades 5-6. The unifying principle here is the formation of the initial and at the same time fundamental ideas about geometric transformations. The figure is represented as a set of points, although this is not explicitly stated. In the learning process, geometric abstractions are developed, and students receive geometric knowledge based on logical conclusions, and not only through specific observations.

Geometric information is repeated from class to class with some changes, meaningful enrichment occurs, an increase in the volume of geometric information. This gives the teaching of geometry an educational character. The formation of skills and abilities in operating with geometric objects depends on the content of the material provided for assimilation and the tools that students should use.

One of the main goals of modern education is the formation of a comprehensively developed personality. Geometry, connecting logical and imaginative thinking, plays an important role in this. However, for example, the reduction of hours for subjects in the physics and mathematics

cycle is the reason for insufficient attention to geometry in the mathematics course for 5-6 grades. Teaching individual courses in planimetry and stereometric sometimes causes problems in the formation of spatial representations among students. One of the possible ways to correct these shortcomings is to use the opportunities of additional education.

For example, to organize a mathematical circle for the study of geometric material in grades 5-6. In the classroom of such a circle, students: get acquainted with the basic geometric shapes, including stereometric ones; solve geometric problems "for cutting" and folding; learn to use geometric instruments (ruler, protractor, compass), perform constructions with their help. Tasks and theoretical material should be entertaining, contribute to the development of certain qualities of thinking. This age is very favorable for the development of "smart hands". The development of not only individual thought processes, but also the entire intellect of a developing personality depends on the characteristics of manual labor. The use of modeling in circle classes contributes to the formation and development of abilities: to perform logical operations of analysis and synthesis, predict the result, make its assessment and check its correctness.

Thus, in the circle classes, solid knowledge of the simplest geometric shapes, some of their properties (for example, symmetry), visual and graphic skills, methods of constructive activity are formed; develop: spatial imagination, geometric intuition and creativity.

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DOI: **10.5958/2249-7137.2021.00899.5**

A FAIRY TALE AS A REFLECTION OF THE NATIONAL CULTURE OF THE PEOPLE

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ABSTRACT

The fairy tale, which is the leading genre of Korean folklore, is the most valuable monument of the spiritual and poetic culture of the Korean people and is of great educational value. The fairy tale has long been loved by the people. In the recent past, it was a fairy tale that nourished the spiritual culture of ordinary Koreans.

KEYWORDS: *Fairy Tales, Tales, Fables, Once Upon A Time, Storyteller, Devil, Hero, Enmal, Eniyagi, Laborer – Mosymkun, Commoner – Chongmin.*

INTRODUCTION

Located at the very edge of East Asia, Korea is renowned for its amazing beauty and diversity of nature. It is no coincidence that its inhabitants called their country so poetically: Choson - the land of morning fresh. A talented and hardworking people live here. Working for thousands of years on the land mastered by the Chosong ancestors, the Korean people have created a rich, distinctive culture. An integral part of this culture is oral folk art: fairy tales, traditions, legends, myths, proverbs, sayings and songs marked with the seal of wisdom.

On summer sultry evenings, old storytellers - Iyagikuns told fairy tales to children. More than one generation of Korean children listened with delight about miracles and wizards, about the cunning tricks of devils - tokkebi, about the spirits of deceased ancestors and relatives. In the rare hours of rest, adults also listened to iyagikunu, sitting in a shabby shack on a reed mat laid over a warm cana-ondori, on a blizzard winter night, when a cold, piercing wind raged behind a paper-covered window, or on a hot afternoon, perched in the shade of weeping willows in the rice field. Adults, like children, believed in the almighty hero - zhangsu, who is able to save them from the earthly hardships and oppression of the yangbans. They believed in a "happy" grave, for which they were looking for and could not find a single place on the "only" happy mountain. As a

reward for the search, they expected happiness and blessings from their grateful ancestors, who had long gone to chosin - another world. They also believed in prophetic dreams, in which the hero appears as a seer in the guise of a gray-bearded old man-hermit, a Taoist giving wise advice, or in the guise of a heavenly fairy - a dream that tells how to find happiness. But in real life, everything was completely different: the desired happiness did not come, life took revenge on naive people for their gullibility, mercilessly crushing ghostly hopes.

Fairy tale has always been a favorite form of oral creativity among Koreans. Some call it "enmal" - a word about antiquity, others - "enniyagi" - a story about antiquity. The roots of the Korean fairy tale go back to the hoary antiquity, and it originated somewhere at the dawn of the emergence of Korean culture. It is as difficult to determine the exact time of its appearance as it is impossible to imagine when it was: "in ancient times ...", "when the tiger was still smoking a pipe, and the buffalo spoke in human language ..." the imprint of the earliest era in the history of the emergence of Korean society. In a peculiar form, inherent only in fairy tales, they reflected the way of thinking of primitive people, their naive and sometimes distorted ideas about the world around them, the origins of customs and beliefs. It is here that the roots of many elements of fairytale fiction are hidden, images and plots widely known in Korean folklore originate from here. Korean fairy tales are an invaluable source for studying the way of life, customs, traditions and customs of the country, "for the fairy tales of any nation bear the imprint of the spirit of the people" [1]. Like the folklore of other peoples, Korean fairy tales are organically linked to real life. To a greater extent, fairy tales embody the realities of the subsequent stages of development of the feudal world with its characteristic social attributes and collisions. Thus, in the artistic form, the fairy tales reflected the characteristic features of the Korean people at different stages of its history.

Over the centuries, a natural selection of folklore material took place: subjects and style were polished. The memory of the people retained only what the soul of the people lived with, its aspirations. This is how the Russian writer and the first collector of Korean folklore N. Garin-Mikhailovsky wrote about the intrinsic value of Korean fairy tales: not only nature, but also the life-loving Koreans themselves, are fabulous, according to N. Garin- Mikhailovsky. The poetry of a fairy tale has so merged with life itself that both the fairy tale and the life of the Korean are inseparable.

"You become infected with their mood: life for them is the same fairy tale, and everything here is fabulous, and poetic, and terribly fabulous. And nature is the same" [*]. Shocked by the impression that one Korean storyteller made on him, the writer notes: "It seems ... some kind of dream, charm, in which we all were suddenly transported into the unknown depths of the rushed millennia" [2].

This collection presents the main genres of Korean oral prose. They are arranged in the traditional order of myths and legends, fairy tales, everyday tales, animal tales, folk anecdotes about the cunning and clever Kim Son Dal,

The legends, legends and myths included in the book are widespread in Korea both in the oral performance of storytellers and in the records of historical works "SamgukSagi" ("Historical Records of Three States", 1145) by Kim Busik, later chronicles of "Kore sa" ("History of Korea", 1454).

Korean legends and myths have a close connection with fairy tales; sometimes it is even difficult to determine where the legend ends and the fairy tale begins. And the fabulous plot is difficult to separate from the real history of the country. That is why there are many stories in Korean folklore about the ancestors, the founders of the ancient Korean states of Joseon, Kogur, Silla ("The Li Dynasty", "The Second Legend of the Dynasty Reigning in Korea", "The Legend of Tang Gong," which is the founder of Ancient Joseon). The mythical characters are presented as semi-historical-semi-legendary rulers or heroes of Korea.

The traditional hero of Korean fairy tales is often the sage magician Henin in the form of a gray-bearded old man. This image is probably inspired by the patriarchal-Confucian veneration of old age.

There are many tales where the character is a monk. The Korean monk bears little resemblance to his Russian counterpart. He is not attached to the temple, but walks through the villages, collecting alms, doing good, punishing evil ("Temple on Mount Baekjoksan", "How Seoul Became the Capital").

The age-old dream of the Korean people was embodied in the image of a hero - zhangsu, capable of performing miracles, making people happy ("Bloody Tears of a Hero", "Lake of a Bogatyr").

Among Koreans, as well as other peoples of the world, tales about a stepdaughter and an evil stepmother are very popular ("How Yonnie Escaped From Her Stepmother", "Rose and Lotus"). "The story of the virtuous Khonchi and the wicked stepmother and her daughter Phatchi" is notable for its realism: the heroine, Khonchi, loses not a gold, but a cloth shoe, fording a river, and marries not a prince, but a provincial governor[14].

And here is another, also very common story about two brothers: the elder and the younger, rich and poor, evil and good ("The Tale of the Soothsayer and His Three Sons"). The most famous is the tale of the malevolent elder brother Nolbu and younger brother Hinbu[15]. In Korea, where strict Confucian ethical norms have prevailed for a long time, requiring unquestioning respect for the elder in the family, the conflict between the younger and the elder acquires particular acuteness. In fairy tales of this kind, the younger brother is humiliated by the elder in every possible way, deprives him of the inheritance, or even kicks him out of the house[16]. The younger brother is in poverty, but suddenly a miracle happens - the diligence, honesty, meekness of the younger brother are rewarded. The stories of such fairy tales are very popular among Koreans. And therefore, at the mere mention of the name of the heroes of the tale, visible images appear in the mind of a Korean. Any Korean understands the meaning of the phrase, an allegory like: "Neighbor Kim is true Nolbu, and Pak is Heungbu." These and similar names have become common nouns[17].

The favorite hero of Koreans is a fisherman, in whose image the generosity of the soul of a simple Korean is embodied. He usually releases the fish caught by him to the wild, which in reality turns out to be the son of the king of the sea[18]. A young fisherman finds himself in the underwater kingdom and is rewarded for his kindness. Another hero of fairy tales is a poor lumberjack ("The Lumberjack and His Son"), who makes his living by collecting brushwood and selling it to the rich. The woodcutter goes to the mountains for brushwood, and miraculous events take place there, which form the basis of a whole cycle of fairy tales ("Fairies from the Diamond Mountains", "The Legend of the Cheonnyu Rock", "How the young man Moon Hyesong got the root of life")[19].

The hero of fairy tales is often a simple youth without any specific name. The action in these tales takes place not in the ghostly "thirtieth kingdom of the thirtieth state", but in some province, district of Korea, and the scene of the action is described very accurately, which aims to give the tale as much authenticity as possible[20].

The richest idea about life and aspirations, about the joys and sorrows of the Korean people, about their way of life and traditions are given by everyday tales. The heroes of everyday fairy tales are, as a rule, ordinary people[21]. They achieve success not with the help of sages or heavenly fairies, but thanks to hard work, intelligence, ingenuity, dexterity. Most often these are peasants or farm laborers - mosymkun or commoners - chongmin. The tales of this cycle sparkle with humor, they ridicule such human vices as stupidity, greed and envy. The plot is usually built on a disagreement between the hero and his ill-wishers. The poor man who is downtrodden and oppressed in life is completely transformed in a fairy tale and emerges victorious in a kind of duel ("A grain of millet", "The son of a butcher", "A tale about a dog, a miracle tree and a hunting horn")[22].

The hero of many everyday fairy tales is the noble Yangban ("Yangban full of coins", "How the Yangban saved a girl with friends"). But it is necessary to emphasize the originality of the Korean yangban. If in European fairy tales the "poorest" landowner had land, an estate, a servant, then the yangban in old Korea was often naked like a falcon[23]. Many representatives of the Yangban estate vegetated in want and even beggarly. The Yangbans often fed off their wealthy relatives while living in their home. Chasing the yangban was not allowed by strict kinship laws. In Korea, such impoverished yangbans were called mungeks, or hangers-on. In a number of tales, the arrogance and arrogance of the Mungek-Yanban are caustically ridiculed[24].

In old Korea, scholarship inaccessible to the common people was highly revered. A person who learned a thousand or two hieroglyphs and read several Confucian books was considered an educated scientist. The Confucian scientist in Korean fairy tales is a peculiar figure. Confucian teaching, which came from China, was elevated in Korea to the rank of state ethical and religious norm. Knowledge of Confucian dogmas was necessary to pass exams and enter an official position[25]. All the education of such "scientists" was reduced to the canonical books memorized by heart in the ancient Chinese language. Usually these "scientists" were poorly versed in the simplest life questions. It is not for nothing that the people said about them: "A Confucian scientist, but he cannot draw up a receipt for the payment of tax on a bull." Koreans have put together many tales about such would-be scholars, where their ignorance and complete ignorance of real life is ridiculed ("The cunning farm laborer Tolsve", "How the sunbi deceived a monk", "How a young man outwitted the minister")[26].

A curious feature of Korean groom tales is that the hero wants to marry not a young girl, but a young widow. Confucian morality preached the wife's reckless loyalty to the memory of her deceased husband ("The Widow's Fortress in Sunchkhan County", "To Mi and His Wife"). Even the bride was not supposed to marry another if the groom chosen by her parents died. And so the fairytale hero, in spite of the Confucian prohibitions, takes care of the widow ("Profitable Turnover"). This probably expressed a kind of protest against the disenfranchised position of women in old Korea[28].

Korean animal tales have a lot in common with other peoples' tales. Only the animals are acting in them. So, the place of the wolf in Korean fairy tales is taken by the tiger. In the eyes of

Koreans, the tiger not only symbolized strength and power, but was also the object of superstitious worship. It is no coincidence that in the old days his image was adorned with military banners and banners ("White-Eared Tiger", "Monk-Tiger", "Tiger Hunters"). But at the same time, the tiger is a sorcerer and wizard ("The Tiger and the Pipe", "The Beautiful Tigress")[29].

The deer is invariably present in animal tales. Folk fantasy associates him with heavenly fairies ("The Deer and the Snake", "How the Girl Saved the Deer"). The deer often helps the heroes as a token of gratitude for saving them from imminent death. The motive of gratitude is especially common in Korean fairy tales. The role of grateful animals is also played by a dog ("How a puppy saved the owner"), a pheasant ("A grateful pheasant") and a toad ("How a toad overpowered a cruel snake")[30].

An important influence on the formation of the image of an animal - a character in Korean fairy tales, apparently, was exerted by the existence of a belief among Koreans that if an animal lives for a hundred years, it changes the color of its fur and becomes white, and after living for a thousand years, it becomes black. Such long-lived animals are considered werewolves, capable of assuming human form. That is why Koreans have so many tales of centennial tigers, millennial werewolf foxes[31].

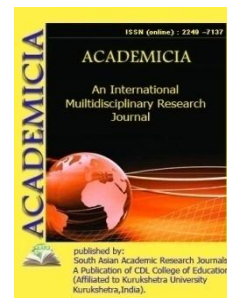
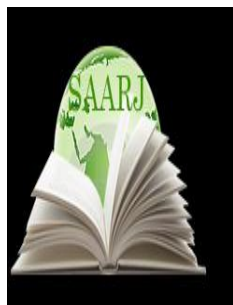
In the folklore of the peoples of the East, there are many fairy tales united by a single hero - the defender of ordinary people[32]. For some it is Khoja Nasreddin, for others it is Aldar Kose. For Koreans, such a hero is Kim Sung Dal. A defender of the disadvantaged, a merry fellow, a master at clever tricks, sharp-tongued, Kim Son Dal is inexhaustible on fantasies and tricks in order to teach a lesson to a swaggering, arrogant and stupid rich or stingy man. The collection presents a cycle of stories "How Kim Sung Dal sold the Taedong River".

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DOI: 10.5958/2249-7137.2021.00900.9

THEORETICAL AND METHODOLOGICAL BASIS OF ATTRACTING FOREIGN INVESTMENT TO THE NATIONAL ECONOMY

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ABSTRACT

The article highlights the objective role of foreign investment in ensuring economic development in modern conditions. The types of foreign investments and the peculiarities of their attraction are described. The article also outlines the priorities for economic development by attracting foreign investment.

KEYWORDS: *National Economy, Development, Investment, Foreign Investment, Capital, Competitiveness, Investment Policy, Investment Climate.*

INTRODUCTION

Reliable legal protection and guarantees are provided for foreign investors for attraction of foreign direct investment in the implementation of programs to further improve the investment climate in the country, modernization, technical re-equipment and reconstruction of production, creation of new jobs in the regions of the country with surplus labor force. In addition, investments are used as a regulatory tool to ensure the priorities and strategic objectives of sustainable development of certain sectors and regions of the economy.

An important factor in the development of the country's economy is the investment in it and its effectiveness, which is mentioned in a number of textbooks and sources published by domestic and foreign economists. It should be noted that today investment is one of the most talked issues. This is because investment, especially the inflow of foreign investment into the country's

economy and thus the development of sectors of the economy, is becoming one of the most pressing issues today. It is noteworthy that the direction in which investments are directed, determines its development, as well as the timely elimination of a number of problems that hinder the development of the country. Investment (Latin: investio-wrapping) is a long-term investment in various sectors, socio-economic programs, innovations, business projects in the country or abroad for the development of the economy. Traditionally, an investment is the implementation of specific economic projects in order to generate future income. Such an approach to describing the nature of investment is the primary focus of national as well as foreign economic literature. It should be noted that many economists have conducted research on the content of foreign investment. Theoretical view of local economist, D. Gozibekov about foreign investment is the following: "Foreign investment is the binding of the capital of one economic entity to another economy for a certain period of time, differing from domestic investment in the breadth of risks, characterized by changes in the legal environment, the investment climate, resulting in capital movements across countries and regions". From these considerations, it can be concluded that foreign investment is capital that moves from one country's economy to another's economy, which differs from domestic investment in the breadth of its risks. He added that "while foreign investment is a necessary and important source of external financing for countries, it also includes a lot of tangible and intangible assets, various technological, information, financial flows, management skills, work in world markets, experiences and more. They are characterized by cross-border movement, ie migration, change of legal conditions of operation, confrontation with additional risks and specific goals". N. Kuzieva, Uzbek economist in her scientific works states that: "Foreign countries exporting capital for the purpose of future profit, legal entities and individuals to the countries receiving capital in various forms of wealth (migration, real estate, intellectual property, etc.) and income from them (profits, interest, dividends, license and commission fees, royalties, maintenance and other rewards) are called foreign investments. 10 She thoughts, the classification of foreign investments on the basis of various characteristics further clarifies their economic nature.

One of the economists, K. Khoshimov, in his research work described foreign investment as: "Foreign investment - all that foreign owners mobilize a certain amount of capital from one economy to another for a certain period of time in order to achieve a relatively high level of efficiency, taking into account the obvious and uncertain risks to various sectors of the economy of another country that are not prohibited by law? property, financial, intellectual wealth" 11.

In our view, foreign investment means the outflow of capital from one economy to another, with the goal of placing wealth on more favorable terms and ensuring the flow of capital over a relatively long period of time until the investment returns to the foreign owner. They are characterized by cross-border migration, in which foreign investment essentially replaces their national investment climate. In addition to security, profitability, capitalization and liquidity, foreign investment is an important feature of a specific goal. The economy, which attracts their attention, is also trying to achieve its goals. These goals can be as efficiency, productivity growth and market penetration. Therefore, mutual interests, trusting relationships, taking into account the conditions of entry are the basis for the transfer of investment from one country to another. Foreign investment, unlike domestic investment, is subject to additional risks, such as country, currency, nationalization, requisition. This means that their range of risks is much wider.

It is advisable to classify foreign investments into private, public, foreign and mixed investments according to the form of ownership. Depending on the object of direction, foreign investment can be divided into financial and real investments. In developed countries, the main place in the structure of financial investments is occupied by private property owners. The structure of foreign investment can be grouped as follows (Figure 1.1).

Foreign direct investment in the structure of foreign investment is important for the development of sectors of the economy, they accumulate more capital than the level of domestic savings, support the balance of payments and can have a positive impact on economic development by expanding import opportunities.

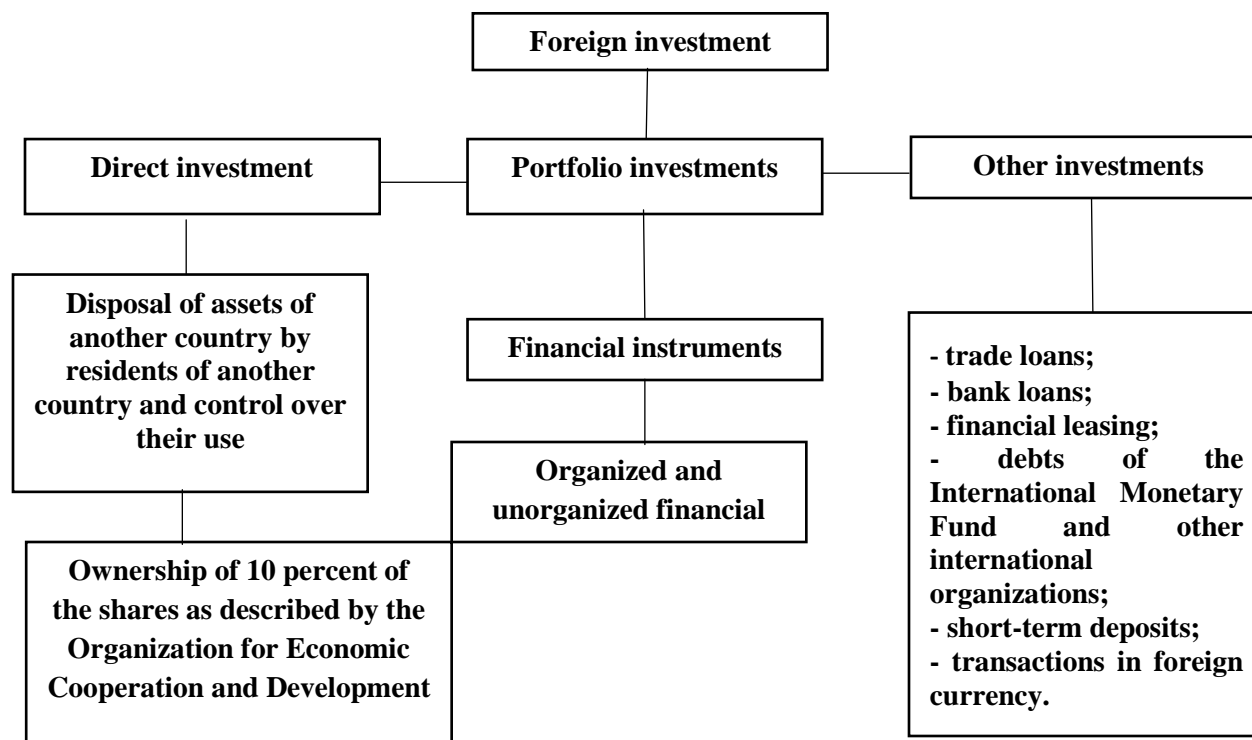


Figure 1.1. Classification of foreign investments

Foreign direct investment plays an important role in improving the operations, production and capital efficiency of individual enterprises, the introduction of new technologies and the improvement of the management system. These processes help to develop the internal market, increase the skills and practical experience of workers by indirectly influencing suppliers, customers and competitors of products and services. The above types of foreign investment have their own characteristics.

1.1-TABLE DISTINCTIVE FEATURES OF FOREIGN INVESTMENT

Signs	Foreign direct investment	Portfolio investments
The main purpose of entry	Control of a foreign firm	High profitability
Ways to achieve the goal	Organization and conduct of production abroad	Buying foreign securities
Methods to achieve the	– full ownership of a foreign	Acquisition of at least 25% of

goal	company; – acquisition of a controlling stake (from 25% of the company's share capital as recommended by the International Monetary Fund) should not be less);	the share capital of a foreign company (in the USA, Japan and Germany - 10%)
Forms of income	Entrepreneurial profits, dividends	Dividends, interest

Particular attention is paid to the work on attracting investment for the implementation of projects on restructuring the economy, modernization of industries, technical and technological renewal. Investment opportunities and real volumes are closely linked to the situation in domestic and foreign markets. Despite the negative changes in foreign markets as a result of the financial crisis, the domestic market of our country continues to grow steadily. This is the most important condition for strengthening the investment climate. It is known that the policy of stimulating the domestic market has been implemented in recent years. The steady increase in the number of jobs and wages, the rapid expansion of income from entrepreneurship through the development of small business are the factors that ensure the stability of demand in the domestic market. The way to expand the benefits and preferences for large-scale, far-sighted free enterprise, which will continue in 2018, is to increase the volume of investments, especially foreign investment, and to ensure the sustainable growth of our economy and its macroeconomic balance. This has had a positive effect on mining.

Large-scale liberalization and stabilization factors play an important role in improving the economic situation in all countries in transition. Liberalization requires free pricing, the abolition of state control over trade, and the creation of new companies without hindrance. Stabilization means reducing inflation, eliminating imbalances in the economy and foreign economic spheres.

These two factors, which are closely linked to reform, can be addressed in the early stages of the transition. Foreign investment plays an important role in international economic relations and is an important source of capital for many countries. In the context of modernization of the economy, it is possible to increase the competitiveness of products only on the basis of investment, renewal of fixed capital and on this basis to reduce production costs and improve quality. Therefore, the President of the Republic of Uzbekistan Shavkat Mirziyoyev said that ensuring the growth of investments from year to year, the launch of new modern enterprises producing high value-added, deeply processed products - to ensure sustainable economic growth, first of all, is one of the most important factors in further improving the living standards and welfare of the population.

Investment policy is a set of targeted measures aimed at revitalizing investment activities, boosting the economy, increasing production efficiency and creating favorable economic conditions for economic entities in order to solve social problems. The state's foreign investment policy is a system of measures to regulate foreign investment flows by the state. Investment policy is one of the most important permanent means of goal-oriented activity of the state in terms of socio-economic development. Such a policy is the core of the entire political sphere of

the state, or in other words, it is the basis of the political activity of the whole state. The growth of the country's production capacity, economic growth, increase in the volume and quality of production of material and spiritual goods, the development of the overall infrastructure will largely depend on investment and investment policy.

Investment policy is a function of the state to mobilize investment funds to organize the reproduction of material goods in society. From the organizational and legal point of view, this area of public policy consists of the activities of its relevant bodies to define the goals and objectives of such a policy, to seek funding for its implementation. The development of prudent investment policy plays a leading role in economic growth. For the effective implementation of investment policy, it is necessary to establish a number of institutions that will serve to create a favorable investment climate. The model that works effectively in the world economy relies on a market system and takes full advantage of the national economy. We have every reason to say that Uzbekistan has created a unique investment climate, a system of privileges and preferences for investors.

This is evidenced by the fact that the volume of foreign investment in our economy is growing from year to year. The role of foreign investment, especially direct investment, in the further deepening of structural changes in the economy, the acceleration of investment activity of enterprises, modernization of production, technical and technological re-equipment is invaluable. This will create opportunities for the introduction of advanced technologies, the creation of new jobs and, on this basis, to ensure the sustainable and balanced development of the country's economy. The experience of developed countries shows that the attraction of foreign investment has been one of the decisive factors in the high level of development of these countries. Further deepening of structural reforms in the economy, further revitalization of investment activity of enterprises, wide attraction and effective use of foreign investment, especially foreign direct investment, modernization of production, technical and technological in order to re-equip, create new jobs and on this basis to ensure the sustainable and rapid development of our national economy, a large amount of funds is allocated from the national budget. At the current stage of modernization of the Uzbek economy further improvement of investment activities is required.

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DOI: **10.5958/2249-7137.2021.00901.0**

DIDACTIC GAMES IN TEACHING MATHEMATICS

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ABSTRACT

This article focuses on the usage of didactic games in teaching of mathematics in schools. Entertaining elements of mathematics lessons favor increasing interest to the subject as well as the development of logical thinking. A lesson containing elements of the game is a form of interaction between the teacher and the students. Through the system of game actions, educational opportunities are realized inherent in the content of educational material. Play is creativity, play is labor.

KEYWORDS: *Didactics, Technology, Crosswords, Screen Tools, Entertaining Texts, Oral Methods, Math Quizzes, Thinking.*

INTRODUCTION

The school course of mathematics is acquiring an increasingly important role in the system of general education of students. The math teacher has to solve problems every day how to make the most productive use of every minute of the lesson. It is necessary to look for effective ways to solve this problem. At each lesson, the teacher faces a number of tasks: how to bring all the necessary information to the consciousness of each student, how to achieve the assimilation of theoretical and practical material, how to form and maintain students' interest in the study of mathematics. This task is one of the most difficult. After all, mathematics is a science that requires a lot of mental stress, the development of logical thinking and creative abilities. Therefore, to arouse students' interest in mathematics, to keep them active throughout the lesson, it is useful for the teacher not to miss an opportunity to make the lesson more entertaining. The elements of entertainment are also conducive to the development of students' creativity. The growth of interest in knowledge, the activity of students in the classroom, the formation of

positive motives for learning, an increase in the effectiveness of the learning process is facilitated by the use of didactic games, fairy tales, crosswords, mathematical quizzes, tests, elements of historicism, tables, posters, as well as the use of tasks - drawings, mathematical dictations, on-screen teaching aids, handouts, signal cards, various types of frontal polling, etc. etc. Computer technologies can play a special role the formation of positive motives for learning, an increase in the effectiveness of the learning process is facilitated by the use of didactic games, fairy tales, crosswords, mathematical quizzes, tests, elements of historicism, tables, posters, as well as the use of tasks - drawings, mathematical dictations, on-screen teaching aids, handouts, signal cards, various types of frontal survey, etc. etc. Computer technologies can play a special role the formation of positive motives for learning, an increase in the effectiveness of the learning process is facilitated by the use of didactic games, fairy tales, crosswords, mathematical quizzes, tests, elements of historicism, tables, posters, as well as the use of tasks - drawings, mathematical dictations, on-screen teaching aids, handouts, signal cards, various types of frontal survey, etc. etc. Computer technologies can play a special role...

In order for teaching to be effective, it is necessary to use in a complex all the variety of techniques and teaching methods, which we tried to do when developing lessons on the topic "Quadrangles".

About didactic games. An important role is given by us to didactic games in mathematics lessons - a modern and recognized method of teaching and upbringing...

We use the following considerations. A lesson containing elements of the game is a form of interaction between the teacher and the students. Through the system of game actions, educational opportunities are realized inherent in the content of educational material. Play is creativity, play is labor. During the game, students develop attention, a desire for knowledge. Carried away, children do not notice that they are learning: they learn, remember new things, orient themselves in unusual situations, replenish their stock of ideas, concepts, and develop imagination. Even the most passive students are included in the game, making every effort not to let down their playmates. Children tend to be alert, focused and disciplined during play.

We have developed games "The third extra", "Who - who lives in the little house", "Silence".

The game "The third extra" is convenient to use when consolidating the studied material. Students are offered three figures (quadrangles), two of which have common properties (at least one), and the third figure does not have this property, therefore it turns out to be "superfluous". The student's task is to determine the "extra" figure. The use of such a game does not lead to simple memorization of the textbook material, but to the development of students' ability to analyze facts and think logically. This game can be used to study other topics in geometry and other subjects.

Information about the quality of assimilation of theoretical material can be obtained by using the game "Who - who lives in the little house". And to quickly receive feedback from all classes - the game "Silence" using signal cards (red, yellow, green), it helps the teacher to save time in the lesson, discipline students and at the same time receive information about the assimilation of the material by all students in the class. For example, when questioning, if a student at a desk agrees with the answer of the responding student, then he raises a green card, and if not, a red one. Thus, each student has the opportunity to "speak out". (Let's agree that the green card corresponds to the statements "yes", "true"; red - "no", "not true"; yellow - "there is an

addition"). This game can be used not only for interviewing students, but also for oral exercises.

Crosswords... The use of crosswords helps not only to arouse students' interest in mathematics, but also contributes to the development of their creative abilities, develops ingenuity. It is often difficult for a teacher to achieve this, so that students thoughtfully repeat this or that material and, especially, their active participation during the participation of repetition in the lesson. And here crosswords can help the teacher. In order to compose or solve a crossword puzzle, a student must work with a textbook, learn to highlight the main thing in definitions, concepts, theorems.

Screen tools. The mathematics teacher has at his disposal a lot of teaching methods and means, including on-screen ones. Along with tables, handout cards can be considered the most promising slides - specially prepared separate frames for demonstration using a computer.

Entertaining texts. Sometimes, to enhance the impression on an important topic, you can tell or invite students to write a fairy tale. This is exactly the case presented to us in the first lesson, where the definition of a quadrangle is introduced. We decided to introduce students to the classification of quadrangles using a fairy tale.

Elements of historicism. The use of elements of historicism in teaching mathematics is also a very effective and efficient tool. The history of mathematics shows that mathematics by its origin is not the product of "pure reason", but originated from the practical needs of man and was formed as a result of the mental and practical activities of people for many centuries. It is necessary to reveal to students that mathematical concepts change and develop on the basis of practice, i.e. to reveal the dialectical path of development of mathematics. Therefore, we decided to include a historical minute in the lessons, during which we acquaint students with the history of the origin of the concept in question.

Testing... One of the modern methods of testing students' knowledge is testing. We directly use tests in the development of lessons and therefore the control work on the topic was carried out using tests.

Oral methods. Oral work in the lesson also has great educational value, developing the mental activity of students, it brings revitalizing variety to the course of the lesson. The use of oral exercises in the lesson allows you to productively and economically put the work on deepening and consolidating knowledge. We included in the lessons oral work with a table - an assignment, oral work on ready-made drawings in the form of a frontal survey, a mathematical quiz.

An ordinary survey does not arouse proper interest among students, therefore, during the frontal survey, we also use special exercises that require students to be able to apply definitions, theorems in various situations, and the ability to quickly navigate in the conditions of a problem.

The task table allows you to quickly and efficiently carry out work to consolidate the material under study, organize a repetition of the passed. The work carried out using this table, activates the attention of students, is at the same time a change in the types of activities in the lesson¹...

Also, ready-made drawings, figures drawn in bright colors on a poster and used during oral work are good at concentrating the attention of students. They help to highlight equal, proportional elements (the teacher and students agree to indicate equal elements in one color with a smooth line, and proportional elements with a dotted line). In addition, such exercises educate students aesthetically, which arouses interest in the subject. Psychologists noted that when depicting

diagrams, drawings, figures and their elements in different colors, it is best to use no more than three colors at the same time. Usually, the main elements are depicted in red, and minor ones, for example, in green and blue.

Math quizzes... Attention, observation, intelligence of students also develop math quizzes. Conducting quizzes enriches and enlivens the lesson. We conduct a math quiz in one of the lessons, where we use practical tasks on the topic "Quadrangles". Solving these problems, students analyze facts, see the relationship between science and practice. The proposed tasks are brought to the students by clearly reading the text of the exercise once or twice. The participants of the quiz are warned that a personal-team championship is being played. To identify the winner of the quiz, a certain number of points is assigned for solving each problem, determined by the degree of difficulty of the proposed problem. The winning team is determined by the total of the points scored.

About tasks... We also paid much attention to solving problems. Problem solving is used to solve educational goals: to form motivation and interest in the educational activities of students, to illustrate and concretize the material studied, to develop special skills and abilities in students, to monitor and evaluate the results of their educational work, etc. Repetition is also carried out through a system of tasks - the systematic and purposeful formation of those operations that make up the solution process. Geometric calculation problems are characterized by the following operations: identification of the relationship (relationship) between the elements of a certain figure; direct search for the sought-after from relations containing one unknown; the selection of an auxiliary task (subtask), which consists in finding some unknown; drawing up an equation or systems of equations.

One example that contributes to the development of students' thinking is the method of auxiliary tasks. Its essence is as follows: a given task, if it encounters difficulties for a student, is initially replaced by an auxiliary task (tasks) prepared in advance by the teacher, which in some elements of the solution is similar to the main task, or is part of the main task, or the solution to one of them follows from solutions are different. An auxiliary problem is offered to students before solving a complex problem or in the middle of a solution, but the students are not told that it is an auxiliary problem. Then the main task is solved. Using the example of one lesson on the topic "rectangle", we will try to show the use of dialectical games in teaching mathematics.

The purpose of the lesson: repeat the concept of "rectangle" with the students, familiarize with the new definition and study its properties.

Equipment: computer, projector.

The lesson uses a didactic game.

During the classes:

10. Conducting a lesson in the form of a didactic game.

Teacher: Today in the lesson, guys, we will play. The game will consist of several stages, which I will introduce you to during the lesson. Let's break up into three teams (each row is a team). Each of the teams will earn points for themselves at each stage.

Stage I - updating basic knowledge.

Now we will choose the captains of the teams as follows: you must reproduce in notebooks for

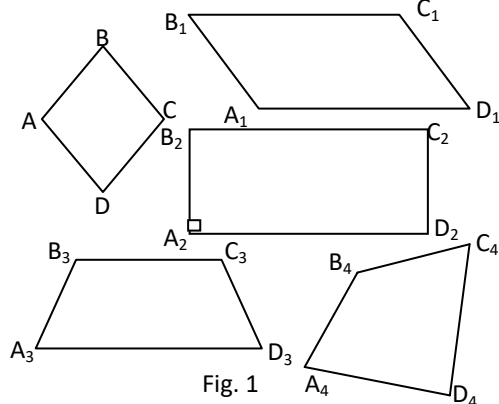


Fig. 1

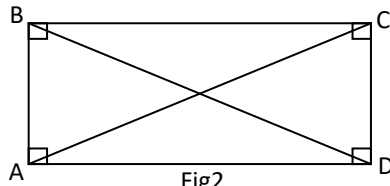


Fig2

independent work the reference notes based on the material of the previous lesson on the topic: "The rhombus and its properties." Writing key notes will take 4-5 minutes. The captain of each team will be the one who plays the keynote first. If the team does not have time to complete the work in 5 minutes, then it loses 2 points for every extra minute; if she completes the task in less than 5 minutes, she will receive 2 points for each saved minute. I'll keep an eye on this. Those who need advice can raise their hand and the captain will advise him. But each consultation deprives the team of 2 points. The number of consultations in all teams and the scores will be written on the board. (Notebooks of teams are reviewed by the teacher during consultations and independent work of students,

Stage II - consultation.

Guys, now each team should hold a consultation on the issues written on the board. It is allowed to use the textbook during the consultation. The consultation takes

5-6 minutes.

Questions:

1. What quadrangle is called a parallelogram?
11. What is a rhombus?
12. Formulate the properties and attributes of a parallelogram.
13. Formulate the properties of the rhombus.
14. Which straight lines are called perpendicular?
15. Formulate a criterion for parallelism of straight lines and a consequence of it.
16. Formulate the property of the angles formed at the intersection of parallel secant lines and the consequences from it.
17. Formulate a criterion for equality of right-angled triangles.
18. Stage III - learning new material.

The following pictures and questions are projected onto the screen using an overhead scope.

1. Select rectangles from among the quadrangles proposed in Fig. 1.
2. Can it be argued that a rectangle is a parallelogram?
3. What can you say about the degree of each corner of the rectangle?

4. Give the definition of a rectangle.
5. Prove that rectangle $A_2B_2C_2D_2$ has sides C_2D_2 and A_2B_2 ; A_2D_2 and B_2C_2 are parallel.
6. In fig. 2 name all right-angled triangles.
7. Find Equal Rectangular triangles and justify their equality.
8. What conclusion can be drawn about the diagonals of the rectangle?
9. Formulate properties that apply to both the parallelogram and rectangle and rectangle-only properties.

Teacher: Now, one by one, the team captains will call their rivals to answer the questions presented to you on the screen. Each team will answer three questions, 9 questions in total. 10-12 minutes are allotted for the study of new material.

Stage II - drawing up a reference outline.

So, guys, you and I considered a rectangle as a particular type of a parallelogram, got acquainted with its properties. Now you read the tutorial material we've covered. (Students read the "Rectangle"). Now close the textbooks and write a pivotal synopsis in your workbooks. At this stage of the lesson, we will take up to 8 minutes. Again, as in the first stage, the team will receive points for a job well done. When drawing up a synopsis, you can use this drawing.

Stage V - problem solving.

Each team must solve a problem.

The tasks for the three teams are written on the board.

1. Prove that if a parallelogram has all angles, then it is a rectangle.
2. Prove that if a parallelogram has equal diagonals, then it is a rectangle.
5. Prove that if the parallelogram has at least one corner of a straight line, then it is a rectangle.

Weak students are called in to answer these tasks. Each team gets points for solving the problem.

Stage VI - summing up the results of the game.

Today in the lesson during the game, we guys got acquainted with a new type of quadrangle - a rectangle, as a particular type of parallelogram, which has all its properties. In addition, we have expanded the property that applies only to the rectangle: the diagonals of the rectangle are equal. When solving problems, we got acquainted with the features of a rectangle, i.e. those of its properties that make it possible to establish that the parallelogram is a rectangle:

If in a parallelogram: 1) the diagonals are equal; or 2) all angles are equal; or 5) at least one corner of a straight line.

Here the winning team is named, individual students are given a grade in the magazine.

The usage of didactic games in mathematics lessons will allow students to show interest in the subject under study, and also contribute to the development of logical thinking and increase the activity of students in general education schools.

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DOI: **10.5958/2249-7137.2021.00902.2**

FORMATION OF THE CONTENT OF THE EDUCATIONAL-METHODOLOGICAL COMPLEX "INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION" IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT

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Abstract

The article deals with the formation of the content of the educational and methodological complex in the direction of innovative activities in the process of professional development of public educators. The content of practical training in the organization of the educational process in accordance with the working curriculum, the principles of "simple to complex, practical application of theoretical knowledge" were followed.

KEYWORDS: Educational-Methodical Complex, Educational Program, Interactive Educational Methods, Innovation, Theoretical And Practical Training

INTRODUCTION

The widespread introduction of advanced pedagogical and information and communication technologies in the educational process, as well as innovations in the education system are one of the main criteria for increasing the effectiveness of education. This makes it necessary to update the educational and methodological complexes used in the system of self-training, as well as to form them in accordance with modern requirements.

Educational-methodical complexes mean a concept that represents a set of didactic tools used in the educational process [1].

What is the content of teaching training modules in the field of information technology in the system of professional development today, what are the pedagogical problems in the creation of educational and methodological complexes in this area. The following issues are analyzed from a scientific and pedagogical point of view.

Main part:Currently, the regional centers for retraining and advanced training of public educators are working effectively to create educational and methodological complexes aimed at the formation of innovative pedagogical activities of listeners, combining the latest achievements of information and communication technologies. In particular, educational and methodological complexes, which are important in improving the quality of education and the formation of innovative pedagogical activity of listeners, are created in accordance with the requirements of the time based on the needs of listeners [2-5].

These educational-methodical complexes were formed as a result of the study of the needs of listeners in the process of professional development on the basis of surveys, educational-practical seminars in basic schools and cooperation with mentors in the field of science.

Here we consider the content of the educational-methodical complex "Information and communication technologies in education."

The working curriculum is based on the basic curriculum of the in-service training course for public educators and teachers, which describes the goals, objectives and requirements for the knowledge, skills, competencies and competencies of the trainees in the module. The curriculum takes into account the organic sequence of topics and the existing knowledge of the audience on information technology in the creation of educational and methodological complex. Therefore, the program is given not only basic concepts about information technology, but also provides for a complete acquaintance with its technical tools and the formation of skills for working in them.

Interactive learning techniques used in teaching the module. One of the main criteria for directing listeners to innovative pedagogical activity in the teaching of this educational module is the appropriate and effective use of interactive educational methods in the teaching of training. The educational-methodical complex includes the proposed interactive teaching methods and their descriptions in the teaching of the educational module.

Useful interactive teaching methods in teaching the module. One of the main criteria for directing listeners to innovative pedagogical activities in the teaching of this training module is the ability to use interactive teaching methods in the classroom. The educational-methodical complex contains the recommended interactive teaching methods and their descriptions in teaching the module.

Theoretical training materials (2 hours). The educational-methodical complex is created in a methodologically coherent sequence, ie the content of the theoretical material is presented in a logical sequence and the essence of the topic is revealed through the basic concepts and theses.

It fully covers the knowledge and skills that need to be conveyed to the audience on the topic. The topic of the training module is "Modern information and communication technologies in education" for 2 hours.

Practical training materials (6 hours). The practical training of this educational module consists in the development of competencies of the listener to effectively use information and communication technologies in their professional work and the preparation of electronic and didactic materials in innovative pedagogical job. The content of practical training In the organization of the educational process in accordance with the working curriculum, the principles of "simple to complex, practical application of theoretical knowledge" were followed. It is advisable to perform tasks based on the direction and characteristics of the profession in the

conduct of practical training. Therefore, the main focus is on the formation of practical skills. The following is the content of the practical training: In the educational-methodical complex the theme "Creation of educational materials with the help of practical programs" is designed for 2 hours, the main purpose of which is to develop the skills and abilities of listeners to create educational materials using practical programs. The theme "Use of multimedia technologies in education" is also designed for 2 hours, and the purpose of the lesson is to develop listeners' skills and abilities to use multimedia technologies. In addition to developing the knowledge of multimedia tools needed in their professional activities in the process of professional development of personnel of public education, it is also necessary to develop students' skills and abilities to use the Internet, its capabilities and Internet educational resources in the educational process. The theme of the Internet and its services is to develop students' skills and abilities to use Internet resources and their services.

Bank of Cases. In the course of the practical training, the tasks of the listeners to study the situation, analyze it and solve the problem using the case study method are presented in tabular form.

Independent study topics. Topics of independent study are presented in order to further develop the knowledge of listeners on the training module, the independent use of Internet resources in their professional work and the formation of qualification paper, as well as the preparation of presentations. These independent learning topics almost covered the materials in the training module.

Glossary. In the materials of the training module there are Uzbek and English explanations of terms, which are used a lot and come as a base phrase.

The list of used literature contains a list of used and recommended literature and electronic resources for this module.

CONCLUSION

In ensuring the quality of the educational-methodological complex, it is recommended to take into account the relevance of the topics, their compliance with the requirements of the state and the needs of the educational system, the ongoing socio-political and democratic changes in the country, priority issues of reforms in the areas of economic, legal and other spheres, as well as the latest achievements. This determines the position of the educational module in education to acquaint the audience with information and Communication Technology in education, its application in practice and thereby ensure the effectiveness of Education.

The following recommendations on the organization and conduct of training on the basis of the educational-methodological complex "Information and Communication technologies in education" in the process of qualification development of regional centers are referred to:

- carrying out in education in the form of theoretical and practical training of modern information and communication technologies module;
- to give information about modern information and communication technologies;
- to teach the use of technical tools and practical applications.

The following recommendations on the organization and conduct of training on the basis of the educational-methodical complex "Information and Communication Technologies in Education" in the process of professional development of regional centers are presented:

- Conducting modules of modern information and communication technologies in education in the form of theoretical and practical training;
- Providing information about modern information and communication technologies in education in theoretical training;
- To teach the use of technical means and practical programs in practical training.

It is recommended to use the following forms of teaching in this educational-methodical complex:

- lectures, practical classes (understanding of information and technology, developing intellectual curiosity, strengthening theoretical knowledge);
- round tables (to increase the ability to make proposals on the solutions of the tasks under consideration, to hear, to perceive and to draw logical conclusions);
- discussions and discussions (provide evidence and substantive arguments on assignment solutions, develop the ability to hear and find solutions to problems).

The content of the educational-methodical complex is inextricably linked with the curriculum modules "Educational technologies and pedagogical skills", "Specialized disciplines" and "Pedagogical software in education" to increase the level of formation of innovative training of listeners in the training process.

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DOI: **10.5958/2249-7137.2021.00903.4**

STUDY OF FREQUENCY INDICATORS OF COMORBID STATES AT DIFFERENT FUNCTIONAL CLASSES OF HEART FAILURE

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ABSTRACT

In order to study comorbid conditions in patients with chronic heart failure (CHF) living in regions with a hot climate, 323 patients were examined, including 150 men (46.43%), 173 women (53.56%) aged up to and older 60 years. Analyzes showed in groups of patients with low hemoglobin albuminuria was detected in 35.6% of cases, in the absence of anemia 24.3% ($p < 0.05$). Blood creatinine indices in patients under 60 years old was 74.9 ± 17.7 and in 60 years old and older $98 \pm 21.9 \mu\text{mol} / \text{l}$, an increase in the indicator was noted depending on the FC of CHF, amounted to I-FC- 83.2 ± 2 , 8, II-FC 101 ± 3.8 , III-FC 128 ± 5.4 , IV-FC $138.9 \pm 9.1 \mu\text{mol} / \text{L}$ ($p < 0.05$). Thus, in patients with CHF, the incidence of comorbidity increases in proportion to the age and functional class of chronic heart failure.

KEYWORDS: *Comorbidity, Chronic Heart Failure, Ischemic Heart Disease, Chronic Kidney Disease, Functional Class, Fibrosis Markers, Anemia, Creatinine, Albuminuria.*

INTRODUCTION

Experts from the World Health Organization consider the increase in the prevalence of chronic diseases as a global epidemic of the 21st century [6,15]. Among them, a special place is occupied by ischemic heart disease (IHD) and arterial hypertension (AH), as the causes most often leading to chronic heart failure (CHF). It is well known that due to the introduction of new modern therapeutic and prophylactic methods, as well as an increase in the proportion of elderly and older patients, the number of CHF patients is increasing [1,6,7,14,15]. It should be noted that with an improvement in the quality of life and its duration, the proportion of ischemic heart disease and hypertension and associated CHF will certainly increase. According to the American Heart Association (AHA), CHF was named the leading cause of death in 283,000 people in 2008 and represents a new epidemic of cardiovascular disease (CVD), affecting more than 23 million

citizens worldwide, and the economic costs associated with CHF are estimated at billions of dollars per year [5,9,18].

A characteristic feature of the modern diagnostic and treatment process for chronic diseases, which include CHF, is the presence of a combination of several pathological conditions in the patient, i.e. comorbidity, which has received special attention in recent years, while most often we are talking about comorbidity in a patient, and not with any disease [2, 8]. According to European studies, the risk of developing CHF is especially high in the presence of both coronary heart disease (CHD) and diabetes mellitus (DM) [5,18]. According to various researchers, the presence of high comorbidity leads to an increase in mortality in patients with chronic disease, a decrease in the quality of life and social maladjustment [6,11,13]

Initially, the term "comorbidity" (Latin co - "together" and morbus "disease") was proposed by Feinstein A.R. This concept characterizes the presence of an additional clinical picture that already exists or has appeared independently, in addition to the current disease and is always different from it [3,12,16].

The prevalence of comorbidity varies significantly and significantly depends on the parameters of the sample (patients, doctors and clinics, sex of patients, age, adherence of researchers to different classifications of diseases), but in general there is an increase in the frequency of comorbidity with age, mostly in women [1,9,17 ,20]. According to M. Fortin's data, based on the analysis of 980 case histories taken from the daily practice of a family doctor, the prevalence of comorbidity ranges from 69% in young patients (18-44 years old) to 93% among middle-aged people (45-64 years old) and up to 98% - in patients of the older age group (over 65 years old). Moreover, the number of chronic diseases in one patient varies from 2.8 in young patients to 6.4 in older people [4, 15].

The most significant (92%) proportion of patients with comorbidity is found among patients with CHF, and the most common combinations of diseases include diabetes mellitus, ischemic heart disease, anemia, as well as hypertension, obesity and hyperlipidemia. At the same time, comorbidity cannot be described using several simple combinations of diseases, which also do not reflect differences in the severity of the condition, the effect on the level of physiological and mental functions, and disability [10, 14].

The aim of the study. To study comorbid conditions in patients with CHF living in regions with a hot climate.

MATERIAL AND METHODS

We examined 323 patients who were inpatient treatment in the cardiology department of a multidisciplinary hospital in Bukhara. Among the examined patients there were 150 men (46.43%), 173 women (53.56%). All patients had CHF and were divided by age into 2 groups up to 59 years old - 161 people and the second group - 162 people over 60 years old. The average age in group 1 was 52.55 ± 6.42 years, in group 2 - 67.56 ± 6.7 years ($p < 0.01$). CHF was diagnosed and assessed in accordance with the recommendation of the Heart Society of New York. All patients underwent general clinical and laboratory examinations, ECG and the results were processed according to the standard method. In addition, patients were interviewed using the Minnesota Questionnaire.

RESEARCH RESULTS AND DISCUSSION

According to the functional class (FC), the patients were distributed: I FC-26.93%; II FC-50.51%; III FC-22.29%; IV-0.26%. Body mass index on average in the first group under 60 years old was 29.4 ± 4.9 , in the second group over 60 years old - 28.1 ± 4.5 .

All patients had comorbid conditions. Thus, there were 43 patients with one concomitant diagnosis - this amounted to 13.31% of patients, with two concomitant diagnoses - 214 patients, which amounted to 66.25%. With three comorbidities - 56 patients, which amounted to 17.33% of patients. In 9 patients, there were 4 or more concomitant pathologies, accounting for 2.78%. On average, the general comorbidity averaged 2.1 ± 0.67 , in the group under 60 years old 1.9 ± 0.53 , over 60 years old - 2.2 ± 0.75 ($p < 0.01$).

When evaluating comorbidity by functional classes, it was found that in patients with 1 FC among 87 people, the comorbidity was 1.74 ± 0.61 , in patients with 2 FC in 164 patients it was 2.1 ± 0.57 in patients with 3 FC among 72 patients comorbidity was 2.54 ± 0.65 . The analysis showed that with age and an increase in CHF FC, the frequency of comorbid conditions increases in parallel and is most often diagnosed in older age groups with III-FC CHF.

The patients were divided into two groups depending on the parameters of blood hemoglobin. In the first group, hemoglobin indices were 112.4 ± 10.2 , in the second group, hemoglobin was 134.9 ± 8.9 ($p < 0.05$). The average age of patients with anemia was 64 ± 10.1 years, and those with normal hemoglobin values were 57.9 ± 9.1 years ($p < 0.05$). The study of hemoglobin indices depending on the FC of CHF showed the following: with I-FC - 139.9 ± 16.8 , with II-FC - 118.5 ± 19.7 , with III-FC - 112.2 ± 14.5 , with IV-FC - 102.5 ± 10.2 ($p < 0.05$). The analysis showed that anemia is often diagnosed in older patients with CHF and the frequency increases depending on the FC of the disease.

Therefore, in order to study renal dysfunction in patients with CHF, we analyzed the number of patients with albuminuria and blood creatinine levels. We studied the incidence of albuminuria in the examined patients with CHF, depending on age, FC, the presence of anemia.

If albuminuria was detected in 24.8% of patients under the age of 60, then in older age categories it occurs in 35.1% of patients ($p < 0.01$). This confirms that renal dysfunction in patients with CHF increases with age. In 323 patients with CHF, the incidence of albuminuria was studied based on FC and age. It was revealed that the age of patients with I-FC 54.8 ± 9.3 , II-FC 54.4 ± 10.3 and III-FC 64.5 ± 9.9 years.

Analyses showed the presence of albuminuria in patients with I-FC 12.3% of cases, II-FC 18.5% of cases, III-FC 29.1% of cases.

In patients with CHF, with an increase in FC, the number of patients with albuminuria increases in parallel, which corresponds to the literature data.

Also, in the observed group of patients, the incidence of albuminuria was studied depending on the hemoglobin parameters. Analysis of data in groups of patients with low hemoglobin albuminuria in 35.6% of cases, in the absence of anemia 24.3% ($p < 0.05$). The blood creatinine indices in patients under 60 years old were 74.9 ± 17.7 and in 60 years old and older - 98 ± 21.9 $\mu\text{mol} / \text{l}$ ($p < 0.05$).

A comparative analysis of this biochemical indicator, depending on the presence of anemia, revealed the following: with hemoglobin 112.43 ± 12.0 g / l, creatinine was 119.64 ± 13.7 μ mol / l and with hemoglobin 134 ± 9 g / l, this indicator was 89.6 ± 8.5 μ mol / l ($p < 0.01$).

Based on the FC, when comparing the creatinine indices, it was in patients with FC I- 83.2 ± 2.8 , FC II- 101 ± 3.8 , FC III- 128 ± 5.4 , FC-IV 138.9 ± 9 , 1 μ mol / L.

Analyzes of patients with CHF showed that with increasing age and FC, creatinine levels in the blood increase, the process is aggravated in the presence of comorbid pathology, which confirms the presence of impaired renal function in a certain number of patients we observed.

CONCLUSION

CHF often occurs with comorbid conditions, among which anemia, dysfunction with an increase in chronic kidney disease are most often diagnosed.

The presence of renal dysfunction is confirmed by a large number of patients with proteinuria and high blood creatinine levels.

The incidence of comorbidity increases in proportion to the age and functional class of chronic heart failure.

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DOI: **10.5958/2249-7137.2021.00904.6**

MORPHOFUNCTIONAL CHARACTERISTICS OF THYMUS UNDER EXPOSURE TO VARIOUS ENVIRONMENTAL FACTORS

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ABSTRACT

In the presented article, devoted to the features of the structure and function, morph metric parameters of the main structures of the thymus {thymus}, the patterns of development of this organ at the stages of postnatal ontogenesis are revealed. An increase in the number of luminescent granular cells of the cortico-medullary and subcapsular zones is revealed after 1 and 14 days. After 14 days, the cells of both the cortico-medullary and subcapsular zones become larger and more densely filled with granules.

KEYWORDS: Morphology, Organs Of The Immune System, Thymus, Action Of Environmental Factors

INTRODUCTION

The immune system of humans and animals is one of the most reactive systems of the body, reacting quickly to the effects of damaging factors at the earliest stages. The immune system is formed by a complex of organs and tissues that create protection against foreign endo- and exogenous influences.

It arose in the early stages of evolution and its activity is based on the recognition of foreign antigens, their destruction and removal, which is absolutely necessary for the survival of the organism. {1}

At present, convincing data have been accumulated indicating that the immune system largely determines the body's resistance to the effects of chemical factors. The central organs of immunogenesis in mammals are the thymus, where the formation and reproduction of T-lymphocytes takes place, as well as the red bone marrow, where B-lymphocytes are formed and multiply. Peripheral lymphoid organs are lymph nodes, spleen, tonsils, intestinal lymphoid follicles. The immune system of humans and animals is one of the most reactive systems of the

body, reacting quickly to the effects of damaging factors at the earliest stages. The immune system is formed by a complex of organs and tissues that create protection against foreign endo- and exogenous influences.

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Also immobilization stress induces adrenal hypertrophy, thymic involution and the appearance of destructive lesions in the gastric mucosa of white rats, correlating in terms of potency with the duration of stress exposure. Pathomorphological changes in the adrenal glands were characterized by hypertrophy, predominantly of the fascicular zone of the cortex. Also, under immobilization stress, there was a massive death of T-lymphocytes and their release into the cardiac bed, which was accompanied by involution of the thymus. {10}

During a stress reaction, T-lymphocytes are released into the blood and massive death of lymphocytes in the organ itself, especially in the cortex. Thus, with a 6-hour stress exposure, a 1.3-fold decrease in the thickness of the thymus cortex of white rats compared with that in animals of the intact group, the value of this indicator was 260 μm , with a range of fluctuations from 200 to 290 μm . On the contrary, the area of the medulla in the thymus of rats after stress exposure increased by 1.2 times (Fig. 2) and amounted to 940 μm , the oscillation range varied from 840 to 1020 μm . {11,12}

Lymphoid tissue, being the main site for the development of specific immunological reactions, contains numerous cell populations involved in ensuring the genetic constancy of the internal environment of the body. {2}

The thymus is considered as an immune organ in which acquired and natural immunity is formed with the help of biologically active peptides through the production of thymic hormones and the formation of progenitor cells of T-lymphocytes.

In the structure of the immune system, the thymus provides the maturation and differentiation of T-lymphocytes, including in the peripheral immune organs, stimulates the integration of various populations of T-lymphocytes and macrophages for the implementation of immune responses.

Until the end of the 20th century, the theory of involution of the thymus of humans and animals was considered indisputable. According to the theory of thymus involution in adolescents 14–15 years old and animals aged 8–9 months. upon reaching the period of puberty, the organ under study undergoes complete involution in the body and loses its functional purpose. The founders of this development and age-related changes in the organ before the onset of biological death. In a 4-week-old embryo, the reticuloepithelial complex and its cellular elements are formed. The thymus reaches its maximum functional development in newborns. However, there are substantiations for the morphofunctional significance of this gland in northern animals throughout all periods of the individual Thymus is a combination of epithelial and mesenchymal reticules and, together with the capillary network, form a reticulo-epithelial complex.

Epithelioreticulocytes differentiate and various cellular immunities appear in the body and form thymus-dependent zones (in the spleen, lymph nodes, etc.). The epithelial islets of the thymus of young adult animals secrete into the blood a secret that contains hormones of the thymosin family. These hormones regulate humoral immunity in the body of animals and humans. {3}

The development of T-lymphocytes is the result of the interaction of progenitor cells and immature thymocytes with components of the thymic stroma, which contains several types of cells that create a supporting framework and form a microenvironment for developing thymocytes. {4}

Autopsy studies of the thymus of people of different age groups made it possible to verify the expression of serotonin in human thymus cells at all stages of ontogenesis. A significant increase in the number of cells containing serotonin in humans has been established.

living age and the preservation of this hormone in people of old age and long-livers at the same level as at the initial stages of ontogenesis. The intensity of serotonin synthesis does not change during ontogenesis. The data obtained convincingly indicate the preservation of the endocrine function of the gland during aging {5}.

A comprehensive assessment of the immunoarchitectonics of the thymus revealed some important trends regarding the development of stress-induced immunomodulation in the growing organism of experimental animals. under the action of various types of stressors (physical and psychoemotional). According to quantitative immunohistochemistry data

According to the analysis, among the mechanisms of thymus involution under chronic stress in a growing organism, excessive apoptosis of double positive T-lymphocytes of the cortical substance and inhibition of the proliferation of cortical thymocytes are of great importance {8}.

It has been shown that under chronic stress there is a decrease in the number of T-lymphocyte precursors in the red bone marrow and a decrease in the level of their chemoattractants in the thymus, which contributes to organ hypoplasia {9}.

MATERIAL AND METHODS

The regenerative potential of the thymus of adults (54 people) who underwent chemotherapy for 12 months for lymphoma was investigated. The dynamics of thymic activity was analyzed by assessing structural changes in the thymus using sequential computed tomography, correlating them with the results of studying the thymus by simultaneous analysis of T-cell receptor excision circles (sjTREC) and CD31 (+) recently emigrated from the thymus (recent thymic emigrants - RTE) in peripheral blood. In addition, the regeneration processes in the thymus were assessed based on the recovery of peripheral CD4 (+) T cells after chemotherapy. An enlargement of the studied organ after chemotherapy compared with the baseline level, called recurrent thymic hyperplasia, was detected in 20 patients aged 18–53 years (average 33 years).

Using general linear models of mathematical analysis, it was found that patients with hyperplasia had a faster recovery of TREC and CD31 (+) RTE levels after chemotherapy than patients of the same age, sex, diagnosis, stage of disease, and thymic function at baseline. but without hyperplasia.

These data suggest that the adult thymus retains its ability to regenerate after chemotherapy, especially in young adults. The presence of hyperplasia may promote the renewal of thymopoiesis and replenishment of the peripheral CD4 (+) T-cell pool after chemotherapy in adults {6}. The role of cytokines produced in the thymus is mainly to maintain the main processes in the thymus, that is, T-lymphopoiesis. Cytokines also coordinate cell-cell relationships.

In an experiment on white outbred male rats who were injected intramuscularly with cyclophosphamide, imunofan and their combinations, it was found that the course administration of imunofan leads to changes in the morphology of the thymus and the functioning of its bioamine-containing structures. Imunofan significantly increases the width of the cortical, diameter and area of the medulla of the thymus with a corresponding increase in the mass of the organ 7 and 14 days after the end of the course of injections. An increase in the number of luminescent granular cells of the cortico-medullary and subcapsular zones is revealed after 1 and 14 days. After 14 days, the cells of both the cortico-medullary and subcapsular zones become larger and more densely filled with granules. It has been shown that the use of Imunofan against the background of the administration of cyclophosphamide promotes an increase in the mass of the thymus, the size of the cortex and medulla of the lobules, and the acceleration of the restoration of the cytoarchitectonics of the thymus. Recovery processes occur within 1 day after the combined course. After 7 days, the weight of the thymus and the size of the cortex and medulla in rats with isolated administration of cyclophosphamide and in the group with combined administration of cyclophosphamide and imunofan differ little, but there is a tendency towards normalization of the thymus structure. After the combined administration of imunofan and cyclophosphamide, the thymus structure and bioamine supply of cells differ significantly from those with the isolated administration of both drugs. It was found that an increase in the size of the cortical and medullary substance of the lobules with the introduction of imunofan occurs due to the activation of proliferation and differentiation of thymocytes, which can be mediated by the inclusion of the production of factors that control the growth and development of lymphocytes. Imunofan reduces the destruction of lymphocytes, because it has the ability to protect their DNA from damage caused by cyclophosphamide. {7}

Increased migration of thymocytes from the thymus to the blood and peripheral immune organs is believed to be the cause of accidental involution.

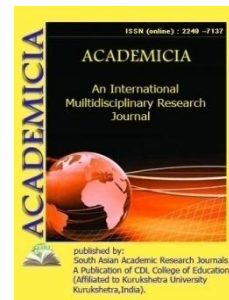
CONCLUSION

Morphological studies of the thymus {thymus gland} make it possible to assess age-related changes in the functioning of the immune system in response to the action of factors of various nature. Modern immunohistochemical research methods create opportunities for elucidating stromal relationships in the thymus. Further study of the morphofunctional organization of the organ will make it possible to identify and analyze the patterns of its structural and functional changes under the action of factors of various origins on the body.

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DOI: **10.5958/2249-7137.2021.00905.8**

EFFICIENCY OF PDT IN SEVERE CERVICAL DYSPLASIA

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ABSTRACT

One of the most promising and high-tech methods of treating severe dysplasia and cervical cancer today is photodynamic therapy (PDT), based on the principle of selective destruction of pathologically altered cells. This is achieved due to the effect of photo-radiation on cells, in which a special chemical substance accumulates. The essence of the method lies in the application or introduction of a certain chemical compound into the affected area and further exposure, for example, with a laser. Selectivity or selectivity is a necessary property of all drugs and substances, methods of exposure used to treat cancer and precancer. Selectivity assumes that the introduced substance or effect aimed at destroying cancer cells will not act on healthy tissues, otherwise all destructive methods of treatment will be harmful or fatal to the whole organism. Cervical cancer has the same signs of living tissue, therefore, the main difficulty in creating a selective effect is to study the properties and differences of malignant structures from normal ones. Initially, PDT in gynecology was used to treat early forms of malignant neoplasms, or was used in the complex treatment of severe widespread processes. At present, the technique, due to the achievement of high selectivity, can be prescribed for the treatment of background and precancerous diseases of the cervix, including severe dysplasias. To date, the experience of treating women with cervical pathology using the method of photodynamic therapy shows its high therapeutic activity, a minimum number of complications and side effects.

KEYWORDS: *PDT, Dysplasia, Cancer, Cervix, Precancer.*

INTRODUCTION

Photodynamic therapy (PDT) and diagnostics (PDD) have become recognized therapy and diagnostic tools for cancer treatment. This method requires at least three agents to coexist. A photosensitizer (PS), at the correct energy density and wavelength, converts chemical compounds (such as molecular oxygen O₂) into free radicals that directly cause local toxicity.

Nevertheless, the effectiveness of the treatment procedure is a complex dependence of the energy density of the activating light, the initial concentration of the photosensitizer, and the PS filling factor. Porphyrin derivatives and some other sensitizers require an appropriate oxygen concentration. In addition, these amounts and conditions may change during treatment due to photobleaching of the sensitizer, oxygen consumption, changes in PS concentration, and other factors. Effectiveness can also vary by patient and drug. In gynecological PDT, the menstrual cycle influences fluorescence spectroscopy as a monitoring tool for dosimetry and diagnostics¹ There are several aspects to consider when calculating the dose of excitation light. Higher illumination can cause thermal effects in the tissue, as well as rapid oxygen consumption, leading to photobleaching and phototransformation of the photosensitizer.^{2,3} This can reduce the effective concentration of the sensitizer, so a higher treatment efficacy is needed. either by increasing the treatment time (decreasing illumination) or by excitation with a fractionated light source.^{4,5} Photochemical modification PS and oxygen consumption should also be taken into account during prolonged exposure to light.

There is also a need for the development of sensitizers that absorb longer wavelengths due to deeper penetration of light into tissues that are not affected by hemoglobin uptake.

Moreover, the radiation dose absorbed by photosensitizers is highly dependent on the illumination configuration and the uniformity of light emitted directly from the source⁶ or from the light applicator ^{7,8}, as well as on the structure and morphology of the surface. As we show, the complex shape of the organ can also seriously affect the efficiency of light penetration into the tissue, affecting all successive stages of the treatment procedure due to the inhomogeneous delivery of the light dose. There have been few attempts to consider the effect of organ shape on PDT performance.^{9,10}

The aim of this work is to develop an approach to PDT in patients with early stages of malignant neoplasms and severe dysplasia.

The following research tasks :

1. Influence of the shape of the cervix on the effectiveness of photodynamic therapy
2. To determine the advantages of PDT over other methods.
3. Determine which drugs are most effective in PDT patients.

Methods

1. The effectiveness of PDT in different positions in manipulating patients with severe dysplasia and cervical cancer will be studied.
2. The effectiveness of all methods of treatment will be studied and the advantages of PDT will be determined.
3. Individually acting drugs that will be used in PDT treatment will be studied.

RESEARCH RESULTS AND DISCUSSION

We will be able to find a more effective treatment for PDT by changing the position of the cervix.

Studying the effectiveness of all methods in the treatment of severe dysplasia or early stage cervical cancer, selectively change the tactics of PDT treatment.

We will be able to find out what drugs will help with this method of PDT treatment in combination therapy.

Conclusion. PDT of patients will allow to solve problems with many complications that arise with other methods in the treatment of severe dysplasia of the cervix and cervical cancer. Higher rates of eradication of oncogenic HPV types in comparison with therapeutic, surgical and physical methods of influencing HPV and the absence of reinfection over a long period of observation, most likely indicate sanitation of the basal layer of the scaly integument, where the virus replicates, and also indicate cell destruction with an integrated form of HPV, when antiviral drugs become ineffective. PDT improves the prognostic factors of the clinical picture of precancerous diseases and early cervical cancer. The obtained results of antiviral efficacy demonstrate the effect of PDT, the purpose of which is to prevent the recurrence of the disease. Preservation of menstrual and reproductive functions gives a woman the opportunity for full reproductive function. Summing up, we can say that PDT is an alternative regimen of organ-preserving treatment, which affects not only the pathological epithelium, but also the etiological factors of cervical cancer carcinogenesis, which allows not only to cure the patient, but also leads to the complete medical and social realization of the woman.

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DOI: **10.5958/2249-7137.2021.00906.X**

FEATURES OF THE COURSE OF PREGNANCY IN WOMEN OF DIFFERENT SOMATOTYPES

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ABSTRACT

The examined women were divided into somatotypes as follows: 35 (23,5%) pregnant women had asthenic somatotype, 71 (47,7 %) - normosthenic somatotype and 43 (28,8%) - picnical somatotype. To correctly assess the indicators of ultrasound data and reduce diagnostic errors, it is necessary to use the standards of fetometric indicators developed for a specific region. The average age of the examined women was $25,2 \pm 0,3$ years. All pregnant women had a single pregnancy and were in the age group from 21 to 35 years, weighing from 65 kg to 95 kg and height from 151 to 182 cm. Thus, a direct correlation was established between a woman's somatotype and the following complications of pregnancy: the threat of termination of pregnancy, anemia, preeclampsia, intrauterine infection, fetoplacental insufficiency.

KEYWORDS: *Somatotypes, Examined, Gynecological*

INTRODUCTION

The most important task of the obstetric and gynecological service is to improve the quality and efficiency of prenatal diagnostics of fetal growth and development. A modern component of this process is screening ultrasound fetometry []. To correctly assess the indicators of ultrasound data and reduce diagnostic errors, it is necessary to use the standards of fetometric indicators developed for a specific region. The development of personalized medicine, the formation of individual approaches to the assessment of the physical condition of the mother and fetus and their adaptive potential [], forces us to pay attention to the constitutional features of mothers, which undoubtedly have an impact on the process of fetal development. Populations of different somatotypes have different anatomical and physiological characteristics of the body and its components, but the same reactivity within their group []. Separate studies []. clearly indicate the features of intrauterine development and functional state of fetuses in women with different

somatotypes. Mishchenko N. A. et al. (2006), L. I. Kondakova, A. I. Krayushkin (2009) provide data on the features of the placenta morphology in women of different physiques []. However, there are no systematic studies in the available literature to identify the relationship between the anthropometric parameters of pregnant women and the fetometric parameters of the developing fetus.

The purpose of the study: to establish the features of fetometric parameters in pregnant fetuses of different height and build at the stages of ultrasound screening examinations.

RESEARCH MATERIALS AND METHODS

To solve the tasks set in the work, 149 pregnant women were examined, belonging to the dispensary groups of healthy or practically healthy, who first applied to a women's consultation and registered for pregnancy at a period of 8-10 weeks. The examination was carried out once upon admission to the obstetric hospital during pregnancy at 38-40 weeks. The average age of the examined women was $25,2 \pm 0,3$ years. All pregnant women had a single pregnancy and were in the age group from 21 to 35 years, weighing from 65 kg to 95 kg and height from 151 to 182 cm. All women were expected to give birth for the first time (pregnant women with a history of dysmenorrhea, with antenatal fetal death, with developmental abnormalities, and with intrauterine development delay were excluded).

In addition to grading by somatotype, all women were also divided into growth groups: short – from 151 to 160 cm, medium – sized – 161-170 cm and tall-171 cm and above. The selection of growth groups is due to the fact that the anthropometric indices are calculated without taking into account the body length of the subjects and they will be different in different growth groups [].

Ultrasound examinations were performed in all women Three times in the dynamics of pregnancy (in the first trimester at 10-14 weeks, in the second trimester at 20-24 weeks, in the third trimester at 30-34 weeks). In the first trimester of pregnancy, the exact period of pregnancy was determined by the size of the coccygeal-parietal size (CTD) of the fetus .In the second trimester of pregnancy, extended fetometry of the fetus was performed. At the same stage, visible fetal malformations were detected, placentography was performed, and the amount of amniotic fluid was evaluated.

The analysis of the data of the anthropometric examination of women conducted at the time of 38-40 weeks gestation showed that the average values of the length and body weight of the examined women were $159,2 \pm 4,8$ cm and $65,5 \pm 8,5$ kg, respectively. The somatotype was determined by the index in Rees, Eyshenck. The index assessment according to Rees, Eyshenck provides for the allocation, taking into account anthropometric indicators and the component composition of the body, of three somatotypes: asthenic, normosthenic and picnic.

The examined women were divided into somatotypes as follows: 35 (23,5%) pregnant women had asthenic somatotype, 71 (47,7 %)-normosthenic somatotype and 43 (28,8%)-picnic somatotype. According to our data, the course of the present pregnancy in 131 (87,9%) of the examined women was complicated. Iron deficiency anemia was the most common complication of pregnancy (78,5%).The frequency of iron deficiency anemia in the first half of pregnancy was higher in women of the asthenic somatotype, compared with women of the normosthenic and picnic somatotype.

At the same time, we found a positive correlation between the prevalence of iron deficiency anemia and the frequency of preeclampsia ($r=0,96$, $p<0,01$). It should be noted that the severity of iron deficiency anemia significantly correlated with the severity of preeclampsia ($p<0,01$, $g=0,94$).

The frequency of the threat of termination of pregnancy in women of the picnical somatotype remained high throughout the entire gestation period (41,5 %, $p<0,01$)

It was found that the frequency of infectious diseases (ARI, influenza) in women of the asthenic somatotype, registered in the first and second half of pregnancy, was 2 or more times higher than in women of the normosthenic and picnic somatotype.

Also noteworthy is the fact that in pregnant women of the asthenic somatotype, the rate of inflammatory diseases of the urogenital sphere was significantly higher than in women of the normosthenic and picnic somatotype both in the first half of pregnancy and in the second half of pregnancy. In 11,2% of women with asthenic somatotype, the gestational process was complicated by acute pyelonephritis.

A violation of adaptation in a normal pregnancy is the cause of many complications of the gestational process, the leading of which is preeclampsia. frequency of this complication was the highest in women of the picnic somatotype, compared with women of the asthenic and normosthenic somatotype. At the same time, as a consequence of the high frequency of preeclampsia in women of the picnic somatotype, chronic fetoplacental insufficiency was diagnosed in 82,9% of cases, which is significantly more frequent than in women of the asthenic and normosthenic somatotype (9,4% and 9,6%, respectively, $p<0,001$). In women of asthenic and normosthenic somatotypes, preeclampsia had a short-term monosymptomatic course in the form of edema that occurred at the gestational age of 37-38 weeks.

Thus, a direct correlation was established between a woman's somatotype and the following complications of pregnancy: the threat of termination of pregnancy, anemia, preeclampsia, intrauterine infection, fetoplacental insufficiency.

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DOI: **10.5958/2249-7137.2021.00922.8**

FUNDAMENTALS OF THE MODERN CONCEPTS OF "ARCHITECTURAL MONUMENT" AND "RESTORATION"

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ABSTRACT

The principle of scientificity in scientific restoration is the accessibility and provision of specialist restorers with reliable data and modern achievements in construction. The tasks of using new developments to restore the load capacity of building structures and the use of modern composite materials are becoming relevant. Innovative developments in the field of restoration are a specific form of management of the development of construction processes and technologies that make it possible to comprehensively change the structure, organization and content of the reconstruction process as a whole. The subject of the study is new technological developments in the field of the chemical and construction industry. The application of such developments allows you to solve the difficult problems of preventing destruction and giving historical uniqueness to architectural monuments of world importance.

KEYWORDS: *Restoration, Historical value, Artistic value, Technical state of the monument, scientific restoration, Modern achievements, New technologies, scientific data, Innovative developments, architectural monument.*

INTRODUCTION

The content of the concepts "architectural monument" and "restoration" has changed over time. These concepts emerged relatively late in the 18th century. They were interpreted in different ways depending on the philosophical, artistic and other ideas of each period. In various European countries, to designate what we call an architectural monument, the terms "monument", "historical monument", "architectural monument" are used. Nowadays, the concept of an architectural monument is included in the broader concept of "historical and cultural monument", and in the new Law of the Republic of Uzbekistan "On the protection and use of cultural heritage sites" adopted on August 30, 2001, this concept has become even broader - "cultural heritage site" ... These terms, first of all, reflect the twofold value of buildings that we classify as monuments - historical and artistic.

What is a Historic Landmark? This is the structure or building that bears witness to events that are either very remote or significant for the history and culture of a given area, country or humanity as a whole, which gives it a special meaning in the eyes of contemporaries. The historical value is manifested not only in terms of cognition but also emotionally. The "historical monuments" may include structures that have no architectural and artistic value. They are of interest only as a reminder of certain historical events or persons. But the value of historical monuments often extends to artistically valuable buildings that are architectural monuments [1-3]. In such cases, the building is considered a monument of history and culture.

Historical value or so-called the historicism of an architectural monument is expressed primarily in the fact. That he is a carrier of information about the past: the social structure of society; equal to engineering knowledge. Typological features of the surviving buildings of the past carry precious information about the everyday life of distant eras. Therefore, ancient structures are considered as monuments of material culture. Architectural monuments, of course, also have artistic value [4-7]. The works of architects of the past, whether they are buildings of the ancient, medieval period or modern times, are capable of evoking an acute aesthetic experience in a modern person. This may include the forms of an architectural monument, skilful carving or painting, unique decor of interiors and facades, sculptural decorations, etc.

However, without denying the artistic value of an architectural monument, its historical value is still brought to the fore, i.e. the significance of the monument as a document, since it carries, first of all, documentary information about the era of construction: the social life of society, the level of development of engineering knowledge, the level of production, artistic culture, etc. At the same time, the monument itself, with all the changes and additions accumulated during its centuries-old life, can be considered as the basis on which artistic elements of different times are combined. Restructuring, building and even loss do not always lead to the destruction of a monument as an artistic whole, sometimes modifying it, creating a new whole with new aesthetic qualities.

In such cases, there is a fusion of artistic elements of different centuries, eras, and in some parts and later times (examples: the Moscow Kremlin of the 15th-17th centuries, Rastrelli's Winter Palace with the later interiors of the era of classicism).

Parts of the structure of different times and styles enter into one or another relationship, ultimately determining the unique individuality of each monument. These so-called late layering should be assessed not only as having or not having artistic significance in and of themselves,

but also as elements that are part of the overall artistic system of the monument. Moreover, changes to the monument can be made not only by human hands but also by time [5-8]. So the ruins of an ancient building have a huge aesthetic expressiveness, different from that which this building had many centuries ago. Traces of the long existence of a monument in time, the so-called patina of time, not only obscure and distort information about a work of art of the distant past, but also carry their emotional information about the life of a monument in time, which is an important component of its today's aesthetic perception. There is one more distinctive feature for architectural monuments: it is its architectural and natural environment, i.e. its Wednesday.

The artistic perception of a monument also depends on its environment.

The older a monument is, the less, as a rule, the character of its modern environment corresponds to that which existed at the time of its creation, i.e. construction. This is especially evident in large cities involved in the urbanization process: the emergence of asphalt instead of stone paving, the introduction of urban vehicles, etc. The natural surroundings of the monuments are also unstable: trees grow, gradually die, other species are planted. The landscape is constantly changing. In addition to the compositional links between the later layers of the monument and the elements of its environment, there are also links of a stylistic order.

Both the alterations of the monument and the change in buildings around it are not always connected by an obvious compositional dependence. The main purpose of any work on an architectural monument is to extend its life as a structure of many-sided value. The work carried out on the monuments can be of a varied nature. There are four main types of work: repair, restoration, conservation and adaptation. In practice, they can be combined. The simplest type of work is repair - a set of works to maintain the technical condition of the monument.

Conservation is a set of measures aimed at protecting or strengthening a structure in its current form. Conservation is unanimously recognized as the main type of work to be carried out on monuments. An important condition for extending the life of a monument is its active inclusion in the life of modern society [6-9]. This goal is achieved in the following two ways: restoration of the emphasized identification of the artistic and historical value of the monument and adaptation - giving it a practical function for the modern needs of society. Restoration, literal translation means "restoration", in contrast to conservation, involves the introduction of certain changes in the structure, dictated by the awareness of its special significance as a monument.

Because of this, restoration is always a violation of the existing system of relationships. Therefore, it is customary to consider it as an exception, due to several restrictions. There are three requirements for the restoration of architectural monuments:

The first - is that an artistically valuable object that determines the direction of the restoration is not the creative intention of the ancient master, but the appearance of the monument existing in our time with its losses, late layers and established links with the architectural and spatial environment.

The purpose of the restoration is to maximize the artistic qualities of the surviving monument and its historically valuable features. Late layering: faceless annexes, apertures, late plasters covering ancient paintings, etc. - distort the original concept of the structure, something valuable that actually existed in the monument.

The second requirement for the restoration is the maximum preservation of authenticity. Only in extreme cases is the substitution of the original material allowed, which should be regarded as a necessary evil. New additions must not be falsified.

A fundamental solution to the problem was predicted by the theorist of archaeological restoration of the late 19th century - early 20th century: this is the use of the signalling method of a system of techniques for artificially isolating new inclusions (recall the restoration of the Arch of Titus by the architect Giuseppe Valadier: instead of marble, he used travertine stone, and gave new additions a simplified look) ... The disadvantage of this technique is that the use of such a technique leads to a violation of the integrity of the perception of the monument, therefore, signalling measures are far from a simple problem. It is necessary that in the monument the original prevails over the restoration, and not vice versa.

The third requirement is that the possibility of restoration additions should be limited by the condition of the reliability of the reconstruction, which should be based on a strict documentary basis. According to the Venice Charter, restoration should stop where the hypothesis begins! The documentary nature of the restoration has two sides.

First of all, this is proof of a principled order, confirming that this element of the monument really existed and existed in the form provided for by the restoration project. However, in many cases, this is only possible with varying degrees of approximation.

Secondly, the restoration includes elements of not only scientific analysis but also creativity. The main types of work on architectural monuments and their scope;

The Law of the Republic of Uzbekistan "On the Protection and Use of Cultural Heritage Sites", adopted in 2001, distinguishes four types of work that can be performed on monuments in order to preserve them: repair, conservation, restoration and adaptation for modern use. At the same time. This division is pretty rough. In practice, there are infinitely varied cases of combining these works. The assignment to one category or another is made according to the predominant nature of the work. For all types of work, the law sets out general requirements. They can be carried out only with the knowledge of the state authorities for the protection of monuments and under their control. In our republic, the state body for the protection of monuments is the Main Scientific and Production Department for the Protection of Monuments under the Ministry of Culture Affairs of the Republic of Uzbekistan. Abbreviated "GlavNPU of cultural monuments", which is located at st. Navoi-30. Carrying out certain types of work is impossible without a preliminary study of the monument. Research continues, as a rule, throughout the entire stage of work. For the above categories of work, a slightly different procedure for consideration and composition of project documentation has been adopted. The coordination of this documentation is carried out throughout the work. Production work must be carried out under the supervision of specialist restorers. Conservation and repair have a lot in common. In both cases, the main goal is to preserve the monument in the form that has come down to us, with late strata and the loss of some of the original parts.

REPAIR OF A MONUMENT is a periodically carried out work on its technical maintenance using conventional construction methods. The main structure of the monument is not affected in this case. The main types of repair work are changing and painting roofs, replenishing the loss of plaster, renewing the painting of walls, windows, doors, etc.

CONSERVATION is a complex of works carried out in order to preserve the monument in its present form and to prevent the deterioration of its technical condition. The need for it; Carrying out occurs when the monument for any reason is in an unsatisfactory condition.

RESTORATION is the most complex and complex type of work carried out on monuments. Its main goal is to extend the life of the monument. It usually includes elements of repair and conservation. An important part of the restoration is the change in the existing appearance of the monument that has come down to us in order to more fully reveal its artistic qualities, which makes it possible to more clearly emphasize its social value.

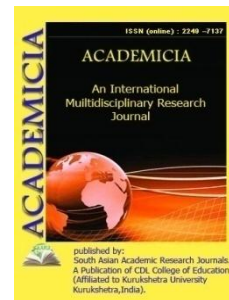
ADAPTATION OF A MONUMENT is a complex of works on partial reconstruction of a monument, but one that would take into accounts its significance and features as an architectural monument to the maximum extent. The adaptation should be carried out in such a way that not only does not violate the existing appearance of the monument but also maximally preserve the potential for revealing everything of value that the monument contains.

CONCLUSION

Thus, for almost two centuries in the history of the restoration of architectural monuments, the number of methods have been determined, which in this work. The principles of restoration and approaches in relation to the allocated methods are characterized. The fragmentary approach, which is rarely used in the domestic practice of restoring wooden monuments, has certain advantages since it allows us to fully reveal the history of the building and at the same time preserve its authentic later parts.

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DOI: **10.5958/2249-7137.2021.00923.X**

SOCIO-PHILOSOPHICAL PROBLEMS OF CULTURE AND MARGINAL SPIRITUALITY

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ABSTRACT

This article analyzes the essence of the concept of marginal spirituality, which negatively affects the national and spiritual development of society, and also describes its problems and solutions. In this sense, marginal spirituality is analyzed as a social phenomenon, which is a state of spiritual depravity, immorality, degradation, deviations in social relations that go beyond the spiritual life of a person. The main solution to this problem is to educate young people in a healthy spirit, which in turn contributes to the formation of a morally mature person, an ideal person, a harmoniously developed generation, to maintain the purity of the nation. A number of suggestions were made to accomplish this task.

KEYWORDS: *Marginal, Spirituality, Healthy psyche, Spirit, spiritual world, Immorality, lowliness, Perfect man.*

INTRODUCTION

It is known that any threat to spirituality in itself becomes one of the most serious problems of the country's security and its national interests, as well as for the future healthy generation, and will eventually lead to a social crisis. If the violent and aggressive forces of the world want to conquer or take possession of the wealth of any nation or country, first of all they seek to disarm it, that is, to deprive them of the national values, history and culture that are their greatest wealth. President of Uzbekistan Sh.M. Mirziyoyev specifically commented on the urgency of this threat: "We all know that today all over the world there is an intensification of fierce competition, confrontation and conflicts. Threats such as religious extremism, terrorism, drug trafficking, human trafficking, illegal migration and 'mass culture' are growing and degrading beliefs and family values that existed for many centuries. It is a fact that these and many other threats cause serious problems in the life of mankind and no one can deny it "[1]. And also how various

harmful vices affect the whole world, currents and their rapid penetration into our country, similarly has a negative impact on the culture and spiritual life of young people. As a result, they can become selfish people who do not think about their duties and responsibilities to their parents, family and society and the desire to live only daily life. Such factors in the social environment are called marginal spirituality, which is one of the main problems of spiritual culture. The essence of this concept, according to the explanatory dictionary of sociology, is that an individual, a social stratum or a group is the loss of some or all specific structures, sociocultural, political traditions, and the characteristics of a particular society [2]. (Marginal-lat. Extremely, A person who finds himself outside his social environment; degraded, outcast) This is due to the horizontal and vertical expansion of the migration opportunities of the population and individuals within society. The term "marginal" also applies to the person's personality in this situation.

MATERIALS AND METHODS

A marginal person is an individual who occupies an intermediate position between certain social groups, or an individual who does not belong to any class [3], a person who is not socially normal. Such a person occupies an intermediate position on the border between two or more people, is partially absorbed by each, alienated or excluded from various institutions of society. The behavior of the marginal carries social risk and negative character in the development of the nation. This term was first used by the American sociologist R. Park in the second half of the 1920s to refer to nations. In his opinion, such a person, in accordance with his position in society, has a certain character, namely, with anxiety, irritability, aggression, ambition, jealousy, shyness and selfishness [3]. Although marginalization is emphasized as a social phenomenon in more backward countries, it not only affects the economic and political stability of society, but also has a negative impact on its spiritual development. That is, its influence on the spiritual development of society to this day has not yet been sufficiently studied and socially-philosophically unanalysed. Therefore, its negative impact on the spiritual and cultural development of society, its consequences and prevention is an urgent problem.

Its relevance was studied by a number of scientists and explained from the point of view of "marginalization" with the following: "Marginalization is the disintegration of social groups, the violation of traditional relations between people, the loss of an individual goal that belongs to a particular social community, and the process of destruction of civil society, which manifests itself in the violation of aesthetic, moral, legal, physiological and other universal norms and values," explains the Russian scientist Yassenko N. E. - A person who is in spiritual and social distress, completely dependent on the unpredictable and uncontrolled actions of the authorities, demagogues and Adventists" [7].

From the idea put forward by the scientist, it is clear that marginality manifests itself in all social spheres.

Marginalization refers to concepts that, by their complexity, are familiar in many areas and at the same time, very vague, even speculative (notional) and often with negative comments on influence. The same aspect appears in various forms such as marginal art [8], marginal culture [9]. In this sense, under the spiritual type, marginal, that is, marginal spirituality refers to a state of spiritual depravity that goes beyond spiritual life, immorality, degradation, violation of social relations that go beyond the spiritual life of a person. Despite the increase in the number of

people, they support loneliness, do not want intense social interactions and reject socially accepted standards of life, or they have a strong passion and need (monism) for factors that are manifestations of spiritual depravity, such as individualism, oldism, censorship, homosexuality, lesbianism, who have the mood to live with a special pleasure in public life.

Today it is no secret that the forces striving for ideological hegemony carry out ideological attacks through information technology, communications, including the Internet.

The growing popularity of social networks on the Internet leads to an increase in the interest of young people, but at the same time, its negative aspects lead to their marginal spiritual life, to the destruction of their spiritual world. According to a special study carried out by specialists from accessible sites, about 12% were devoted to pornographic features, 44% to violence and anger, and 41.0% of an action movie based on various shootings and explosions. And also today the activity of "satanic" sects, propagandizing anti-human ideas, is intensifying [4]. Thus, the impact of some Internet sites on youth marginalization is reflected in the following:

1. Ideological attacks aimed at influencing the consciousness and thinking of members of society.
2. Spiritual attacks against our national traditions, attacks on our values, spiritual wealth, alienation from our national culture, ideas that form apathy.
3. Increased personal interest, pursuit of material wealth, selfishness.
4. Influence on the healthy spirit of youth and in the destruction of the inner spiritual world.
5. As all spheres of society become more global, it will certainly become one of the first in the field of cultures. One such feature is "popular culture", which promotes marginal spirituality.

In general, "mass culture" is one of the cultures that are completely incompatible with our national (Uzbek) values and it is a group of people who knows how to create wealth through moral violence, put their own interests higher than those of others. They effectively use the possibilities of modern information technologies, reflect on the preferences of themselves, and create various surface-cultural works, which under the pretext of entertainment in the sphere of material and spiritual life and the establishment of commercial consumption, in exchange for the loss of the culture of peoples based on their national values. It is a marginal spirituality that is driven by big profits. It has also influenced Uzbek national ceremonies, especially weddings, that is, the extravagance of weddings and we see that this is clearly reflected in the owner of the "Who is who" activity. In this regard, we need to educate and protect our children, who have not yet hardened, from the attack of evil forces, irrational life and spiritual depravity. After all, they are the future masters of our future, today's development. One of the important conditions for the fulfilment of this task and the formation of harmoniously developed people from young people is their upbringing in a healthy spirit. As I.A. Karimov: "To educate our children in the spirit of love for the Motherland, rich history, devotion to the sacred religion of our ancestors, we must, first of all, strengthen the ideological immunity in their hearts and minds. So that our youth can become individuals who deeply understand their national identity, as well as the world, and move forward with time; Then neither the "call" of ignorant fanatics, nor ideas that reject morality, completely alien to us, will not be able to influence them"[5-9].

To solve this problem, it is important to educate them in a healthy spirit. Only a nation brought up in a healthy spirit and having its own national spirituality and culture can survive as a nation. Therefore, it is necessary to educate our youth in a healthy spirit, to form the future generation, highly morally, spiritually mature, perfect and harmoniously developed people and to save the identity of the nation is an important task of state policy. This, in turn, requires a deeper understanding of the concept of healthy parenting.

CONCLUSION

In conclusion, we can assert that the concept of marginal spirituality is by its very nature an unhealthy state of mind (disturbance of mental states), formed upbringing, immoral behavior in the mind and spirit, distorted ideas, worldviews, conclusions and their manifestations in society, influenced by the environment ...

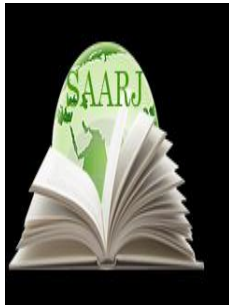
To solve this problem, it is necessary to pay special attention to the use of propaganda methods through the media, fiction, art and in all its forms, as well as the implementation of activities and the introduction of noble and progressive ideas, the introduction of spiritual education. When implementing it, it is advisable to take into account the following:

- 1). Development of skills among young people for the targeted use of information technology, the Internet (information culture);
- 2). Combine the history of the spiritual wealth of the nation with the spiritual culture;
- 3). Realization of creative intellectual potential (artistic and aesthetic creativity);
- 4). Formation of spiritual education in all secondary and higher education. Organize psychological training seminar among young people;
- 7). Conducting seminars of modern information technologies in harmony with spiritual education;
- 8). Create and develop national information resources, fiction, art that propagandizes the promotion of national ideology, expressing identity, strongly ideological, spiritual, educational, scientific and artistic, military-patriotic works, as well as sports and national games.

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DOI: **10.5958/2249-7137.2021.00924.1**

SOME INFORMATION ABOUT INTERNAL MIGRATION IN UZBEKISTAN (1920-1930 YEARS)

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ABSTRACT

The article contains information on resettlement activities carried out by the People's Commissariat for Land and Water Resources for land development, resettlement of the population in Central Fergana, Yazyavan district. In addition, the benefits provided to the resettled population and issues of resettlement policy have been studied on the basis of scientific literature and archival materials.

KEYWORDS: *Population, relocation. Central Fergana, privileges, loans, People's Commissariat of Land and Water Affairs, Yazyovan, District Land Department.*

INTRODUCTION

In Uzbekistan, the Soviet resettlement policy was an integral part of the All-Union resettlement policy, implemented in the second quarter of the twentieth century. With the deportations of that period, in particular. During the process of collectivization and deafening, the forced evictions carried out by the NKVD - not to be confused at all with the deportees. The resettlement policy was conducted by the People's Commissariat for Land Affairs on a voluntary (in some cases "voluntary-compulsory") basis.

In Uzbekistan, since the 1930s, during the Soviet government's resettlement policy, internal resettlement has been carried out. The resettlement plan was developed by the People's Commissariat for Water Resources and approved by the Central Executive Committee of the USSR. The Central Executive Committee determined the approximate number of farms that could be relocated to resettlement areas (such areas were called resettlement funds) and at the same time assigned the task of organizing these farms to collective farms. The National

Encyclopedia of Uzbekistan on Population Migration states: "Population is migration due to change of residence. Population migration is one of the most important problems of the population, it is considered not as a simple mechanical movement of people, but as a complex social process that covers many aspects of socio-economic life. Population migration is related to the location of the population, the economic development of land, the development of productive forces, the emergence and intermingling of races, languages and peoples" [1].

THE MAIN PART

The policy of resettlement in Uzbekistan is primarily aimed at the development of new lands, ensuring the independence of the country's cotton. But other problems were also planned to be solved, the most important of which was to overcome the demographic problem. This was achieved through the mass relocation of the population from high-density areas to sparsely populated, undeveloped areas.

The Fergana Valley was one of the most densely populated areas with land shortages. There are many social problems of this kind, and it was difficult to solve them without easing demographic tensions, to achieve economic prosperity. Therefore, the population of the Fergana Valley was more involved in the resettlement policy. The population of the Fergana Valley had another special and important role in the resettlement policy, due to the fact that it had a great deal of experience in agriculture, including cotton, which was extremely necessary to ensure the independence of cotton. Thus, the inhabitants of the Fergana Valley, who had mastered the culture of farming, had to become teachers in this field for the indigenous people, most of whom lived on livestock.

The resettlement department under the People's Commissariat for Land Affairs relocates farms from areas with a shortage of land to areas with surplus land suitable for agriculture, to meet and accommodate relocated farms, to relocate farms from areas transferred to the state for construction of industrial facilities; to assist in the organization. Based on these tasks, the resettlement department had to develop annual and quarterly resettlement plans and submit them to the resettlement department under the governments of the USSR and Uzbekistan. The departments are also tasked with identifying surplus labor resources in the districts, identifying the contingent of the resettled population, finding suitable arable land, assisting in the establishment of nomadic settlements in nomadic areas, and allocating land to resettled people through local land and water authorities.

The Republican Relocation Department reports to the All-Union Relocation Committee. The head of the resettlement department was appointed by the head of this committee on the recommendation of the Council of People's Commissars of the UzSSR. The head and his deputy on the basis of decisions and orders of the All-Union Resettlement Committee and the People's Commissariat of Land Affairs of the USSR issue orders and instructions on their implementation and check their implementation, hiring, dismissal, management and control of local resettlement departments, resettlement engaged in the management of funds allocated to the resettlement department for.

The Relocation Department had a round seal and a triangular stamp with the words " Relocation Department under the Council of People's Commissars of the UzSSR ", provided at the expense of funds allocated from the budget of the Union in accordance with the main budget of the All-Union Transport Committee.

The relocation department consisted of a finance and planning group, a territorial and economic structure organization group, a construction group, an accounting group, and general groups.

The Finance and Planning Group was involved in the development of annual and quarterly plans for resettlement, resettlement of nomadic and semi-nomadic farms, budgeting for all activities related to resettlement and organization of resettlement. At the same time, the group was involved in identifying surplus labor resources, vacant land suitable for farming, identifying land reserves in undeveloped areas through local land and water authorities, and monitoring the proper use of loans and benefits.

The territorial structure and economic organization group was engaged in organizing road services for the resettled, meeting them and assisting in the organization of the farm, providing the relocation funds with equipment, vehicles, agricultural inventory, seeds, working animals.

The construction team carried out construction work in the resettled areas, providing construction materials, including local building materials, to the kolkhozes in the relocation funds.

The accounting team handled the financial and economic records and reports of the resettlement department, received and reviewed the quarterly reports of the resettlement departments. He compiled a consolidated report for the country, monitored the proper use of funds allocated for resettlement departments.

The conditions and procedures for resettlement in Uzbekistan are also set. Farms wishing to relocate to relocated plots have made a written commitment to follow the land and water use procedures established by the land authorities. Farms wishing to obtain information on lands in relocation funds performed this task by sending a representative.

The district executive committee and the district land department, on the basis of an instruction received from the People's Commissariat for Land and Water Affairs, compile a list of citizens to be immediately evacuated from the village councils. It is mainly the poor who become the object of relocation. Members of landless farms and their families will be relocated.

The relocation took place in Zelensky, Namangan, Andijan and Markhamat districts of Andijan region. Only farms outside the district were relocated to Zelensky and Namangan districts. In Andijan and Marxamat districts, internal resettlement was carried out simultaneously with the development of vacant land funds and the relocation of existing farms outside the district.

Resettlement activities in Andijan district began on January 15, 1930, and for a month since then, representatives of the relocation staff of the district land department have provided information on resettlement, including benefits and rights for the population [2].

However, the promised, documented benefits were not granted. For example, no payments were made for property in the area where they lived before moving, and loans for food were often not available. [3] The non-fulfillment of these promises has caused difficulties in the daily lives of the displaced population and aggravated labor activity. During the resettlement process, members of the executive committee visited the resettlement funds and established oversight.

The district branch of the People's Commissariat for Water Affairs was able to carry out the task of the party and the government in a timely manner, selecting and relocating the required number of contingents.

On April 22, 1930, the relocation of 1997 farms in Zelensky district began. Of these, 997 farms were sent to Surkhandarya, 705 farms to Samarkand. Although the resettlement policy was declared voluntary, in most cases the population was forcibly relocated. A number of problems arise during the work process. The work of the People's Commissariat of Water Affairs could not be considered satisfactory. For example, there was a lack of funds, there were problems with transportation, that is, trains, cars were not delivered on time.

The list of displaced persons compiled by the commission is final and final, and the replacement of the displaced person is made only by the decision of the commission. Collectivization work was carried out before relocation. The responsibility for the organization and implementation of collectivization measures rests with the cotton associations in the districts. One agronomist is assigned to each collective farm. Agronomists were directly involved in the selection and survey of the lands on which resettlement was planned.

It should also be noted that there are clear differences between intra-district resettlement and land and water reform. The main goal of land and water reform was the abolition of large private estates through nationalization, the transition to a collective form of management, ie the establishment of collective farms. As a result of the resettlement policy, as noted earlier, it was planned to develop new lands, develop cotton growing, and solve the demographic problem.

When sending the resettlers, the district land department had to provide the resettled farms with a resettlement certificate listing all the members and a certificate for preferential departure by rail, as well as money for travel expenses and food.

Although transfer funds are said to be conducted only on a voluntary basis, coercive methods have also been used. Because the norm of the population to be relocated is predetermined. Many promises have been made to keep the displaced. The government did not have a real opportunity to fully provide the planned assistance, nor did the scale of the resettlement policy. Clearly for the relocated - the benefits were their single agricultural tax, insurance payment, later exemption from meat tax, grain, potatoes, milk, wool, delivery obligation, as well as departure and transportation of goods by rail on preferential tariffs.

However, poor quality or unsuitability of land in relocation funds, lack of tools, working animals, machinery, seeds, insufficient and untimely provision of loans, unresolved housing and food problems have further aggravated the daily life of the relocated population. In fact, most of the displaced had moved in the hope of easing their economic and political situation.

The resettlement funds are mainly occupied by the part of the population that has no other choice, that is, those who have been politically persecuted in the central areas, and those who have lived even worse in their former residences. There were also those who were lucky enough to get relatively good plots of land, and those who received loans on time. [4] In this sense, the villages built in the desert as a result of the resettlement policy can be considered a product of human creativity, an example of selfless labor.

Resettlement activities continued even after World War II. During this period, the main focus was on the development of desert areas. For this purpose, measures have been taken to develop the Central Fergana Desert. In fact, the development of the Central Fergana region, in particular, the Yazyovan desert, began in the 1930s. At that time, a water network was dug from Shahrihansay to Yazyavan, later called Zelenskiy Arigi, and several small collective farms, such

as Cholgulistan, Pakhtachi, Mopr, and Ittifoq, were established in Yazyavan [5]. In April 1949, the Government of Uzbekistan issued a resolution on the development of desert areas in the Republic.

State figures such as Usmon Yusupov, Sharof Rashidov, Tursun Qambarov, Nuriddin Muhiddinov, Fahriddin Shamsuddinov, Buzrukhoja Usmonkhodjaev, Ahmadullo Rustamov, Gulomjon Fozilov, Hamdam Umarov, Gulomjon Pulatov made a significant contribution to the development of the Central Fergana Desert [6].

In 1953, Yazyovan district was formed. At the end of 1953, the Central Fergana Land Development Council was established to develop the Central Fergana Desert, and Sharof Rashidov became the chairman of the Central Fergana Land Development Council.

In 1953, a new Stalinabad collective farm was established in the village of Sariqsuv (also known as Sarijo, now the center of the Ulug Nor district), located in the heart of the Central Fergana Desert, and Ismailjon Sakkizbaev was elected chairman. After the establishment of the collective farm, another new collective farm called "White Gold" was established and I. Sakkizbaev was sent to it as chairman.[7]

In 1957, 27-year-old Hamidjon Kavlonov was elected the secretary general of Yazyovan district. Hamidjon Kavlonov recalls: "In those years, Sharof Rashidov, the chairman of the Presidium of the Supreme Soviet of Uzbekistan and the chairman of the Central Fergana Land Development Council, often came to us, rode horses to inaccessible places and visited our lands and farms. Thanks to that man, huge sums of money were allocated for the district. As a result, the scale of land development has expanded, construction has increased. Years of desert development Ormon Toshbaev, Kholmat Umarchaev, Juraboy Tadjibayev, Ibrahimjon Yusupov, Karimjon Badalov, Isroiljon Utanov, Muzaffar Hasanov, Abdulhamid Latipov, head of water economy Kholmoydin Isakov, from mirabs Abdurayim Polvon Mamajanov, Solomon Mamazanov, Boyada Mamadiev, brigadier Dadajon Mirzaev, Kibor Dadajonov, Ohunjon Dadajonov, Kuziboy Uzakov, Fozil Umrzakov, Ismoiljon Boborahimov, Maqsud Mahmudov, Karimjon Mamatov, Mirzali Rakhimov, Ismail Sakkizbaev, Jabborhon Mamadaliev, Ibrahimjon Halilov, Sotvoldikhon Valiev, Qodirjon Valiev, Gulomjon Nizamov, Jurahon Tillaev, Sodiqjon Shermatov, Shermat Kurbanov, Askarjon Mirzakarimov and others made great contributions to this work" [8-12].

It is noteworthy that representatives of different nationalities, including Tatars, Germans, Jews, Russians, Kyrgyz, Uzbeks, Ossetians, worked side by side in the development of the Central Fergana Desert [9].

CONCLUSION

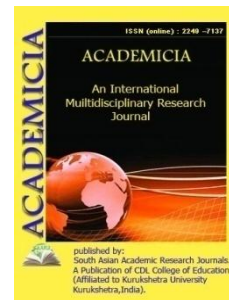
In short, the resettlement policy in Uzbekistan has been going on for decades. The resettlement policy in Uzbekistan is mainly aimed at increasing the area under cotton and developing the desert. During the resettlement policy, the local population, the common people, suffered the most, because of the lack of necessary technical means in the development of the deserts, the lack of the most necessary conditions for the daily life of the population. And in this process, man and his labor were the decisive factor in the development of the lands.

The goals and objectives of the resettlement policy in Uzbekistan have been defined, the legal and regulatory framework and mechanism have been created, and the People's Commissariat of Affairs of the Uzbekistan SSR and the Department of Resettlement have been in charge of

resettlement. According to the terms and procedures of resettlement, first of all, the organized resettlement of the population from the high-density Fergana Valley began. There have been changes in its dynamics during the resettlement policy. In the first stage, the resettlement policy was implemented on a small scale, but in the later stages it rose to the highest points. In the end, the policy of resettlement gradually lost its relevance.

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DOI: **10.5958/2249-7137.2021.00925.3**

RESETTLEMENT POLICY IN UZBEKISTAN (ON THE EXAMPLE OF RESETTLEMENT IN THE FERGANA VALLEY. 1946-1990)

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ABSTRACT

The study examines the problems that arose as a result of the socio-economic policy of the Soviet state in Uzbekistan in 1946-1990, as well as the shortcomings and contradictions in the policy of resettlement. The policy of relocation of Soviet power at that time was not to relocate our people to other allied republics but to relocate many factories and other strategic production facilities to the territory of Uzbekistan during the war, and as a result The relocation of children of different nationalities who were orphaned as a result of the war to Uzbekistan also took place.

KEYWORDS: *Population, relocation, Central Fergana, privileges, resettlement policy, collectivization.*

INTRODUCTION

One of the problems to be studied in the history of the Soviet period, important scientific conclusions, is the policy of Soviet resettlement in Uzbekistan in the second quarter of the twentieth century and its socio-political and economic consequences. The resettlement policy was aimed at developing new lands, expanding cotton fields, further strengthening the cotton monopoly inherited from tsarism, and "achieving cotton independence". At the same time, it was aimed at overcoming the existing demographic problem in the country, the collectivization of individual farms, and the settlement of the nomadic part of the Kyrgyz, Kazakh and Turkmen peoples in the country [1, 2].

MATERIALS AND METHODS

Party and Soviet organizations of the Uzbek SSR took urgent measures to strengthen the rear of the front, put the economy under military control, and master a large amount of military equipment, weapons and ammunition. Work in this direction was carried out on the basis of the Military-Economic Plan for the 4th quarter of 1941 and 1942, developed on behalf of the Central Committee of the All-Union Communist Party of Bolsheviks and the State Defense Committee and approved on August 16. The plan provided for the construction of new factories, mines and mines in the eastern regions of the country, including Uzbekistan, as well as the production of weapons and ammunition, especially a large number of tanks, aircraft, artillery and artillery [3-5]. The program also sets out the procedures for the reconstruction of transport, relocation and relocation of industrial enterprises, property of collective and state farms, scientific institutions eastward to areas under the threat of enemy occupation. The implementation of these measures was led by a special republican government commission headed by U. Yusupov, created on August 25, 1941. The economic and labour resources of Uzbekistan have been mobilized to the front. Throughout the USSR, including Uzbekistan, a new labour regime was introduced: working days were extended, holidays and vacations were cancelled. At the beginning of the war, about 20 thousand women from Tashkent went to work in industrial enterprises and construction, and about 1700 women from the republic went to work in coal mines. For example, in July 1941, 220 women worked tirelessly at the TashSelMash plant, replacing their fathers, brothers and husbands who had gone to the front. Measures have been taken to provide production with workers and specialists [6-11]. The activities of higher and secondary specialized educational institutions, vocational schools, factory schools of the republic were aimed at training personnel in accordance with the requirements of the war. Organized individual and team professional training; the population of the republic's villages stood up to provide the front and rear with food and raw materials. Every collective farmer and state farmer selflessly worked to fulfil two or three labour standards. The humane, noble and childlike qualities of the Uzbek people are reflected in the openness, compassion and care shown to people and children displaced from the western regions of the country during the war. In the early years of the war, the Uzbek people numbered over a million people, including over 200,000 orphans deported from Russia, Ukraine, Belarus, Moldova and the Baltic republics. At meetings of labour collectives, issues of admission, resettlement and creation of the necessary conditions for the resettled population were discussed, and practical assistance was provided. On December 3, 1941, the Central Committee of the Communist Party of Uzbekistan issued a special decree on the reception and placement of immigrants. The registration and placement of persons were carried out by a special republican commission under the Council of People's Commissars, created on July 10, 1941, and separate divisions under the executive committees of local Soviets. The evacuees were relocated to urban and rural areas. In a short time, 100 thousand people were accommodated in the Andijan region, 165 thousand - in the Samarkand region and 53.6 thousand - in the Namangan region. Immigrants found refuge and work in Uzbekistan [7-12]. The Uzbek people shared bread, clothes and shelter with migrants. By the spring of 1942, 716 thousand people resettled throughout Uzbekistan were hired, employed and provided with the necessary conditions. The Uzbeks took particular care of internally displaced orphans, taking on over 200,000 orphans. Thousands of wounded and sick soldiers and officers were sent to Uzbekistan. Particular attention was paid to their admission, hospitalization, rehabilitation, and they became one of the health resorts of the republic. By October 1, 1941, 47 hospitals with 14,950 beds were built and equipped in the system of the People's Commissariat of Health of Uzbekistan. To date,

48 hospitals with 15.9 thousand beds have been transferred, placed and put into operation from Moscow, Kalinin, Rostov and other regions. The construction of military hospitals continued in subsequent years. During the war years, 164,382 wounded and sick were hospitalized in Uzbekistan, 87% of whom received treatment for 143,101 people. The Soviet people began to rebuild cities and villages, factories, factories and other farms that had been liberated from the enemy during the difficult years of the war. All the republics and regions of the East, including Uzbekistan, took an active part in the restoration of the national economy of the liberated territories. Restoration work has become the business of the whole country. The movement to help the liberated towns and villages spread throughout Uzbekistan [13-16]. The issues of providing assistance to the provinces, cities and regions affected by the war were regularly discussed between the government of the republic, regional, city and district organizations and the population, and the necessary measures were taken. The Uzbek railways have played an important role in rebuilding the liberated regions. The railway workers of the Tashkent Freight Station collected 35 sets of lifting equipment, 350 units of metal structures and more than 2,000 spare parts and sent them to restore one of the stations in the West. On March 30, 1943, the Tashkent Railways dispatched a whole train with equipment to restore the Stalingrad railway network. It included a special mobile workshop, two steam locomotives, 33 equipped wagons and a platform, medicines and work clothes. The Uzbeks also took an active part in the relocation of displaced enterprises, scientific and cultural institutions, educational institutions, as well as in the restoration and relocation of buildings. Many Uzbek specialists and workers left to help their Russian, Ukrainian, Belarusian and Moldovan friends. More and more young people who graduated from factory schools and vocational schools of the republic are sent to the reconstruction of the western regions. From 1943 to 1945, 15 thousand students of the labour reserve schools of Uzbekistan were sent to work at enterprises, construction and railways of Donbas, Kyiv, Leningrad and the Urals. Even during the war years, Stalin and his entourage treated small peoples and ethnic groups unfairly. In the first year of the war, the German Autonomous Republic on the Volga was abolished. More than 300,000 of its residents were displaced and resettled to Siberia and Kazakhstan on suspicion that the occupiers could receive help. More than 175,000 Chechens, 157,000 Ingush, more than 150,000 Crimean Tatars, 4,500 Bulgarians, tens of thousands of Meskhetian Turks and Greeks were deported to Uzbekistan. The Uzbek people warmly welcomed them, provided them with housing and food. Local authorities provided them with loans for arable land, housing and agriculture. Gradually, the evacuees adapted to the new place with great difficulty. Problems have accumulated in all spheres of public life, and attempts to solve them using administrative-command methods have failed. Gradually, the growing mistrust and indifference of people began to appear. There have been unauthorized rallies, demonstrations and even incidents. In May-June 1989, tragic events took place in Fergana.

The Meskhetian Turks, expelled from their lands 45 years ago as a result of Stalin's atrocities, were received by the Uzbek people with kindness. Meskhetian Turks have been living in brotherhood with indigenous peoples for decades. However, on May 20, 1989, a fight broke out in Kuvasoi between indigenous peoples and groups of Meskhetian Turks.

The situation was aggravated by the inability of the political leadership of the republic to correctly assess the situation and take operational measures, which grew into an interethnic conflict that led to bloodshed. In the context of an emergency in the republic, a government

commission was created. On June 4, a curfew was imposed. The 13,000-strong unit of the USSR Interior Ministry's internal troops was urgently sent to Fergana.

The strike was repeated on June 7 and soon spread to the Kokand, Rishtan and Uzbek regions. On June 8, a peaceful demonstration in Kokand was shot by troops of the USSR Ministry of Internal Affairs, as a result of which more than 50 people were killed and more than 200 were injured. The riots killed 103 people. 1,011 people were injured and maimed. 137 servicemen of the internal troops of the USSR Ministry of Internal Affairs, 110 policemen were wounded, one of the policemen died. 757 houses, 27 government buildings, 275 cars were burned and looted. Due to the tragic nature of the events, the Soviets and authorities organized an emergency evacuation of the Meskhetian Turks to a camp at a military training ground in Fergana and to the village of Novgarzon in the Asht district of the Leninabad region of Tajikistan, guarded by armed soldiers. .. And medical assistance was provided [11-17]. Thousands of people could not stay in such camps for a long time. As a result, 16,282 people were evacuated from the Fergana region to the Smolensk, Orel, Kursk, Belgorod and Voronezh regions of Russia.

CONCLUSION

In short, the social composition of the displaced people varied, but the vast majority remained poor. In addition to Uzbeks, Tajiks, Kyrgyz, Kazakhs, Turkmens, Uighurs, Poles, Germans, Koreans and other ethnic minorities are involved in the resettlement policy. The problem of settling Jews on the earth and attracting them to agriculture was considered separately. The Red Army, Afghan political immigrants, Chinese, Dungs and Gypsies did not stay away from the resettlement process. In the resettlement campaign, people of all ages, genders, nationalities and social status have become a small part of the resettlement policy and have participated in the mobilization and implementation of huge government policies.

ACKNOWLEDGEMENT

The authors acknowledge the immense help received from the scholars whose articles are cited and included in references to this manuscript. The authors are also grateful to authors/editors/publishers of all those articles, journals and books from where the literature for this article has been reviewed and discussed.

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DOI: **10.5958/2249-7137.2021.01006.5**

KAZUO ISHIGURO AS AN INTERNATIONAL NOVELIST

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ABSTRACT

The article is a creative portrait of the 2017 Nobel Prize in Literature Kazuo Ishiguro. The author reveals the peculiarities of the author's prose, his writing style, which makes the work of K. Ishiguro unique against the background of the existing variety of contemporary prose in Great Britain. The Nobel Committee's decision to award the 2017 Literature Prize to Kazuo Ishiguro, a Japanese-born British writer, has been welcomed by critics and admirers of his work, especially given the publicly controversial awards of previous years. The reasons for this unanimity are obvious. Firstly, Ishiguro's works are really popular and loved by various readers, both in the UK and far beyond its borders. Secondly, Ishiguro is a writer in the most direct, original sense of the word: he does not engage in politics, does not give interviews on sensitive issues of current international relations, but for several decades now, for several decades, he has published quite regularly, albeit at rather large intervals.

KEYWORDS: K. Ishiguro, Nobel Prize, Unreliable narrator, Englishness, Memory, History.

INTRODUCTION

The Nobel Committee's decision to award the 2017 Literature Prize to Kazuo Ishiguro, a Japanese-born British writer, has been welcomed by critics and admirers of his work, especially given the publicly controversial awards of previous years. The reasons for this unanimity are obvious. Firstly, Ishiguro's works are really popular and loved by various readers, both in the UK and far beyond its borders. Secondly, Ishiguro is a writer in the most direct, original sense of the word: he does not engage in politics, does not give interviews on sensitive issues of current international relations, but for several decades now, for several decades, he has published quite regularly, albeit at rather large intervals. Book light. He does not write columns in periodicals and is not a well-known literary critic like David Lodge, does not create a literary double and does not release under his name detective stories full of frank details, like Julian Barnes, does not

participate in political debate and does not write political journalism like Martin Amis. Unlike the works of other leading British writers, Ishiguro's prose does not contain explicit erotic episodes; his novels, as a rule, are small in volume and outwardly eventless. We also add that he was not among those writers to whom journalists and critics predicted the prize in 2017 for a number of reasons.

The reaction of the writer himself to the award of the prize is significant: when asked by the BBC correspondent, he said that the Nobel Committee had not informed him of anything in advance, so Ishiguro, having learned about the prize from the press, was not sure that this was not a joke. He later commented on the event as follows: "This award is a huge honor for me <...> it means that I am following in the footsteps of the greatest authors who have ever lived, so this is an amazing award" [1] [Ellis-Petersen, Flood 2017].

Ishiguro's external biography has developed smoothly and successfully. Japanese by nationality, he was born in Nagasaki in November 1954. The post-war Nagasaki, which survived a terrible nuclear explosion, will be described in his very first novel - moreover, it can be argued that he is part of the Ishiguro family history, since the writer's mother, who is still alive today, was among those who managed to survive the nuclear disaster. In 1960, when the future writer was five years old, the family moved to England, to Surrey. Ishiguro's father, an ocean scientist, at first did not plan to stay in England for a long time, but later the family stayed there permanently. According to the writer's recollections, in Surrey in the 1960s, any foreigner was a wonder, and there were simply no foreigners from Asia, except for the Ishiguro family. The future writer went to a local elementary school and even sang in the choir of a local church, that is, familiarization with British culture became a natural process for him. Let's clarify: K. Ishiguro's English is the language of the British intellectual, the language in which he creates his literary works and gives interviews even to Japanese journalists.

Repeatedly answering the question about his belonging to the Japanese culture and about knowledge of the Japanese language, Ishiguro states:

By their upbringing, my parents remain true Japanese, and when you are brought up in a family, you perceive the style of behavior adopted in it. I still communicate with my parents in Japanese. I start speaking Japanese as soon as I enter their house. But I am not very good at this language. My Japanese is a mixture of 5-year-old's Japanese speech with many English words, and I make grammar mistakes all the time ... [Mason 1989: 336]

In England, Ishiguro first received secondary and then higher education - at the University of Kent in Canterbury, where he majored in English and philosophy. Later, in 1979, Ishiguro entered the University of East Anglia in Norwich with a degree in writing and graduated with a master's degree. The creative workshop that Ishiguro taught and from which many famous writers have emerged was led by Malcolm Bradbury.

Ishiguro's first stories appeared in print in 1980. To date, he is the author of a number of short stories, several television scripts and seven novels, each of which (!) Was awarded prestigious literary prizes: "Where the Hills Are in the Haze" (1982), "Artist of a Shaky World" (1986), "The Rest of the Day" (1989), "Inconsolable" (1995), "When We Were Orphans" (2000), "Don't Let Me Go" (2005) and "Buried Giant" (2015). The writer's novels have been translated into many languages, based on the novel *The Remains of the Day*, director J. Ivory made a film of the same name in 1993 (the script was written by Harold Pinter), which brought together a stellar

cast that received wide audience success and a considerable number of prestigious awards (only for the "Oscar" he was nominated in eight nominations). In 2010, the novel "Don't Let Me Go" was also filmed.

The reception of Ishiguro's works by British critics has been more than benevolent from the very beginning of his writing career: twice, in 1983 and in 1993, his name was included in the list of the best British young writers of the decade according to the influential magazine *Grant*. It makes sense to note the remarkable literary flair of the critics: in 1993 their choice was understandable and obvious, but in 1983 Ishiguro, the youngest of all the writers on the list, was the author of only a few short stories and one short novel.

Today, the analysis of Ishiguro's works is included in all studies on the history of British literature, without exception, where the author's work is viewed from different points of view and in various contexts. For example, the influential critic F. Tew examines it in the chapter of his monograph on the image of modern British identity in literature, *Contemporary Britishness*, in the chapter *The Rise and Decline of the Middle Class*, where *The Remains of the Day* is clearly inscribed in the tradition of the English social novel, along with the novels of K. Amis, D. Barnes, M. Bradbury, J. Coe, D. Lodge and other writers of the late XX - early XXI century. Curiously, however, Ishiguro's works are not mentioned by Tew in the chapter "Diversity and Hybridity" [Tew 2007].

In the monograph by F. Tolan "New Directions Literature after 1990 Texts, Contexts, Relationships" There are several chapters devoted to Ishiguro's novels, including "Memory and Identity" and "Dystopia of the New Millennium" [Tolan 2010]. The collective monograph "Contemporary British Literature" states that the novels of K. Ishiguro, G. Swift, J. Barnes, J. McEwen and some other contemporary British writers "despite all their postmodernist strategies can be interpreted within the framework of the tradition of the psychological novel on the basis of that psychological and ethical significance <...> which they represent" [Contemporary... 2007: 41].

Along with several stories, the first two novels of Ishiguro can be called his Japanese works - their action is completely, as in the novel "The Artist of a Shaky World", or partially, as in the novel "Where the Hills are in the Haze," takes place in Japan, and almost all the characters these works are Japanese. In his Nobel Lecture, Ishiguro gratefully recalled that it was Bradbury who endorsed his Japanese works in an era when British multicultural literature had not yet formed as a direction of British literature.

After the publication of Ishiguro's first novels, critics and journalists repeatedly asked him about the literary tradition to which he considers himself. The answer - for several decades - has remained unchanged:

I believe I belong to the Western literary tradition. And I am very surprised that critics so often mention that I am Japanese, and try to remember two or three writers they heard about, comparing me to Mishima or someone else. It seems to me that this is inappropriate. I grew up on Western literature: Dostoevsky, Chekhov, Charlotte Brontë, Dickens [Mason 1989: 336].

The same thesis was voiced by the Secretary of the Swedish Academy Sarah Danius, who said: "Mix Jane Austen and Franz Kafka, and you, figuratively speaking, get Ishiguro. Although it may still need to add a little of Marcel Proust and mix gently" [Ellis-Petersen, Flood 2017]

It is interesting that Ishiguro, recalling in the Nobel lecture the period when the novel *The Artist of the Shaky World* was written, says that the novel was created under the influence of the prose of Proust, whom he was reading at that moment. Obviously, in the prose of multiculturalist writers, to whom Ishiguro belongs for objective reasons, complex relations between linguistic and cultural traditions arise, a synthesis of heterogeneous mental foundations of literature arises, as Bradbury wrote about back in 1987: "... we rank them> as British authors but, living in Britain and creating works in English, they belong to a culture that feels wider than we consider ours" [Bradbury 1987: 363].

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DOI: **10.5958/2249-7137.2021.01005.3**

COVERAGE OF MYSTICAL INTERPRETATIONS IN THE EPICS OF YUSUF AND ZULAYKHO

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ABSTRACT

The appeal of Islam and the Qur'an in Uzbek literature has become a major literary event. Talented creators have further enriched the Qur'anic theme based on their skill. They created royal masterpieces. This great cultural heritage left by our ancestors is an unforgettable treasure of our spirituality. It should also be noted that "the penetration of Qur'anic themes into world and Uzbek literature in particular is not only from a religious point of view, but also clarifies for us the abstract aspects of Eastern literature, reveals the origins of various literary themes and connects modern Uzbek literature with Islamic literature. It has also helped to re-establish uninterrupted ties"

KEYWORDS: Uninterrupted, Penetration, Masterpieces, Reflects, Humanistic.

INTRODUCTION

When comparative study of the epics "Yusuf and Zulaykho" created in the Eastern literature, they are divided according to their ideological aspects into romantic-mystical and romantic-adventure epics. Abdurahmon Jami and Mirzo Olim Devona Samarkand epics are characterized by more romantic and mystical aspects. So far, this series of epics has not been included in the scope of scientific research on the same aspects. More often than not, they are traditionally divided into groups according to the theme of father and children as well as love. Literary scholar Abdulhamid Kurbanov comments on this in his article "Creative Interpretations of the Story of Yusuf and Zulaykho." According to him, since the 15th century, along with works that traditionally interpret the story of Joseph, many works have been created that describe him as a

purely romantic epic. With this in mind, the scholar divides the numerous poetic versions of Joseph's story into two groups according to the nature of the epic image:

Jusuf and Yaqub, i.e. works describing the relationship between father and son;

1. Works depicting Zulaykha's passionate love for Yusuf.

Accordingly, Firdavsi's "Yusuf and Zulayho", Ali's "Qissai Yusuf", Rabguzi's "Qissai Yusufi Siddiq alayhissalam", Avhadi Baloni (XVII century) "Yusuf and Yaqub" belong to the first group. Their interpretation and the interpretation of the story in the Qur'an have much in common. In the works of the second group, the main issue is Zulaykha's passionate love for Yusuf.

The epics created by Abdurahman Jami and Olim Devona, as mentioned above, belong to the second group of works. Because their main focus is on the relationship between two souls, a passionate love full of suffering. Another important reason why this epic has been loved and read for centuries is that it reflects a beautiful love story.

The epic poem "Yusuf and Zulaykho" by Jami is not a work that calls for the recognition of fate, as some literary critics say, but a lively work that encourages people to actively fight against any forces in the way of high emotions, glorifying the victory of pure love. Also, by referring to this plot, Jami skillfully depicts his great humanistic ideas about life and man, the role of man in life and the responsibilities assigned to him, in bright images, colorful episodes. As mentioned above, most of the stories about Yusuf and Zulayho focus on the father-son relationship. The main focus is on the image of Joseph. All events are related to Joseph. In Jami and Olim Devona, we see the exact opposite. In them, not Yusuf, but Zulayho rises to the forefront. In both epics we see that the hymn of pure divine love is given priority.

It is obvious from the very beginning that the theme of love is in the forefront in these epics. The main events in them begin with Zulaykho falling in love. From the moment she saw Yusuf in the dream of her lover Zulayho, her only goal in life was to achieve him. The fire of love in his heart is burning day by day. He finally falls to a level where he doesn't understand himself. The agony of Hijra throws Zulaykho into a thousand lakes and leads her to the steppe of madness:

Xush ul dilkim, oni ishq etsa manzil,

Qilur olam ishidin oni g'ofil...

Topilmas onda anduhi salomat,

Bo'lub bir kohcha ko'hi malomat.

Malomat chekkusi andoqki boda –

Ki, ondin bo'lg'usi ishqiy ziyoda.

Zulaykho, whose whole body is reduced to ashes by the fire of love, becomes an outsider. Her parents, who do not understand her condition, are worried about finding a cure for Zulaykha's illness. Zulaykha's pain is getting worse day by day.

It should be noted that Jami and Olim Devona were well-known as representatives of mystical literature. Therefore, in each episode of the works of these poets, mystical interpretations are felt. It is well known that in mysticism, the tax goes through the levels of authority one by one until it

is honored by God. Zulayho also goes through the painful path and stages of love until it reaches true love:

Uch yo'li ushshoq elining bor erur,
 Har birig'a o'zgacha raftor erur.
 Avvali bo'lsa talab dashti tabi,
 Shu'lag'a zanjir tomur birla labi...
 Telba bo'lub qilsa g'alat sayrdin,
 Bexud o'lub olsa xabar g'ayrdin...
 Keldi uchunchi yo'l anga ittihad,
 Munda erur asl mutobiq savod.
 Bir desa yuzdur nishon andoqki mo'l,
 Rangi dog'i bargdin andoqki gul...
 Qilsa muhabbat ani tamkin inon
 Kim, to'la paymonag'a bo'lmas fig'on.
 Bor esa mustag'raqi vahdat pisand,
 Ko'rsa ahd bo'lsa agar xudpisand.
 Bu yo'l aro chekti Zulayxo xurush,
 Urdi qaro qonkim behuda jo'sh...

It is well known that mysticism has a status. According to the description of Professor Najmiddin Kamilov: Having achieved the levels of authority one by one, he attains the status of a successful taxman and begins to observe the divine beauty in the imagination, and his heart is filled with joy. He ascends to a state where all his limbs seem to say Allah, and every breath he announces the existence of Almighty Allah. According to the scholar, a true Sufi is a person who has gone through selfishness and the mortal world and has regained his identity in the Garden of Truth. If we follow the course of events, similar processes take place in the psyche of Zulaykho. Now Joseph's love was forever sealed in his heart. Zulaykha's love acquires spiritual maturity. He sees the manifestation of Truth in the form of a companion. He finally finds himself in the Garden of Truth:

Kishi ishq ichra qo'ydi sidq ila gom,
 Chiqor ma'shuqliq birla onga nom...
 Tushekim ko'rmish erdi baxt ul yor,
 Ham onda bo'ldi Yusufga giriftor...

We think it is necessary to emphasize one thing here. In most studies, the epic of Abdurahman Jami is interpreted as a work dedicated to human love or worldly love. However, in the process of getting acquainted with the epic of Jami, we became convinced that it is impossible to agree with such considerations at all. Not one or two facts refuting this interpretation, but dozens of

examples can be cited from the work. The work is written in a completely mystical spirit, in which worldly love, along with real love, is glorified by divine love.

For example, during the events of the work, Jami introduces a short episode that is not found in other stories, and this small film and the image in it reveal the original purpose of the work. Through this episode, the author predicts the romantic experiences of Yusuf and Zulaykho. According to him, there will be a girl named Bozga from the tribe of Ad in Egypt. He was unequal in beauty and infinite in wealth.

Diyori Misr aro bor erdi bir qiz,

Jamolu, husniyu, xulqi adadsiz.

Latofat avji tobon axtari ul,

Jalish Od nasli sarvari ul...

He had dreamed of so many guys for her. The girl was indifferent to them. One day he hears the voice of Joseph, the slave whom Malik the merchant brought to Egypt. He falls in love with her in absentia and sets out with the state with a large fortune in order to meet and buy with her. When he sees Joseph, he sees that his incredible beauty, that there is no equal in this world equal to him, and he falls unconscious.

He is grateful to Yusuf for guiding him to the right path, awakening him from his slumber, and giving him a sign of the truth:

Dedi Yusufga: Chun vasfing eshitdim,

Jamoling shavqidin o'lmakka yetdim...

Yuzung ko'rgach bo'lub behud yiqildim,

Halokimni g'amingda jazm qildim.

Vale men deb kalomi mushfiqona,

Haqiqatdin manga berding nishona.

Jamoli haq sori ochding ko'zumni,

Ayurding mehri husnungdin yuzumni...

It is obvious that Jami Zulaykha's full activity during the work, his romantic experiences, that is, the gradual rise of figurative love in it to the level of real love, are shown in short images in the example of Bozga:

Yiqil'on hol aro tutding qo'lum sen.

Haqiqat sori ko'rguzdung yo'lum sen.

Chu emdi fikr ila andisha qildim,

Saning ishqing majoz erkanni bildim.

Haqiqatg'a ko'zum chun bo'ldi bino,

Majoziy ishq i tark etsam avlo.

Jazokallohki sen ochding ko'zumni,

Yeturgil yor vasliga o'zumni...

It should be noted that this small episodic image played a significant role in the epic. The author describes his original purpose, Sufi views, and one of the most important issues of mysticism through this short passage. In short, the image of the Egyptian girl reflects the main idea of the work, its essence.

The epics created by Abdurahman Jami and Mirzo Olim Devona are based on the principles of their creative thinking and, no matter how romantic and mystical they are, they are dominated by the ideas necessary for the secular spirit and human spiritual perfection.

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DOI: **10.5958/2249-7137.2021.00926.5**

FEATURES OF INTEGRATED WATER RESOURCES MANAGEMENT OF THE CHARVAK RESERVOIR

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ABSTRACT

For the assessment of water resources for sustainable development of the country and its regions need to have comprehensive and current data on the supply of quality water, the conditions of the formation of the hydrological regime of water bodies and their environmental condition, as well as a possible change in its inventory under the influence of natural and anthropogenic factors.

KEYWORDS: *Water, rivers, Water resources, Database, industry, Agriculture.*

INTRODUCTION

Intensive economic use of small rivers and other water bodies, increasing pollution and depletion of water resources urgently requires the development and preparation of schemes of rational use and protection of water resources at the regional level, the creation of a permanent system of accounting and water resources (water cadaster) for efficient water management. The use of this development of technology for storing and processing hydrological information is a very urgent problem, as it allows us to find optimal solutions for the use of water resources. Water resources are one of the most important components of the human environment. Intensive economic use of small rivers and other water bodies, increasing pollution and depletion of their water resources urgently requires the development and drawing up of schemes.

DISCUSSION

The current stage of information technology development is characterized by the wide application of mathematical methods for modelling, analyzing and evaluating the state of natural and economic complexes. [2] Since spatial aspects play a significant role in such systems, an effective solution to the problems of assessing the state is associated with the use of geoinformation technologies that integrate data about the territory and provide tools for processing and analyzing spatial information.

Intensive development of computer technology and information technology in recent years; As it is clear from the analysis of the current state of the problem, at present, the methods of electronic cartography are widely used both in our country and abroad [1].

In recent years, in the CIS countries and directly within the borders of Uzbekistan, a system of monitoring and control, assessment and forecast of changes in the state of the geological environment - the monitoring system has been created and successfully operates. A special place in the monitoring system is occupied by the tasks of managing the geological environment, which has a different scale - from studying individual objects to planetary tasks, from assessing the state of the geological environment in a narrow time slice up to many decades; from studying and forecasting a separate natural and technical complex to regional forecasts. Such a wide range of tasks related to changes in the geological environment requires the systematization and processing of large amounts of information [5].

The main deciphering signs in the determination of area and linear geological structures and the separation of the boundary of the KDK in terms of the composition of rocks are the pattern and structure of the colour gamut (spectral brightness) of the studied territory. The structure of the picture and the spectral brightness of the object, in this case, depends on the physical-mechanical, chemical properties, mineral composition, textural and structural features of the rocks, and also on the geological structure and geographical conditions of the territory (Figure 1).

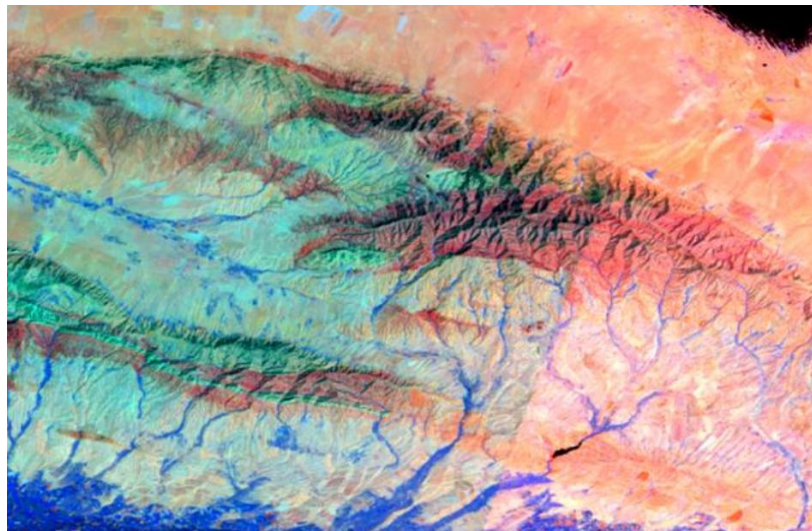


Figure1: Area and linear structures based on drawings and color anomalies on RSD materials, Western Uzbekistan

Based on the recognition of various geological structures on the materials of space surveys, the preliminary distances are compiled according to the above-mentioned signs (Figure 2).

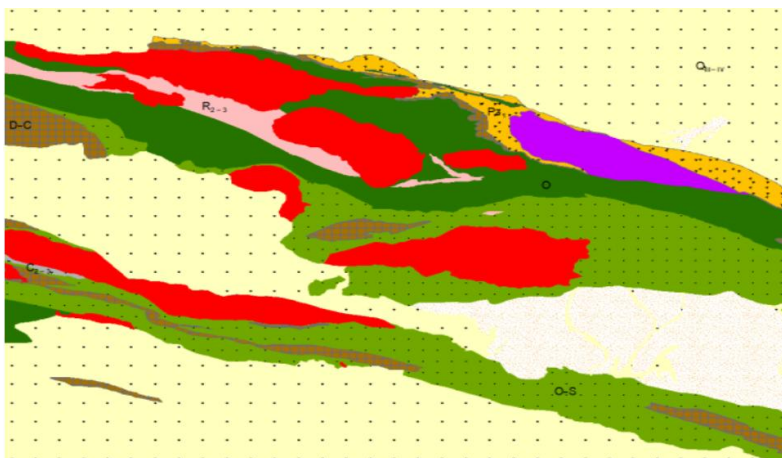


Figure 2: Results of interpretation (preliminary) RSD materials, Western Uzbekistan

The valley of the Chirchik River is the most developed in the republic. Industry and agriculture are booming here. There are more than 150 industrial, municipal and other enterprises in the Chirchik River Valley. [8] Agricultural crops are grown in almost all suitable areas of the lower terraces of the valleys. Large areas of the valleys are occupied by industrial and drinking water intakes. Their territories are partly used for growing vegetables and fruits. In the middle part of the valley is the Chirchik industrial complex, which includes the Uzbek plant of refractory and heat-resistant materials, a chemical plant. The main sources of industrial and municipal pollution, concentrated within the valley, can be divided into a point (industrial enterprises, public utilities, etc.), linear (surface watercourses) and areal (territories whose soil is polluted by industrial emissions into the atmosphere); according to the mode of operation – on a permanent basis [4].

The development of industry and agriculture depends on the availability of water resources. Despite their apparent significance in some areas, there is already a shortage of surface and underground water resources, which is due to seasonal variability in river flow, as well as uneven loads on the surface and underground water resources within settlements, agricultural and other objects, the development of irrigated agriculture, causes a significant change in the qualitative composition of surface and underground water. Their amplitude, the composition of anthropogenic-metamorphosed ingredients, as well as changes in physical properties are determined by the predominance of certain types of pollution. Due to the uneven distribution of pollution sources across the valley, the manifestation of pollution processes is uneven. The technical factor of changing the natural environment of the sections of the Chirchik River has become particularly evident since the 60s of our century. For several decades of intensive [7]. Among the technogenic factors, the main ones that affect the change in the chemical composition of natural waters are industrial and agricultural production. The chemical industry enterprises that pollute natural waters include the Chirchik Nitrogen Fertilizer Plant and the Electrochimprom. The Chirchik PO “Elektrokhimprom”, built according to the projects of the pre-war period, in which the issues of wastewater treatment were not resolved. Since the beginning of the 60s, the company has built more than 45 different facilities for the treatment of

harmful discharges. Water consumption by the Electrochimprom plant is 665 thousand m³/day, water disposal-588 thousand m³/day of these, 488 thousand m³/day is discharged into buffer ponds, 10 thousand m³/day into the slag storage tank, and the rest is drained into the city sewer. The waters of buffer ponds in high concentrations contain ammonium, nitrate, nitrite, petroleum products, phenols, copper and other components, some of which are systematically observed in the Chirchik River after the Yumalak reservoir flows into it. The enterprises of the metallurgical industry that pollute natural waters include the plant of refractory and heat-resistant metals with water consumption of 47.6 thousand m³/day and water disposal of 46.3 thousand m³/day. In recent years, the plant has carried out extensive work on the construction of new treatment facilities. Before the reconstruction of runoff production done in the slum, which is a pit, the bottom of which is the roof of pebbles, devoid of any grout curtain, resulting in polluting components was freely admitted into the groundwater. The plant's effluents contain large amounts of ammonium, nitrite, nitrate, molybdenum, iron, copper, tungsten, cobalt, chromium (ammonium-181.2, molybdenum – 16.4, copper – 0.8, iron – 29.0, tungsten -1.6, chromium – 0.004, cobalt – 1.3 mg/l). In November 1980, the company “Caprolactam ” was put into operation” BY “Elektrokhimprom”. Its water consumption is-22,32 thousand m³/day, water disposal – 20 thousand m³/day. Salvo discharges produced by Caprolactam, part of the production and” conditionally clean ” wastewater through the storm sewer network are discharged without any treatment into the Chirchik River. They contain (mg/l): ammonium ions-15.7, nitrates-23.1, and nitrites-1.4. Industrial waste causes pollution of natural waters in certain areas of the Chirchik River Valley with components specific to each production, which leads to a change in the chemical composition of the water. It is established that the largest production facility that discharges wastewater into the Chirchik River is the Chirchik Electrochemical Plant, located above all major cities and settlements of the Chirchik Valley on the II and III above-floodplain terraces. The main output products of the plant are nitrogen fertilizers [8-10].

CONCLUSION

In conclusion, thus the cover deposits in the irrigation fields of the Chirchik district serve as weak protection of groundwater from nitrogen contamination of fertilizers used in agricultural production. The intensity of the man-made agricultural factor as an indicator of natural water pollution depends not only on the number of fertilizers applied but also on the degree of "reactivity" of the system, i.e., on the dilution capacity of the aquifer and the intensity of water exchange processes. The results of the survey of wells and boreholes allowed us to conclude that the level of groundwater contamination in the floodplain territories from the I-th above-floodplain terrace of the Chirchik River in the agricultural development zones is significantly lower than in the II-th above-floodplain terrace, despite the weaker protection of the aquifer by cover deposits. Obviously, in this case, the prevailing purification factor is the intensity of water exchange. In general, the pollution of natural waters with nitrogen nitrate, as the main component of agricultural pollution, is widespread and is the result of the regional impact of this technogenic factor. Municipal wastewater from cities and settlements, including a mixture of conditionally clean and untreated wastewater from urban sewers and enterprises, is one of the most important technogenic factors of surface and underground water pollution. The impact of the municipal factor on water pollution is directly related to the size of settlements and the saturation of their industrial enterprises [6].

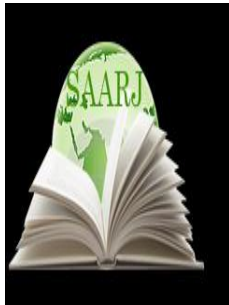
Thus, the growth of water use and pollution of water resources necessitate the search for the most effective methods to achieve the rational use and protection of water resources, focused not only on increasing the efficiency of the development of water-intensive industries but also to minimize the negative consequences of the functioning of the national economy and its individual sectors. The most important factor in achieving the parameters of sustainable water use, providing the population and economic activities with water resources, and improving their environmental condition should be a mechanism for rational water use, which allows regulating the volume and quality of water resources involved in economic turnover and ensuring the increase in the efficiency of their use [3].

Water resources are the determining factor of life and habitat, the most important resource that all sectors of the national economy are focused on. In the context of population growth, the scale of production and the aggravation of the shortage of irrigated water, the tasks of rational use of water resources, reduction of water loss during transportation, as well as optimization of the structure of agriculture in general and the irrigated sector in particular, taking into account the degradation of environmental components, primarily land and water resources, are of strategic importance. The solution to this problem largely depends on the degree of perfection of the water resources management system, taking into account the involvement of the country's water management complex in the sphere of market relations. Sustainable water use is an activity aimed at ensuring the economic use, protection and reproduction of water resources, taking into account the long-term interests of the country's economy (basin) and conservation.

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DOI: **10.5958/2249-7137.2021.00927.7**

FACTORS OF ORGANIZING PHYSICAL EXPERIMENTS BASED ON NON-TRADITIONAL TECHNOLOGIES

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ABSTRACT

This article presents the factors of organizing physical experiments based on non-traditional technologies and algorithms for virtual organization and execution of individual experiments in the field of physics of electromagnetic oscillations using electronic resources. Assessing students' knowledge in non-traditional teaching technology is an important task. Since this technology is mainly focused on independent learning, it is advisable to take into account not only the results of the experiment but also the creative activity and independent working skills of students in the process of assessing students' knowledge.

KEYWORDS: *Experience, technology, Factors, Electromagnetic oscillations, Alternating current, oscillatory circuit, resonant frequency, voltage, originality.*

INTRODUCTION

Currently, one of the urgent tasks in the education system is to increase the interest of students in obtaining knowledge, as well as the development of creative abilities and the ability of students to apply the obtained theoretical knowledge in practice. In the development of the creative abilities of a schoolchild and a student, it is important to be able to properly organize, conduct physical experiments, and analyze the results [1,2]. This is a guarantee of production efficiency, including the introduction of the achievements of science and technology in various industries.

MATERIALS AND METHODS

An important place in the study of physics was occupied by the organization and conduct of experiments. Factors of organizing physical experiments based on non-traditional technologies:

- The level of physical knowledge will increase;

- The theoretical knowledge gained is strengthened;
- Achieves a deeper understanding and understanding of the basic concepts and laws of physics;
- Form the skills and abilities to solve experimental problems;
- Studies working with physical devices and instruments, measuring instruments;
- Learn to develop and analyze the results of observations and experiments;
- Learns to work on the measurement errors of physical quantities;

Non-traditional (virtual, with computer equipment).

Achievements: students' skills of working with computer equipment are being formed;

- Direct execution of processes and experiments that are impossible to see or difficult to observe in practice is achieved;
- Saves time when performing your experiments;
- The possibility of dynamic (animated) execution of experiments;
- Direct intervention of the student in it when performing the experiment (temporary stop and continue);
- Achieves repetition of the experience several times within a given time;
- Availability of automatic analysis (evaluation) of the results of the work performed;

Disadvantages: students' ignorance of the use of computer technology;

- The absence or incorrect structure of the method of performing the experiment;
- The illogical or incomprehensible sequence of the experiment execution;
- The student's work on computer equipment in excess of the established time;
- Incomplete understanding of measurement technology and computing apparatus;

As a result of the analysis mentioned above, the following can be recognized. The difference between non-traditional classes and traditional ones is that these classes create an atmosphere of freedom for students, allowing them to freely express their opinions [2-4]. With traditional methods of teaching the organization and conduct of physical experiments, the devices and devices of the experiment, with sufficient quality, give their effect in this particular case. Also, one of the advanced pedagogical technologies in further improving the effectiveness of training is teaching physical experiences using non-traditional learning technologies. With the above in mind, we present an algorithm for virtual execution of some experimental physics works on electromagnetic oscillations using computer-based learning technology.

1-experience. Method for determining the resonant frequency of the circuit

Purpose of the work: 1. Investigation of the phenomenon of resonance in an alternating current circuit composed of R, L, and K elements connected in series in an experiment.



2. To study the resonant frequency (ω_{rez}) of the oscillation circuit, the resonant voltage ($U_{m.rez}$) in the circuit and the determination of the originality and active resistance. Required equipment: an


electronic software tool designed to perform virtual laboratory work with auxiliary equipment [3-5]. Brief theoretical information: The phenomenon of a sharp increase in the amplitude of vibrations, when the frequency of harmonic vibrations in an electrical circuit becomes equal to the frequency of the circuit, is called resonance.

The resonance phenomenon in an electric circuit is achieved when the alternating current at a given voltage and at given values of R , L and C reaches its maximum value $R_L = R_C$,

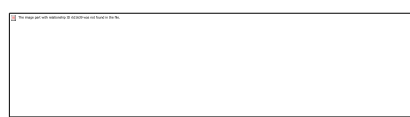


When the oscillation contour with a very small active resistance is equal to the frequency of the alternating voltage outside its specific frequency, the amplitude of the forced oscillations of the current increases sharply and a resonance event occurs in the electric oscillation circuit.

The less energy is wasted in the circuit, i.e. the smaller the resistance R in it, the more pronounced the resonance phenomenon. When  the resonance value of the current increases infinitely:  is a schematic representation of it in Figure 1. The frequency dependence of the current amplitude when the resistances are different is shown in Figure 1

. As the current increases during resonance, the voltages in the capacitor and inductor also increase sharply. These voltages are equal in magnitude and several times higher than the external voltage.

As well as:



The external voltage is related to the resonant current as follows:



If it is



, it will be



During resonance, the shift between the external voltage phase and the current-carrying phase in the circuit tends to zero. Permission is obtained from the teacher to perform the measurements. The algorithm and methodology for performing the measurements are as follows: Step 1. The theme "Determination of the resonant frequency of the contour" is activated from the model in the dialogue box (Figure 1).

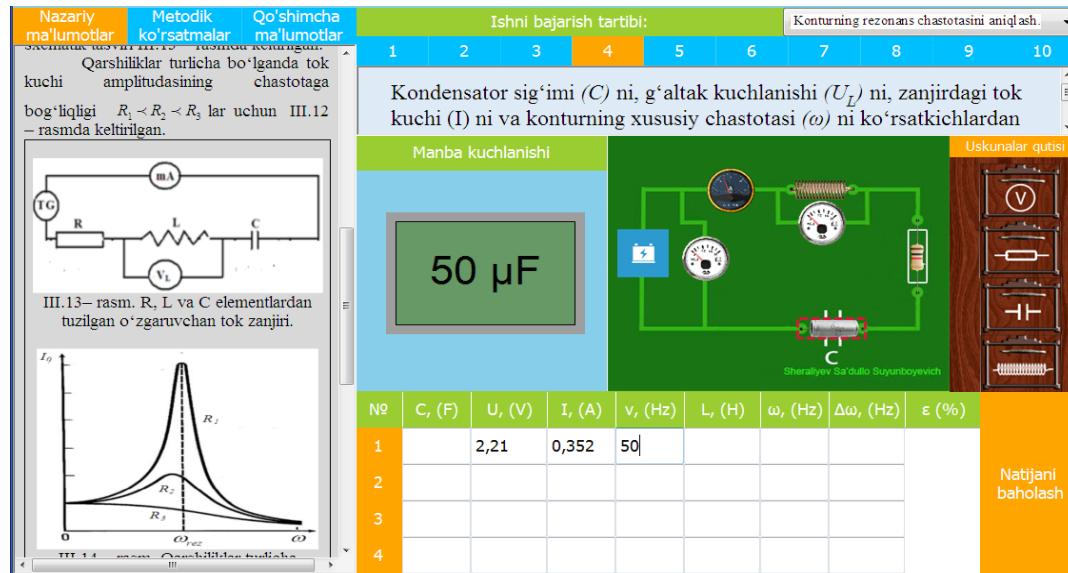


Figure 1: Model for determining the resonant frequency, the voltage of the circuit.

Step 1 A voltmeter, rheostat, capacitor, and coil are used to assemble the circuit in the electrical circuit from the toolbox.

1. Assemble the circuit diagram of the case shown in Figure 1.
2. The output voltage of the sound generator is set to a magnitude of 6B or close.
3. R = - the resistor is removed from the circuit.
4. Capacitor capacitance (C), coil voltage (U_L), circuit current (I) and circuit-specific frequency (ω) are plotted in the table in Figure 1.

5. The values of the coil inductance L are determined and entered in the table.

6. According to the measurement results, the resonant frequency is calculated and summed using the formula .

7. After the automatic calculations, the analysis and conclusions on the absolute and relative errors of the experiment are made.

2 - Experience. Methodology for determining the resonant voltage in the circuit;

Theoretical data on the determination of the resonant voltage in the circuit is studied. Permission is obtained from the teacher to perform the measurements. The algorithm and methodology for performing the measurements are as follows: Step 1. The theme "Determination of resonant voltage in the circuit" is activated from the model in the dialogue box (Figure 1).

Step 2 A voltmeter, rheostat, capacitor, and coil are used to assemble the circuit in the electrical circuit from the toolbox.

1. The electrical circuit of the work is assembled.

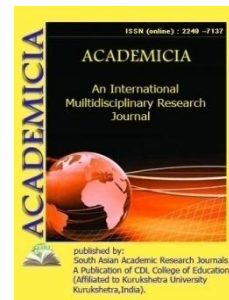
2. The output voltage of the sound generator is set to a magnitude of 8B or close.
3. R - resistor is not connected to the circuit.
4. The capacitance C, the winding voltage U_L , the current I in the circuit and the specific frequency ω of the circuit is entered in the corresponding table.
5. The coil inductance L from is determined and entered in the corresponding table.
6. According to the measurement results, the voltage at the resonance time is calculated and summed using the formula .
7. After the automatic calculations, the analysis and conclusions on the absolute and relative errors of the experiment are made. Computer-assisted learning technology is mainly implemented through e-learning resources and its features are:
 - It is aimed at developing the student's independent thinking and creative abilities;
 - The teacher participates in the educational process as a consultant;
 - Active integration of media and resources in the learning process is provided;
 - Training motivation is increased;
 - Increases the intensity and effectiveness of education;
 - The student's skills of independent work and research are formed.

CONCLUSION

Assessing students' knowledge in non-traditional teaching technology is an important task. Since this technology is mainly focused on independent learning, it is advisable to take into account not only the results of the experiment but also the creative activity and independent working skills of students in the process of assessing students' knowledge.

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DOI: **10.5958/2249-7137.2021.00928.9**

SOCIETY, STATE, LAW - MODERN DEVELOPMENT TRENDS AND PROSPECTS

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ABSTRACT

The concept of state is known to us as the settlements inhabited by pre-Christian urban states. This is mainly the case between ancient Egypt and the states between Akkat and Shummer in Mesopotamia, which have a history of more than 3,000 years and functioned as a separate structure in governance. In short, the concept of State in the early days also meant the concept of the city. By our time, the State has acquired its essence as an improved perfect understanding of its function. State symbols are Flag, Territory, and Coat of Arms, Constitution, Army, Law Enforcement, Anthem and Currency. The concept of state performs its function depending on the socio-economic relations of society.

KEYWORDS: *Constitution, state, law, civil society, law and its observance.*

INTRODUCTION

Before independence, we looked at the state as a means of protection, as a guide. For example, we had the notion that if a problem arose, the State should take action. The problem of housing was that even the upbringing of children had to be carried out by the state. As we move toward building a democratic civil society based on a market economy, we will face several challenges on our own. First of all, we need to inculcate in the minds of our citizens the tendency to build a free civil society. We need to educate citizens who live with the idea that what the state has given us, what I have given to the state, what I have done for the welfare of society. In a market economy, it is natural for the population to be rich and poor. As the differences between these layers increase, it becomes necessary to prevent the elements from exploding. At this point, the state needs to fulfil its function.

MATERIALS AND METHODS

As the state implements social policy, it influences the distribution of income and the formation of social qualities between the strata. This is done as follows:

1. The state shall train a skilled workforce at its own expense and organize free general education for all. Everyone has the right to education. Free general education is guaranteed by the state. Schoolwork is under state control [1]. Preferential housing and medical services are guaranteed. Training of the population in new professions will be introduced at the expense of the state. Free medical care by the state is determined between social strata.
2. The state redistributes income through taxes and provides social protection to the poor at the expense of the rich. In this way, social harmony and reconciliation will be established, which will create favourable conditions for economic growth. Citizens' property is protected by the state. Everyone has the right to own property alone as well as in association with others. The secrecy of deposits in the bank and the right of inheritance are guaranteed by law [1].
3. The state shall take measures to provide employment and reduce unemployment. Unemployment benefits and employees are paid for by the state. The state allocates large sums of money to social programs. Takes social protection measures everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. The harmonization of the ratios of market and field mechanisms has an impact on the lifestyle of the population and serves to ensure its well-being. But this ratio depends on the nature of each state, the level of development of the private sector in it, the economic problems facing the country.

The state is in contact with the world community and the norms of international law perform their functions in accordance with the normative documents. By function, the state is divided into 3 types: 1. Unitary; 2. Fiducive; 3. Confederate; According to their characteristics, government bodies are divided into 3 main groups:

1. General authority.
2. Special powers.
3. Network authority.

In our country, public administration is based on three powers. 1. Legislative power, 2. Executive power 3 Supervisory authorities; the media that can expand their sphere of influence to all three governments is called the 4th power. Its activities are based on transparency and democracy. As for the concept of law, the meaning of the law in its purely internal interpretation lies in the fact that it is a socially justified attribute or quality that determines whether each person acts in a certain way or not. If we pay attention to the lexical or philosophical meaning, then it is based on the words "Truth" and is a set of specific norms aimed at protecting a person. In our country, the law is reflected on the basis of all universal international law based on democratic principles. Public life in the Republic of Uzbekistan develops on the basis of a variety of political institutions, ideologies and opinions.

Democracy in the Republic of Uzbekistan is based on universal principles, according to which a person, his life, freedom, dignity and other inalienable rights are the highest values. Democratic rights and freedoms are protected by the Constitution and laws. One of the main factors in the

creation of the Constitution is that this document, which is a set of legal norms, is the basis for human development to have its place in the world community of any country.

If we focus on the constitutional system of developed countries;

We see that the U.S. Constitution, adopted in 1778, spanning several hundred years, is still in effect today. The Constitution is an important political and legal document that reflects the interaction of the socio-political, economic and spiritual order of society with the state. The republic was faced with the problem of choosing its own path of development. In June 1990, at the II session of the Supreme Council of the XII convocation, the Constitutional Commission was established under the chairmanship of the President. Until December 8, 1992, it was twice put up for public discussion. The constitutions of more than 30 countries were studied and several options were developed.

The president himself has made changes seven times.

Announcing the adoption of the Constitution, the President noted the following.

"We have advanced the idea that the greatest of all worldly blessings is man, and on this basis, we have sought to find a rational-legal solution to the relationship between 'civil society and the state.'" On this basis, you and our life and death are the encyclopaedias that give us the right to live as human beings. A set of 128 articles of the Constitution was formed.

The study of the Constitution reveals the role and importance of law in human life, helps to understand how the relationship of the citizen with the state should be formed and how important it is in human life.

The government of our country is doing a lot of positive work to study the Constitution and promote it among the general public, to increase the legal knowledge and skills of our people.

The purpose of the Decree of the President of the Republic of Uzbekistan No F-1322 of January 4, 2001, was to study the Constitution and increase the legal literacy of citizens. If we want a modern interpretation of the concepts of society, state, law, we should focus on the fact that the state delegates its functions to the members of society one by one, and on the legal actions taken to develop civil society. The process of liberalizing society creates "liberalism." What is liberalism? The term liberalism was used in the 1812 uprisings in Spain.

In the 1840s, the term spread throughout Europe. Hence, as the birthplace of liberalism, European Liberalism developed as a political movement, it largely supported the interests of the middle class. Liberal ideas existed even before they matured as a political movement and played a key role in the English revolutions of the 18th century, the American and French revolutions. The basis of liberalism is individualism. It should be seen as the Enlightenment that promotes the natural rights of man. Liberalism was described by Con-Look, one of the geniuses of the West, as "Life-freedom and property." If we study the process of liberalization scientifically, we will see that the interests of individuals appear to be high. This means that the society is united in a single goal as a result of entering into economic, social and political relations, which are independent individuals who embody personal interests. There seems to be an intrinsic connection between the concept of freedom and the concept of equality. However, it must be understood that freedom does not mean equality.

Our Constitution, which is our main encyclopaedia, says about freedom: Everyone has the right to liberty and security of person. No one may be arrested or detained without law. In addition to individuals, liberalism also has the characteristics of universality.

Liberal ideas promote equality before the law for all, regardless of gender, religion, race, or origin. Wealth based on equality of opportunity is considered to be the fruit of talent and hard work, and society is ruled by talented and lucky people. Liberals see pluralism as a natural state. They believe that truth emerges as a result of diversity and freedom of thought. Many countries have constitutions in a liberal spirit. Liberal ideas were also reflected in the 1787 US Constitution. In this regard, Tom Jefferson expressed the following views, based on the principle that "the best government is less government than others". "We have fought not only for a form of government based on the principles of freedom but also for the distribution and balance of governing power to several institutions so that none of them is limited by their legal powers. The people are the custodians of power and government. Everyone should influence the government". As our goal shifts from a strong state to a strong civil society, we have certainly made the main goal of radical renewal of society through self-government bodies in the liberalization of public administration.

CONCLUSION

While the state bodies delegate their functions to the self-governing bodies one by one, it should provide for control over the precise implementation of the measures that need to be carried out conveniently and quickly for the citizens.

We have as a basis the assembly of citizens of "Makhalla", which is its institution as a body of self-government in all places. Currently, the activities are carried out through this body. In the mahallas, various commissions are organized on a community basis, which expresses their attitude to the state bodies and thus participates in the management of the society. The interdependence of society, state, law, mistakes and shortcomings in the development of civil society are the main means for us to understand the negative consequences for human development. Human society recognizes the need for a strong state to prevent the violation of the rights and freedoms of the citizen by other individuals on all fronts. Freedom promotes only the idea of the law and the guarantee of its observance.

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